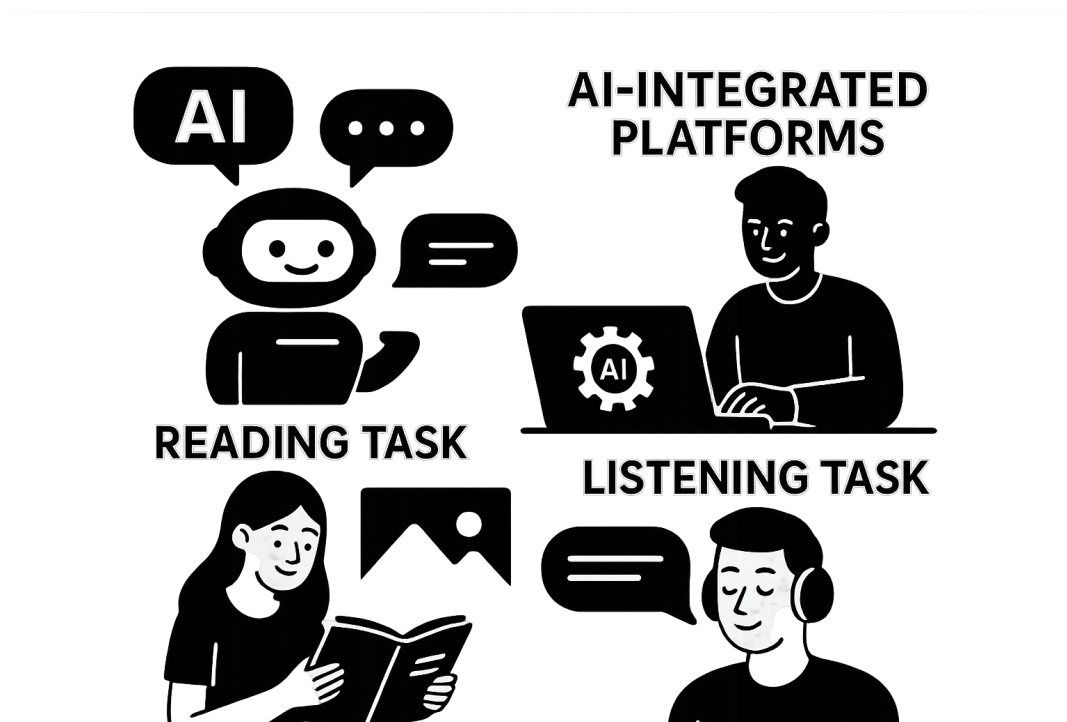


**HỘI CÁC TRƯỜNG THPT CHUYÊN
KHU VỰC DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ**



**HỘI THẢO KHOA HỌC
CÁC TRƯỜNG THPT CHUYÊN
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LẦN THỨ XVII NĂM 2025**

MÔN TIẾNG ANH



Tháng 7, năm 2025

CHUYÊN ĐỀ

**USING AI APPS TO ASSIST TEACHERS
IN DESIGNING READING OR LISTENING TASKS
FOR GIFTED STUDENTS**

Tháng 7, năm 2025

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
EFL	English as a Foreign Language
NEC	National English Competition
NLP	Natural Language Processing

ABSTRACT

This study explores how Artificial Intelligence (AI) applications can support English language teachers in designing effective reading and listening tasks. The study provides insights into the practical application of AI in designing reading and listening tasks and offers recommendations for enhancing instructional design through AI support.

With growing demands on educators to create differentiated and engaging learning materials, AI offers innovative solutions by automating the generation of texts, and questions. The study reviews relevant literature, identifies the use of AI chatbots and AI-integrated platforms such as QuestionWell, and Conker in designing reading tasks (word-formation cloze, open-cloze, multiple-choice) and listening tasks (gap-filling, multiple-choice) for gifted students, and highlights both the potential and limitations of these tools. While AI improves efficiency and supports personalized task design, the findings emphasize the critical role of teachers in reviewing and refining AI-generated content to ensure pedagogical appropriateness, cultural relevance, and alignment with learning outcomes. The study concludes with practical recommendations for English as a Foreign Language (EFL) teachers, and calls for further research into the effectiveness of AI-designed tasks in real classroom settings.

CHAPTER 1: INTRODUCTION

1.1 Background of the study

Reading and listening skills are of paramount importance in English language learning as they constitute the foundation of receptive skills, enabling learners to process, comprehend, and internalize information effectively. For gifted students, mastery of these skills is crucial not only for their general language development but also as a competitive edge in high-stakes competitions such as the National English Competition (NEC).

1.2 Statement of the problem

Despite their advanced intellectual capacity and strong motivation, gifted students often face obstacles in developing reading and listening skills at the desired level. Teachers, on the other hand, encounter multiple challenges in designing tasks that meet the high proficiency level of these students. These challenges stem from issues such as selecting suitable materials, time constraints, and lack of access to appropriate resources. Furthermore, traditional task design methods may fall short in addressing individual students' needs, leading to suboptimal practice opportunities and affecting students' performance in competitions.

To handle the given challenges, Ibrahim et al. (2018) stated that technology could never be separated with language learning. It is inevitable that a lot of aspects of life have been fundamentally changed in the dawn of Industry 4.0. In such case, AI has become a cornerstone of technological innovation in the 21st century, influencing nearly every sector. Its rapid growth is attributed to advancements in data processing, machine learning algorithms, and computing power, allowing AI to perform tasks that once required human cognition (Russell & Norvig, 2021).

With reference to the given problems, carrying out the research **“USING AI APPS TO ASSIST TEACHERS IN DESIGNING READING OR LISTERNING TASKS FOR GIFTED STUDENTS”** is thereby necessary.

1.3 Objectives of the study

Given these challenges, there is a pressing need to explore innovative solutions that can support teachers in designing effective reading and listening tasks for gifted students. Incorporating AI tools into this process has the potential to bridge existing gaps by providing authentic materials, customizable question sets, and adaptive difficulty levels. The current study aims to investigate how AI applications can be employed to assist teachers in creating high-quality, competition-oriented reading and listening tasks, thereby enhancing students' preparation and performance in the NEC and similar competitions.

This study seeks to:

- Identify key obstacles hindering teachers in designing reading and listening tasks for gifted students.
- Explore the benefits and challenges associated with using AI applications for task design.
- Suggest practical prompts to guide teachers in employing AI tools for creating reading and listening tasks.

- Recommend AI-integrated platforms that can support teachers in this endeavor.
- Provide practical guidelines and examples to facilitate effective integration of AI into designing reading and listening tasks for gifted students.

1.4 Significance of the study

The findings of this study are expected to offer valuable insights for EFL teachers, curriculum designers, and educational administrators working with gifted students.

Firstly, the study offers practical implications for EFL high school teachers by showcasing how AI tools can be effectively integrated into designing reading and listening tasks.

Moreover, the study contributes significantly to the development of more individualized and engaging learning experiences tailored to the specific needs, interests, and abilities of high-achieving learners.

1.5 Scope and limitations

This study primarily focuses on the use of AI tools in designing reading and listening tasks for English gifted students at the high school level, with an emphasis on preparation for NEC and similar competitions. The study is limited to a selection of AI applications and platforms currently accessible to teachers and does not encompass all possible AI tools or other language skills such as speaking and writing.

1.6 Structure of the study

The study includes the four major chapters namely “INTRODUCTION”, “LITERATURE REVIEW”, “PRACTICAL APPLICATIONS”, “CONCLUSION AND IMPLICATIONS”. Besides, the research includes “REFERENCES” and “APPENDICES”.

Chapter 1, “INTRODUCTION”, briefly introduces the background of the current study, the problem statement, the significance of the study, and the scope of the current study.

Chapter 2, “LITERATURE REVIEW”, presents some theoretical background paying attention to key terms such as receptive skills, AI and its application in language task design. Then, this chapter continues with AI tools’ benefits and drawbacks when AI tools are used in designing reading and listening tasks.

Chapter 3, “PRACTICAL APPLICATIONS”, presents how AI tools are used to create reading and listening tasks.

Chapter 4, “CONCLUSION AND IMPLICATIONS”, introduces the conclusion of the key findings, the implications of the findings, and some suggestions for further researches.

“REFERENCES” and “APPENDICES” will be presented in the last pages of the research.

CHAPTER 2: LITERATURE REVIEW

This chapter reviews key literature on the integration of AI in language education, focusing on the design of reading and listening tasks. It also explores how AI technologies - particularly generative AI - are used to support teachers in creating effective, personalized, and efficient reading and listening tasks. Furthermore, the chapter examines AI-integrated platforms that automate task creation.

2.1 Receptive skills

2.1.1 The role of receptive skills in language learning

Reading and listening skills are fundamental to the development of language proficiency. As primary receptive skills, they enable learners to access and process comprehensible input, which is vital for developing vocabulary, grammatical awareness, and overall language fluency (Krashen, 1985; Nation, 2001). Therefore, it is crucial to design reading and listening tasks effectively to maximize their pedagogical benefits. Nunan (2004) emphasized that well-designed tasks expose learners to authentic or semi-authentic input and engage them in meaningful interaction with texts or audio, promoting natural language development and learner autonomy.

2.1.2 Challenges in designing reading and listening tasks

Designing effective reading and listening tasks in language education is a complex process. Despite the availability of resources and frameworks, teachers often struggle to design these tasks.

- **Appropriate materials**

One of the foremost challenges in designing reading and listening tasks is addressing the diverse proficiency levels of students. Learners in a single classroom often vary widely in terms of vocabulary knowledge, listening speed, background knowledge, and reading strategies (Richards & Renandya, 2002). Selecting or adapting authentic materials that are level-appropriate is taxing.

- ***Engagement***

Creating tasks that sustain learners' interest is particularly challenging in receptive skills instruction as reading and listening skills are often perceived by students as passive and less engaging than speaking or writing. Teachers must carefully select topics that are relevant and use formats (e.g., gamification, multimedia, or problem-solving tasks) that encourage active involvement (Ur, 2012).

- **Time constraints**

Teachers frequently cite lack of time as a barrier to creating high-quality reading or listening tasks. Richards & Renandya (2002) concluded that teachers often investing extra time in editing or supplementing materials to suit learner needs.

Futhermore, planning, selecting resources, adapting materials, and designing pre-task and post-task activities are labor-intensive processes (Nunan, 2004). It is inevitable that crafting tasks with multiple entry points is time-intensive and often constrained by limited resources.

2.2 Artificial Intelligence

AI refers to the simulation of human intelligence in machines that are programmed to think, learn, and solve problems. AI applications are capable of processing large volumes of data, recognizing patterns, and generating solutions autonomously or with minimal human input (Nilsson, 2010).

2.2.1 AI in education

In education, AI has been applied in adaptive learning systems, automated assessment, personalized feedback, and content creation (Luckin et al., 2016). The researchers also added AI in education has emerged as a powerful tool for enhancing learning experiences, providing personalized instruction, automating assessments, and reducing teachers' workloads.

2.2.2 AI in language task design

One of the most promising areas for AI in education is in the domain of language learning. Recent advances in Natural Language Processing (NLP), a subfield of computer science and AI that uses machine learning to enable computers to understand and communicate with human language, have enabled AI to generate, analyze, and adapt textual and audio content at scale. These capabilities are now being applied in language teaching through chatbots, AI tutors, and content generation tools, creating new opportunities for teachers to save time and enhance task design.

Recent research also highlights how AI can assist in generating level-appropriate texts, creating comprehension questions, and recommending vocabulary and grammar targets (Xie et al., 2021). Additionally, NLP technologies can automatically analyze text complexity, extract main ideas, and tailor content to suit learners' needs (Choi & Lee, 2020). Moreover, AI tools can curate authentic audio resources or generate synthetic voices for listening tasks with varying speeds and accents, improving learners' exposure and accessibility.

2.2.3 AI tools

AI tools offer a level of flexibility that traditional resources cannot match. These tools promise personalized, adaptive, and interactive content creation. AI can modify the difficulty level of texts, generate multiple-choice questions, create vocabulary glossaries, or produce script-based audio - all within seconds (Zawacki-Richter et al., 2019).

2.2.3.1 AI chatbots

AI-powered chatbots are designed to mimic human conversation using text or voice interaction, providing information in a conversational manner. Most of the latest intelligent AI chatbots are web-based platforms that adapt to the behaviors of both instructors and learners, enhancing the educational experience (Chassignol et al., 2018; Devedzic, 2004; Kahraman et al., 2010; Peredo et al., 2011).

- **AI chatbots types**

Some of the most popular AI chatbots used in language task design are:

AI CHATBOTS	DEVELOPER / PLATFORM	DESCRIPTION	PRICE & TERMS OF USE
ChatGPT	OpenAI	An advanced AI chatbot, based on large language	Free with limits;

		models like GPT-3.5, GPT-4, and the latest GPT-4o. It is designed to understand natural language and generate human-like responses.	subscription for GPT-4
Bard (Gemini)	Google	A conversational AI, built on a large language model and designed to understand and generate human-like language. Gemini is part of Google's suite of AI tools and integrates with other Google services.	Free with Google account

TABLE 2.1: AI CHATBOTS USED IN LANGUAGE TASK DESIGN

- **Prompt engineering**

Prompts, the instructions or questions given by the user, are the primary channel through which humans communicate their intentions to AI systems. Central to harnessing the full potential of these systems is the concept of prompt engineering, which refers to designing inputs in a way that elicits the most relevant, coherent, and high-quality output (Reynolds & McDonell, 2021).

Characteristics of effective prompts: A growing body of work emphasizes that well-crafted prompts are (1) clear, (2) specific, (3) context-rich, and (4) aligned with the intended output format (Zhang et al., 2022). To clarify, White et al. (2023) highlighted that explicit instructions (“Summarize this paragraph in 3 sentences”) generally outperform vague commands (“Tell me about this”). Similarly, Liu et al. (2023) demonstrated that providing context - such as background information or examples - improves accuracy and factual consistency in chatbot responses.

Several guidelines have emerged from empirical studies and community practices. Durieux et al. (2024) proposed a stepwise approach to effective prompting as follows:

STEPS	DESCRIPTIONS
Step 1: define the purpose of the prompt	• text creation or refinement (e.g., using verbs like ‘write’ or ‘create’) • text extraction or analysis (e.g., ‘summarise’ or ‘extract’)
Step 2: make the prompt more specific	• add relevant context • specify the desired output format • provide examples to illustrate the expected style or level of detail

TABLE 2.2: GUIDELINES TO CREATE EFFECTIVE PROMPTS (DURIEUX ET AL.,2024)

These guidelines are consistent with White et al.’s (2023) finding that prompts with explicit constraints and formatting instructions improve output quality.

In addition to these design principles, researchers have highlighted the importance of iterative prompt refinement. Dong et al. (2022) argued that adjusting and fine-tuning prompts in response to the chatbot’s initial outputs is an effective strategy for improving accuracy and relevance. This iterative process mirrors traditional human editing and can be especially useful when tackling complex or multi-faceted tasks. Durieux et al. (2024) further recommended breaking down large, complicated tasks into smaller, more manageable subtasks to prevent cognitive overload and ensure clarity for the model.

In conclusion, it can be said that ambiguity in the prompt can lead to responses that may not fulfill the user’s expectations, so providing clear and specific prompt does help guide AI chatbots towards generating the desired output. In other words, prompt engineering is not merely about phrasing a question correctly but involves a thoughtful, systematic process of

defining goals, adding context, structuring output requirements, and iteratively refining instructions. As AI chatbots become increasingly embedded in education, mastering prompt engineering will be crucial for harnessing their full potential.

2.2.3.2 AI-integrated platforms

AI-integrated platform refers to a digital learning environment or edtech tool that embeds AI technologies to support and enhance teaching and learning processes. These platforms combine traditional teaching resources with AI functionalities such as NLP, machine learning, data analytics, or generative AI to personalize learning, automate tasks, and improve educational outcomes.

As Luckin et al. (2016) emphasized, AI integration empowers platforms to “interpret student data to recommend content, generate questions, or personalize assessments in real time.” This capability allows educators to tailor instruction based on learner needs and progress.

Some of the most popular AI-integrated platforms used in language task design are:

AI-INTEGRATED PLATFORMS	DEVELOPER / PLATFORM	DESCRIPTION	FUNCTION	PRICE & TERMS OF USE
QuestionWell	QuestionWell.io	Generates various types of questions (MCQ, short answer) from any input text.	Automatically creates multiple-choice, short answer, and higher-order thinking questions from any text, article, or video link. Task generation aligned with Bloom's Taxonomy	Free tier available; paid plans for exports
Nojel	Nojel.ai	Lesson planning tool powered by AI, aligned with curriculum objectives.	Generates complete lesson plans based on your topic, grade level, and learning objectives.	Free plan; premium features available
Quillionz	Harbinger AI	AI-powered tool that helps to generate questions from input texts (MCQs, short answers).	Creates multiple-choice, short answer, true/false, and recall questions based on any paragraph or passage.	Free basic version; premium plans available
Conker	TextHelp / Conker.ai	AI quiz generator that creates reading texts and comprehension questions.	Generates multiple-choice, short answer and gap-filling quizzes from topics or texts	Free basic version; premium features available

TABLE 2.3: AI-INTEGRATED PLATFORMS USED IN LANGUAGE TASK DESIGN

2.2.4 Benefits and drawbacks of integrating AI into language task design

2.2.4.1 Benefits of integrating AI into language task design

The integration of AI into language education, especially in the design of reading and listening tasks, is gaining momentum. A growing body of research highlights multiple pedagogical and practical benefits that AI brings to teachers and learners.

- **Time-saving**

AI significantly reduces the time teachers spend on preparing instructional materials. Tools such as ChatGPT, and QuestionWell can automatically generate comprehension questions,

summaries, and vocabulary exercises from any given text (Ruan et al., 2023). This automation allows teachers to focus more on refining pedagogy and engaging students rather than spending hours designing tasks manually (Luckin et al., 2016). Chen & Chen (2022) also found that AI-assisted question generation improved the speed and diversity of reading tasks in EFL classrooms.

In the context of designing reading and listening tasks, generative AI is particularly valuable. It enables teachers to quickly generate authentic materials, comprehension questions, and differentiated content suited to various proficiency levels. This automation significantly reduces preparation time while maintaining task variety and relevance.

- **Enhanced engagement**

AI-powered platforms enhance student engagement by embedding comprehension questions into multimedia content. Luckin et al. (2016) emphasized AI integration can foster more effective and engaging language learning experiences.

In line with the previous study, Kukulska-Hulme et al. (2021) reported that AI-generated listening materials increased learner engagement. These interactive tasks cater to various learning styles and promote active listening rather than passive consumption (Yin et al., 2022). The real-time feedback offered by these tools also keeps students motivated and helps them track their learning progress.

2.2.4.2 Drawbacks of integrating AI into language task design

While AI offers transformative benefits in designing reading and listening tasks, its integration is not without limitations. Scholars have raised concerns about technical, pedagogical, and ethical challenges that must be addressed to ensure effective and responsible use of AI in the classroom.

- **Reliability and accuracy**

According to Sevgi et al. (2023), although ChatGPT exhibited captivating and thought-provoking answers, it should not be regarded as a reliable information source. Sedaghat (2023) added AI chatbots may provide biased responses or non-accurate information. If the chatbot provides incorrect information or guidance, it could mislead students and hinder their learning progress. Likewise, Nguyen (2023) reported mixed outcomes: while teachers appreciated the convenience, they still felt the need to verify or revise AI output.

Moreover, AI systems do not fully understand the nuances of learners' cognitive, cultural, and emotional needs, which are crucial in language learning (Luckin et al., 2016). Having the same conclusion, Kukulska-Hulme et al. (2021) noted limitations in cultural appropriateness and naturalness of audio.

- ***Teacher's digital literacy***

Another key challenge is the lack of teacher training in AI tool use. Many educators are unaware of how to effectively integrate AI into lesson planning or critically evaluate its output (Holmes et al., 2019). This knowledge gap can lead to over-reliance on AI-generated content or ineffective task design that doesn't benefit student learning.

In conclusion, while AI tools offer numerous advantages in streamlining the design of reading and listening tasks, educators must approach their use with critical awareness and caution. Holmes et al. (2019) stated that it is essential for teachers to review and adapt AI outputs rather than relying on them uncritically. In other words, teachers must therefore maintain professional judgment to ensure that tasks are meaningful, level-appropriate, and context-sensitive. As such, the integration of AI should be viewed as a supplementary tool, not a substitute for the teacher's expertise in designing rich, learner-centered tasks.

CHAPTER 3: PRACTICAL APPLICATIONS

This chapter provides detailed descriptions of how to implement different AI apps to assist the process of designing reading and listening tasks for gifted students.

Effectively designing reading and listening tasks for gifted students requires careful planning and thoughtful integration of technology. Designing these tasks is suggested to involve three interconnected steps: selecting authentic input materials, generating advanced question items using AI tools, and carefully reviewing these items for quality and alignment with learning objectives. By thoughtfully combining authentic input, AI assistance, and professional judgment, teachers can design high-quality receptive tasks that foster deeper comprehension, critical thinking, and learner autonomy for gifted students.

3.1 Research inputs

To design meaningful and challenging reading and listening tasks for gifted students, it is important to source high-quality, authentic materials. These materials help bridge the gap between classroom learning and real-world language contexts, fostering higher-order thinking and critical engagement (Nunan, 2004).

SKILL	SUGGESTED AUTHENTIC SOURCES	EXAMPLES	PRICE
READING	Online newspapers/magazines	The Guardian, The New York Times, The Economist, The Washington Post, TIME, NPR, ...	Many articles free; premium content (subscription)
	Scientific magazines	National Geographic, Scientific American, Nature News, ...	Free articles + premium options (subscription)
LISTENING	Podcasts	BBC Podcasts, NPR, TED Talks, Freakonomics Radio, ...	Free
	Lectures & talks	TED-Ed, ...	Free
	News broadcasts	BBC World Service, CNN Audio, VOA Learning English (advanced), Al Jazeera English, ...	Free
	YouTube channels	CrashCourse, Veritasium, National Geographic YouTube, TEDx Talks, BBC Earth, ...	Free
	Expert interviews	Big Think (YouTube), Intelligence Squared, ...	Free

TABLE 3.1: SUGGESTED AUTHENTIC SOURCES FOR READING AND LISTENING

Furthermore, teachers can also prompt AI chatbots to suggest sources or even generate sample texts if a specific topic is not easily found.

3.2 Generate question items

Once suitable materials have been identified, teachers can leverage AI chatbots and AI-integrated platforms to generate advanced and authentic question items. Tools such as ChatGPT, Gemini, QuestionWell, or Quillionz can produce a variety of question types aligned with Bloom's Taxonomy, ranging from factual comprehension to inference, analysis, and evaluation (Sampson, 2019).

AI TOOLS		HOW TO USE
CHATBOTS	• ChatGPT • Gemini (Bard)	- Generate comprehension questions that include literal, inferential, and evaluative levels. - Create higher-order prompts.

AI- INTEGRATED PLATFORMS	• Quillionz • QuestionWell • Conker	- Upload the chosen text/audio transcript to generate multiple question types automatically (MCQs, short-answer, true/false). - Use these tools to differentiate questions for varying levels of giftedness.
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TABLE 3.2: AI TOOLS TO GENERATE QUESTION ITEMS

3.2.1 Use AI chatbots to generate question items

The use of AI chatbots in designing reading and listening tasks has become increasingly common in modern language teaching. These chatbots, powered by advanced natural language processing and machine learning algorithms, can generate, modify, and adapt texts or audio scripts with remarkable speed and accuracy. By interacting with AI chatbots, teachers and test designers can easily create authentic and level-appropriate materials that align with the linguistic demands of gifted students and high-stakes examinations such as NEC.

To assist teachers and task designers in maximizing the benefits of AI chatbots when developing reading and listening tasks, a set of practical prompts is provided below.

		SUGGESTED PROMPTS
Edit the input	Paraphrase the input	- "Paraphrase this [passage/ sentence/ ...] to make it more formal." - "Paraphrase this [passage/ sentence/ ...] in a shorter way."
	Simplify the input	- "Simplify this text for [intermediate/ ...] learners." - "Rewrite this [passage/ sentence/ ...] using simpler structures."
	Advance the input	- "Increase the difficulty by using [advanced/ proficient] vocabulary." - "Rewrite this [passage/ sentence/ ...] using a more sophisticated register (C2 level)." - "Use [nominalisations/ formal structures/ ...] to increase the academic level."
	Summarise the input	- "Summarise this paragraph in [number] sentences."
Create a task		- "Make [number] [gap-filling/ multiple choice/ ...] questions." - "Create a [gap-filling/ multiple-choice/ ...] exercise with [number] blanks."
Give instructions		- "Write task instructions for a [listening comprehension/ ...] exercise."
Give answer key and explanations		- "Provide answer key and explanations for each correct answer."

TABLE 3.3: SUGGESTED PROMPTS USED IN AI CHATBOTS

These suggested prompts act as ready-made instructions for AI chatbots at various stages of the task design process. By applying these prompts systematically, teachers can streamline the design process, save significant preparation time, maintain quality and consistency.

3.2.1.1 Use AI chatbots to design listening tasks

In high-level language competitions such as NEC, authentic gap-filling listening tasks have been prevalent. However, designing such tasks to meet high standards of authenticity, linguistic appropriateness, and cognitive challenge is a demanding process that requires substantial time and expertise.

GAP-FILLING	
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	Part 4. For questions 16 – 25, listen to part of a discussion about managing Gen Z in the workplace and complete the following summary. Write NO MORE THAN THREE WORDS taken from the recording for each space. Write your answers in the corresponding numbered boxes provided. The portrayal of Gen Z as (16) _____ and uncooperative is a perception that is being questioned and the guest also believes it would be unfair to look at (17) _____ such as age to make an overgeneralisation for the whole generation. The negative cases are likened to the front and back of a (18) _____, while the majority of Gen Z are described as clever, motivated, curious, and creative. In the previous generations, the term (19) "_____" was used to label individuals that could achieve (20) _____ together with a successful career and a happy family. However, Gen Z would rather try something new when seeing many of their predecessors fail to obtain these. The ideal of working hard and getting promoted at work does not seem to belong to the mindset of Gen Z, which accounts for the cases of (21) _____ or the lack of loyalty to the company reported on social media. However, according to the guest, there exist certain (22) _____ in common recruitment practices that disregard the interpersonal skills as well as (23) _____ essential for workplace achievement. This causes a significant proportion of Gen Z newcomers to fail to thrive in sales roles within their first year due to the lack of competitiveness and (24) _____ required of a salesperson. The guest concludes that it is impossible to implement uniform strategies to motivate Gen Z employees, so the first thing to do is to (25) _____ them and find ways to make them feel like part of the company. Source: NEC (2024-2025)
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Recent advancements in AI-powered tools, especially chatbots, present practical solutions for teachers and test designers. AI tools can assist in generating authentic audio materials from podcasts, interviews, or lectures; automatically transcribing and summarising content; and creating gap-fill items targeting vocabulary, grammar, or discourse features aligned with the test's proficiency level.

▮ Design strategies and suggested prompts

To effectively integrate AI into the creation of authentic gap-filling listening tasks, teachers and test designers need a clear, practical workflow. The following design strategies outline a step-by-step approach for using AI chatbots to source, process, and adapt listening materials that align with the demands of advanced-level examinations and competitions. Furthermore, to help teachers and test designers make the most of AI tools when creating authentic gap-filling listening tasks, a collection of practical prompts is provided below.

INPUTS	STRATEGIES		SUGGESTED PROMPTS
1. A video/ link (podcast, interview, lecture)	Step 1: Use tools to get transcripts. <i>(Note: AI chatbots do not automatically generate scripts from a youtube link, so teachers have to use a third-party tool to extract the transcript)</i>		
	TOOL	WHAT IT DOES	
	YouTube’s built-in transcript feature	Available on some videos via the 3-dot menu under the video	
	Google Chrome Extensions	E.g., “Transcript & Subtitle Downloader for YouTube”	
	Veed.io, Otter.ai	Web-based video transcription	
	Step 2: Use AI chatbots to generate a clean transcript.		-“This transcript is a raw transcript extracted from [an audio file/ a Youtube link]. Format it by removing timestamps.” -“This transcript is from [a recorded interview]. Format it into a clean [Q&A structure, identifying questions and answers.]”
	Step 3: Create a gap-filling listening task. <i>(Tip for Teachers: Choose core content words, then use AI chatbots to create the listening tasks.)</i>		-“Use this transcript and these keywords: [insert keywords], create a gap-fill listening task.” -“Summarise this transcript in [number] bullet points, focusing

		on these keywords: [insert keywords]. Replace them with blanks. Provide an answer key.”
2. A script (generated or existing transcript)	Steps 2, 3.	

TABLE 3.4: DESIGN STRATEGIES AND SUGGESTED PROMPTS FOR USING AI TO DESIGN AUTHENTIC GAP-FILLING LISTENING TASKS

Some AI Chatbots such as ChatGPT cannot directly access YouTube links, so there is a need to use external tools (e.g., browser extensions, Whisper, or APIs) or YouTube’s built-in transcript feature to extract the transcript.

▮ Sample of using AI chatbots to design gap-filling listening tasks

To illustrate how these suggested prompts can be applied in practice, the following example demonstrates each step, from summarising a listening script to creating a complete gap-filling task. This sample shows how AI can assist in generating a task quickly, ensuring that the final product aligns with the standards of advanced language examinations.

The input was from a Youtube link (generated using YouTube’s built-in transcript feature).

RAW INPUT	0:04 In 1927 Time Magazine took a survey of all the major department stores across the country. 0:10 They wanted to know which colors they associated with girls in their clothing lines. 0:15 The answers came back pretty mixed. 0:17 There's also a catalogue in 1918 that suggests that little girls should all wear blue because 0:22 it's a delicate and dainty color. 0:25 That's Jennifer Wright, she's an author and often writes about history and fashion for Racked. 0:31 It was only after the war that pink got the symbolic association that we have today. 0:37 In 1953, Dwight Eisenhower, the general who won World War II, becomes president and this actually turns out to be a pretty important moment in the history of pink. 0:47 It was Ike's inauguration and Mamie Eisenhower came out in this enormous rhinestone-studded Mamie Eisenhower 0:54 pink ballgown, the likes of which you never would've seen during the war when women were wearing much simpler styles. 1:00 Mamie Eisenhower loved the color pink, and she was known for it. 1:04 She thought that the pink really brought out her complexion. 1:07 She had really pretty blue eyes, it was a nice contrast. 1:09 In fact, a quick search of newspaper headlines mentioning Mamie Eisenhower also reference 1:15 the color pink pretty frequently. 1:17 And it wasn't just called pink, it was called "Mamie pink" 1:20 And she went around giving quotes like "Ike runs the country, I turn the pork chops." Pink 1:25 But yeah, it was a very arbitrary decision that she just loved pink and everybody else 1:29 decided, OK this is the color that lady-like women wear. 1:34 There's a great song in Funny Face called "Think Pink." 1:40 Where the lady editor of the magazine who is very much based off of Diana Vreeland sings 1:46 about how women in America today have gotta think pink. 1:51 And there's a great line in it where she says "banish the black, burn the blue," which are 1:57 two colors the women would've seen a lot of during the war years. 2:01 Around this time, pink became a popular color, not only in just women's clothing, but also 2:06 in the home. 2:18 This was something a lot of women liked, by the way, it wasn't seen as a terribly oppressive thing. 2:23 But, there were definitely women like Diana Vreeland who didn't really want to revert 2:29 to those traditional roles. Pink Representation 2:37 It was at this point where you start to see the color pink representing women real and 2:41 fictional who were anything but traditional.
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	2:44 The champion racecar driver Donna Mae Mims is a really good example of this. 2:49 She had a pink uniform and a pink helmet and a pink racecar. 2:53 There's the pink ladies in Grease and the Plastics in Mean Girls. 2:56 The girls who are incredibly canny and kind of terrifying, brightly explain 3:04 There's a great cover of Hillary Clinton on the cover of People magazine wearing a bright 3:08 pink jacket and the caption next to it is how we need to break the highest, hardest 3:13 glass ceiling as women. 3:14 So she's pretty much doing the opposite of what Mamie Eisenhower wanted to do. 3:19 This isn't just about the color pink, it's about how it's used to define a person's personality 3:25 and what we think they're capable of. 3:27 She still wants to show people that really, I'm just a girl, just like you. Source: https://www.youtube.com/watch?v=KaGSYGhUkvM
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Steps to generate a gap-filling listening task using ChatGPT:

STEPS	PROMPTS	OUTPUT
Format the script	"This transcript is a raw transcript extracted from a Youtube link. Format it by removing timestamps."	In 1927 Time Magazine took a survey of all the major department stores across the country. They wanted to know which colors they associated with girls in their clothing lines. The answers came back pretty mixed. There's also a catalogue in 1918 that suggests that little girls should all wear blue because it's a delicate and dainty color. That's Jennifer Wright, she's an author and often writes about history and fashion for Racked. It was only after the war that pink got the symbolic association that we have today. In 1953, Dwight Eisenhower, the general who won World War II, becomes president and this actually turns out to be a pretty important moment in the history of pink. It was Ike's inauguration and Mamie Eisenhower came out in this enormous rhinestone-studded pink ballgown, the likes of which you never would've seen during the war when women were wearing much simpler styles. Mamie Eisenhower loved the color pink, and she was known for it. She thought that the pink really brought out her complexion. She had really pretty blue eyes, it was a nice contrast. In fact, a quick search of newspaper headlines mentioning Mamie Eisenhower also reference the color pink pretty frequently. And it wasn't just called pink, it was called "Mamie pink" And she went around giving quotes like "Ike runs the country, I turn the pork chops." But yeah, it was a very arbitrary decision that she just loved pink and everybody else decided, OK this is the color that lady-like women wear. There's a great song in Funny Face called "Think Pink." where the lady editor of the magazine who is very much based off of Diana Vreeland sings about how women in America today have gotta think pink. And there's a great line in it where she says "banish the black, burn the blue," which are two colors the women would've seen a lot of during the war years. Around this time, pink became a popular color, not only in just women's clothing, but also in the home. This was something a lot of women liked, by the way, it wasn't seen as a terribly oppressive thing. But, there were definitely women like Diana Vreeland who didn't really want to revert to those traditional roles. It was at this point where you start to see the color pink representing women real and fictional who were anything but traditional. The champion racecar driver Donna Mae Mims is a really good example of this. She had a pink uniform and a pink helmet and a pink racecar. There's the pink ladies in Grease and the Plastics in Mean Girls. There's a great cover of Hillary Clinton on the cover of People magazine wearing a bright pink jacket and the caption next to it is how we need to break the highest, hardest glass ceiling as women. So she's pretty much doing the opposite of what Mamie Eisenhower wanted to do. This isn't just about the color pink, it's about how it's used to define a person's personality and what we think they're capable of. She still wants to show people that really, I'm just a girl, just like you.
Teacher choose		In 1927 Time Magazine took a survey of all the major (1) department stores across the country. They wanted to know which colors they associated with girls in their

core content words/ keywords	clothing lines. The answers came back pretty mixed. There's also a catalogue in 1918 that suggests that little girls should all wear blue because it's a (2) delicate and dainty color. That's Jennifer Wright, she's an author and often writes about history and fashion for Racked. It was only after the war that pink got the (3) symbolic association that we have today. In 1953, Dwight Eisenhower, the general who won World War II, becomes president and this actually turns out to be a pretty important moment in the history of pink. It was Ike's inauguration and Mamie Eisenhower came out in this enormous (4) rhinestone-studded pink ballgown, the likes of which you never would've seen during the war when women were wearing much simpler styles. Mamie Eisenhower loved the color pink, and she was known for it. She thought that the pink really brought out her (5) complexion. She had really pretty blue eyes, it was a nice contrast. In fact, a quick search of newspaper headlines mentioning Mamie Eisenhower also reference the color pink pretty frequently. And it wasn't just called pink, it was called "Mamie pink" And she went around giving quotes like "Ike runs the country, I turn the pork chops." But yeah, it was a very arbitrary decision that she just loved pink and everybody else decided, OK this is the color that lady-like women wear. There's a great song in Funny Face called "Think Pink." where the lady editor of the (6) magazine who is very much based off of Diana Vreeland sings about how women in America today have gotta think pink. And there's a great line in it where she says "banish the (7) black, burn the (7) blue," which are two colors the women would've seen a lot of during the war years. Around this time, pink became a popular color, not only in just women's clothing, but also in the (8) home. This was something a lot of women liked, by the way, it wasn't seen as a terribly oppressive thing. But, there were definitely women like Diana Vreeland who didn't really want to revert to those (9) traditional roles. It was at this point where you start to see the color pink representing women real and fictional who were anything but traditional. The champion racecar driver Donna Mae Mims is a really good example of this. She had a pink uniform and a pink helmet and a pink racecar. There's the pink ladies in Grease and the Plastics in Mean Girls. There's a great cover of Hillary Clinton on the cover of People magazine wearing a bright pink jacket and the caption next to it is how we need to break the highest, hardest (10) glass ceiling as women. So she's pretty much doing the opposite of what Mamie Eisenhower wanted to do. This isn't just about the color pink, it's about how it's used to define a person's personality and what we think they're capable of. She still wants to show people that really, I'm just a girl, just like you.
Create gap-filling listening task	“Summarise this transcript in 10 bullet points, focusing on these keywords: department stores, delicate and dainty, symbolic association, rhinestone-studded, complexion, • In 1927, Time Magazine surveyed major (1) _____ for girls' clothing colors, with varied results. • A 1918 catalog suggested that (2) _____ blue was suitable for young girls. • Pink gained its current (3) _____ after World War II. • In 1953, Mamie Eisenhower's appearance in a (4) _____ pink ballgown marked a significant moment for pink's history. • Mamie Eisenhower was known for her love of the color pink, which she believed complemented her blue eyes and (5) _____, leading to the term "Mamie pink" frequently appearing in newspaper headlines. This is humorously captured in the song "Think Pink" from "Funny Face," where the (6) _____ editor, inspired by Diana Vreeland, encourages women to embrace pink and abandon the wartime colors of (7) _____ and _____. • Pink gained popularity in fashion and (8) _____ decor. • While many women embraced this trend, others like Diana Vreeland resisted returning to (9) _____, and pink started to represent unconventional and empowered women. • Examples include racecar driver Donna Mae Mims with her pink gear, the Pink

	magazine, black and blue, home, traditional roles, glass ceiling. Replace them with blanks. Provide answer key”	Ladies in "Grease," the Plastics in "Mean Girls," and Hillary Clinton on the cover of People magazine in a pink jacket advocating for breaking the highest (10) _____. • This shift challenged norms, revealing pink's influence on shaping personalities and abilities. Answers: 1. department stores 2. delicate and dainty 3. symbolic association 4. rhinestone-studded 5. complexion 6. magazine 7. black and blue 8. home 9. traditional roles 10. glass ceiling
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Given the pressure to produce high-quality materials for national competitions, leveraging AI for gap-filling listening tasks is a necessary evolution. It enables teachers to focus on reviewing and refining tasks rather than starting from scratch, saving valuable time while upholding rigorous standards. For further authentic gap-filling listening tasks (see Appendix 1).

3.2.1.2 Use AI chatbots to design reading tasks

AI chatbots can provide practical assistance to teachers in creating gap-filling reading tasks, including Open Cloze and Word Formation exercises, which are common in advanced English exams and require carefully crafted texts that challenge students' grammatical accuracy, vocabulary depth, and contextual awareness.

WORD FORMATION CLOZE	Part 2. For questions 36 – 40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you do not need to use. The first one, (0), has been done as an example. <table><tr><td>EDGE DELIGHT</td><td>SHARP INTEND</td><td>ENGAGE DELIBERATE</td><td>STIMULATE CONNECT</td><td>REMARK SEPARATE</td></tr></table> Gifted students often display (0) _____ cognitive abilities, problem-solving skills, and creativity long before their peers. Yet, these attributes can become a (36) _____ sword in the classroom, where the pace and difficulty of standard curricula fail to engage them. Left unchallenged, gifted students may (37) _____ entirely, resorting to disruptive behaviour or, worse, developing a disinterest in academic work altogether. This is why many parents and educators argue that specialised programmes, offering intellectual (38) _____ and a platform for growth, are crucial for these students to truly thrive. However, critics warn of the risks posed by isolating gifted students in exclusive programmes. While these students might find a sanctuary for their intellectual pursuits, they could also face the (39) _____ consequence of social alienation. Gifted students may struggle to find peers who share their interests, leading to feelings of isolation or emotional (40) _____. Some believe that keeping them within mainstream classrooms, where they can interact with a broader range of students, not only encourages social integration but also nurtures their emotional intelligence alongside academic skills. Source: NEC (2024-2025)	EDGE DELIGHT	SHARP INTEND	ENGAGE DELIBERATE	STIMULATE CONNECT	REMARK SEPARATE
	EDGE DELIGHT	SHARP INTEND	ENGAGE DELIBERATE	STIMULATE CONNECT	REMARK SEPARATE	
OPEN CLOZE Part 1. For questions 46 – 55, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided. Smiles make us smile. They are (46) _____: a smile can be passed from one person to another. We are certain we understand what a smile means. It's an (47) _____ of happiness or pleasure, easy to spot and easy to understand, and it charms us. People seem at their (48) _____ natural and spontaneous when they smile – we all know what a forced smile looks like. We smile automatically when someone points a camera at us; it's a social and cultural reflex, and what we (49) _____ of a picture portrait. Yet the smile, like everything else, has a history. If you walk around any art gallery and look at the portraits, you'll find very (50) _____ genuine smiles. The same is true of early photograph portraits. They were, it seems, unfashionable for a long period in the history of portraiture. Physically, a smile (51) _____ is not complex – it comes when we contract the <i>zygomatic major</i>, a muscle in the face – but the meaning of smiles changes with the mood of the times, and can even be different for men and women in the (52) _____ culture. Still walking around the gallery, you will find more smirks than smiles. One reason for this may be that with a smile, what you see is what you get, a frozen moment of happy unconsciousness, and (53) _____ a smirk allows for several interpretations – condescension, flirtatiousness, boredom, and so on – in other words, it is more (54) _____ and forces a longer and deeper engagement with the painting from the (55) _____. Source: NEC (2024-2025)						

3.2.1.2.1 Word Formation Cloze

Word Formation Cloze tasks are a common feature of advanced language assessment, particularly in exams such as the Cambridge C1 Advanced or C2 Proficiency. These tasks require learners to manipulate base forms of words to fit specific grammatical and contextual requirements.

For Word Formation tasks, the chatbot can create a text containing base words in parentheses, requiring students to manipulate word forms to fit the context correctly. This AI-assisted process significantly reduces the time and effort teachers spend drafting passages and selecting appropriate gaps manually. Additionally, teachers can easily ask the chatbot to adjust the difficulty level or focus on particular grammar or lexical areas.

ITEM TYPE	EXAMPLE			SKILL ASSESSED
	BASE WORD	TARGET WORD FORM	EXAMPLE SENTENCE	
Verb → Noun (Nominalisation)	achieve	achievement	Her greatest _____ was winning the scholarship.	Abstract noun formation
Verb → Adjective	rely	reliable	He is a very _____ employee who always meets deadlines.	Adjective form for description
Adjective → Adverb	quick	quickly	She responded _____ to the emergency.	Adverb formation for modifying verbs
Noun → Adjective	danger	dangerous	It is _____ to drive without a seatbelt.	Adjective use for cause/condition
Adjective → Noun	aware	awareness	Environmental _____ is growing among students.	Forming abstract nouns from states
Verb → Negative Prefix Noun/Adj.	approve	disapproval	Her parents voiced strong _____ of the decision.	Use of negative prefixes (dis-, un-, in-)
Adjective → Opposite	legal	illegal	It is _____ to copy copyrighted content.	Use of prefix for antonyms
Verb → Person Noun	compete	competitor	She was the youngest _____ in the tournament.	Forming agent/person nouns
Noun → Verb	strength	strengthen	The programme aims to _____ critical thinking skills.	Verb formation from noun root
Compound/Complex Word	nation	internationalisation	The _____ of education is a global trend.	Advanced morphological formation
Pluralisation (irregular)	child	children	The _____ were playing in the park.	Irregular plural forms
Spelling Variations (e.g. -y to -i-)	beauty	beautiful	The view from the mountain was absolutely _____.	Orthographic transformation awareness

TABLE 3.5: QUESTION ITEMS IN WORD FORMATION CLOZE READING TASKS

▮ Design strategies and suggested prompts

The following design strategies outline a step-by-step approach for using AI to source, process, and adapt reading materials to design word formation cloze text.

INPUTS	STRATEGIES	SUGGESTED PROMPTS
1. Original text can be used directly.	Step 1: Select content-rich words for transformation. (<i>Tip for Teachers: Choose core content words, then use AI chatbots to create the reading tasks.</i>) - Identify [10] words suitable for word formation (nouns, verbs, adjectives, adverbs). - Ensure the words match the level and learning objectives.	
	Step 2: Use AI chatbots to create a word formation cloze text.	-"Use this text and these keywords: [insert keywords], create a cloze text. Replace them

	• Replace the selected words with gaps. • Number the gaps clearly. • Write the root form in capitals at the end of each gap.	with blanks. Provide an answer key.”
2. Text can be edited and gaps selected.	Step 1: Use AI chatbots to adapt the text. • Eliminate unnecessary details. • Simplify overly long or complex sentences/ enhance them to increase challenge. → Adjust the text to match desired text length or level.	• Simplify structure/content -“Keep the original sentence but reduce it to essential meaning.” -“Remove redundant information from this paragraph.” -“Make this text more concise without changing the meaning.” • Advance structure/content -“Enrich this paragraph with more abstract vocabulary.” -“Increase the lexical density while keeping the meaning intact.” -“Rewrite the sentences using a more sophisticated register (C2 level).” • Optional add-ons To fine-tune or diversify the output: -“Include [nouns, verbs, adjectives, and adverbs] for word form variety.”
	Step 2: Use AI chatbots to create a word formation cloze text. (<i>Tip for Teachers: Choose core content words, then use AI chatbots to create the reading tasks.</i>)	-“Use this text and create a cloze text. Replace them with blanks. Provide an answer key.”

TABLE 3.6: DESIGN STRATEGIES AND SUGGESTED PROMPTS FOR USING AI TO CREATE WORD FORMATION CLOZE READING TASKS WITH INPUTS

Furthermore, teachers can also prompt AI chatbots to suggest sources or even generate sample texts if a specific topic is not easily found.

	STRATEGIES	SUGGESTED PROMPTS
WITHOUT INPUTS	Step 1: Use AI chatbots to create the text. • Give clear prompts: topic, length, level. • Ask for varied parts of speech to appear naturally.	-“Create an academic-style paragraph (C2 level) on [topic] with 5 word formation gaps, using C1–C2 vocabulary.” -“Write a formal passage using words like [word 1], [word 2], [word 3], [word 4], [word 5], and leave them as gaps.” -“Create a Word Formation Cloze based on the theme of [topic] using C1–C2 vocabulary.”
	Step 2: Select content-rich words for transformation. • Identify 10 words suitable for word formation (nouns, verbs, adjectives, adverbs). • Ensure the words match the level and learning objectives.	
	Step 3: Create a word formation cloze text. • Replace the selected words with gaps. • Number the gaps clearly. • Write the root form in capitals at the end of each gap.	

TABLE 3.7: DESIGN STRATEGIES AND SUGGESTED PROMPTS FOR USING AI TO CREATE WORD FORMATION CLOZE READING TASKS WITHOUT INPUTS

▮ Samples of using AI chatbots to design word formation cloze reading tasks

Sample 1 (with input: a text which can be edited)

INPUT	Car review: the XR1200 Although still a relative (1. COME) _____ to the world of high-performance sports cars, General Autos has (2. GO) _____ quite a transformation since their first effort, the Xtreme, attracted such (3. FAVOUR) _____ comment in the motoring press, which led to disappointing sales. Their latest effort, the XR1200 (4. CONVERT) _____, went into (5. PRODUCE) _____ last month, and I had the chance to test-drive one. To say that the XR1200 is better than the Xtreme is a huge (6. STATE) _____. Not only is it much better, it represents a (7. REVOLT) _____ new approach to this class of car. From the seats to the angle of the steering wheel, everything on this car is (8. ADJUST) _____, meaning that you can set the car up to fit you perfectly. The engine, too, is easy to set up for maximum efficiency, with the help of powerful dual (9. PROCESS) _____ that monitor performance 1,000 times a second. Even the bodywork incorporates state-of-the-art ideas, with a new durable material that should mean that your XR1200 (10. LAST) _____ almost anything else on the road. Answers: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. newcomer</td><td style="width: 50%;">6. understatement</td></tr> <tr> <td>2. undergone</td><td>7. revolutionary</td></tr> <tr> <td>3. unfavourable</td><td>8. adjustable</td></tr> <tr> <td>4. convertible</td><td>9. processors</td></tr> <tr> <td>5. production</td><td>10. outlasts</td></tr> </table> Source: Destination C1 & C2	1. newcomer	6. understatement	2. undergone	7. revolutionary	3. unfavourable	8. adjustable	4. convertible	9. processors	5. production	10. outlasts
1. newcomer	6. understatement										
2. undergone	7. revolutionary										
3. unfavourable	8. adjustable										
4. convertible	9. processors										
5. production	10. outlasts										

While the original XR1200 word formation cloze is well-structured for general advanced learners, it may be too straightforward for gifted students who often demonstrate higher language proficiency, faster pattern recognition, and a need for deeper cognitive engagement.

Steps to generate a word formation cloze using ChatGPT:

STEPS	PROMPTS	OUTPUT				
Use AI chatbots to adapt the text.	“Rewrite <u>the underlined sentences</u> using a more sophisticated register (C2 level).”	Although still a relative (1. COME) _____ to the world of high-performance sports cars, General Autos has (2. GO) _____ quite a transformation since their first effort, the Xtreme, attracted such (3. FAVOUR) _____ comment in the motoring press, which led to disappointing sales. Their latest effort, the XR1200 (4. CONVERT) _____, went into (5. PRODUCE) _____ last month, and I had the chance to test-drive one. To say that the XR1200 is better than the Xtreme is a huge (6. STATE) _____. <u>It not only marks a significant improvement but also embodies a (7. REVOLT) _____ redefinition of this automotive class.</u> From the seats to the angle of the steering wheel, everything on this car is (8. ADJUST) _____, meaning that you can set the car up to fit you perfectly. The engine, too, is easy to set up for maximum efficiency, with the help of powerful dual (9. PROCESS) _____ that monitor performance 1,000 times a second. <u>Even the bodywork integrates cutting-edge innovations, employing a resilient new material designed to ensure that the XR1200 (10. LAST) _____ virtually every other vehicle on the road.</u>				
Use AI chatbots to create a word formation cloze text.	“Create a cloze text. Provide an answer key.”	Although still a relative (1. COME) _____ to the world of high-performance sports cars, General Autos has (2. GO) _____ quite a transformation since their first effort, the Xtreme, attracted such (3. FAVOUR) _____ comment in the motoring press, which led to disappointing sales. Their latest effort, the XR1200 (4. CONVERT) _____, went into (5. PRODUCE) _____ last month, and I had the chance to test-drive one. To say that the XR1200 is better than the Xtreme is a huge (6. STATE) _____. It not only marks a significant improvement but also embodies a (7. REVOLT) _____ redefinition of this automotive class. From the seats to the angle of the steering wheel, everything on this car is (8. ADJUST) _____, meaning that you can set the car up to fit you perfectly. The engine, too, is easy to set up for maximum efficiency, with the help of powerful dual (9. PROCESS) _____ that monitor performance 1,000 times a second. Even the bodywork integrates cutting-edge innovations, employing a resilient new material designed to ensure that the XR1200 (10. LAST) _____ virtually every other vehicle on the road. Answers: <table><tr><td>1. newcomer</td><td>6. understatement</td></tr><tr><td>2. undergone</td><td>7. revolutionary</td></tr></table>	1. newcomer	6. understatement	2. undergone	7. revolutionary
1. newcomer	6. understatement					
2. undergone	7. revolutionary					

		3. unfavourable	8. adjustable
		4. convertible	9. processors
		5. production	10. outlasts

Sample 2 (without input)

PROMPTS	OUTPUT
“Create an academic-style paragraph (C2 level) on topic: Education with 5 word formation gaps, using C1-C2 vocabulary.”	The transformation of modern education necessitates more than superficial reform; it requires a (1. CRITIC) _____ interrogation of the ideological frameworks underpinning pedagogical structures. Within this context, the prevailing emphasis on quantifiable outcomes often leads to the (2. COMMODITY) _____ of learning itself, reducing complex cognitive processes to simplistic metrics. Educators are increasingly caught between institutional demands for standardisation and the need to cultivate (3. AUTONOMOUS) _____ among learners - a quality essential for navigating post-industrial knowledge economies. Moreover, globalised curricula frequently perpetuate epistemological (4. EXCLUDE) _____, marginalising non-Western perspectives in favour of a homogenised canon. Ultimately, the pursuit of genuine educational equity calls for sustained (5. ENGAGE) _____ with diverse ontologies and an unwavering commitment to critical reflexivity. Answers: 1. criticality 2. commodification 3. autonomy 4. exclusion 5. engagement

For further word formation cloze (see Appendix 2).

3.2.1.2.2 Open cloze

Open Cloze tasks are another common reading task in NEC. These tasks typically require learners to complete a short passage by filling in gaps with one suitable word per blank, without any word options provided. The focus is on testing a range of language points including grammar, vocabulary, collocations, and overall text cohesion. These tasks challenge students to understand context, sentence structure, and appropriate word forms at a deeper level.

When designing open cloze tasks, the selection of question items is central to ensuring the activity targets a range of grammatical and lexical competencies. Effective open cloze exercises typically test students' knowledge of common structures as follows:

QUESTION ITEMS	EXAMPLES
1. Vocabulary/ Collocations	[take] a risk, [draw] a conclusion, shed [light] on, ...
2. Articles	a, an, the, ...
3. Prepositions	in, on, at, of, for, from, to, with, without, ...
4. Pronouns	it, they, them, their, one, who, that, ...
5. Auxiliary Verbs	is, are, was, do, did, have, had, will, ...
6. Modal Verbs	can, would, should, must, ...
7. Relative Pronouns	who, which, that, whose, ...
8. Linking Words/ Conjunctions	however, therefore, since, yet, and, because, ...
9. Quantifiers	some, any, few, many, much, each, every, all, ...
10. Determiners	this, that, these, those, both, either, neither, ...
11. Time Words	then, when, while, before, after, since, ...

TABLE 3.8: QUESTION ITEMS IN OPEN-CLOZE READING TASKS

▮ Design strategies and suggested prompts

The process of designing an open cloze can vary depending on whether the teacher is working with a fixed input or has the flexibility to adapt the source text.

INPUTS	STRATEGIES	SUGGESTED PROMPTS
1. Original text can be used directly.	Step 1: Select appropriate gaps. Focus on function words, prepositions, conjunctions, auxiliary verbs, pronouns, ...	
	Step 2: Create an open cloze text. • Replace the selected words with gaps. • Number the gaps clearly.	-“Turn this text into an open cloze task. Remove each keyword [insert keywords] and replace each with a blank.”
2. Text can be edited and gaps selected.	Step 1: Use AI chatbots to adapt the original text. • Eliminate unnecessary details. • Simplify overly long or complex sentences/ enhance them to increase challenge. → Adjust the text to match desired text length or level.	• Simplify structure/content -“Paraphrase the following sentence in a shorter way.” -“Keep the original sentence but reduce it to essential meaning.” -“Rewrite long or complex sentences using simpler structures.” -“Remove redundant information from this paragraph.” -“Make this text more concise without changing the meaning.” • Advance structure/content -“Enrich this paragraph with more abstract vocabulary.” -“Use nominalisations and formal structures to increase the academic level.” -“Rewrite this using a more sophisticated register (C2 level).” -“Increase the lexical density while keeping the meaning intact.” • Optional add-ons To fine-tune or diversify the output, you can add: -“Include auxiliaries, pronouns, prepositions, or articles.” -“Avoid vocabulary-based gaps.”
	Step 2: Select appropriate gaps.	
	Step 3: Create an open cloze text.	-“Use this text and create an open cloze text ([number] gaps). Remove grammatical words such as [auxiliaries, pronouns, prepositions, or articles]. Provide an answer key.”

TABLE 3.9: DESIGN STRATEGIES AND SUGGESTED PROMPTS FOR DESIGNING OPEN-CLOZE READING TASKS

If the teacher is allowed to both select items and edit the structure of the text, this offers even more flexibility. Teachers can adapt authentic materials, remove redundancy, or restructure complex syntax to fit the learners’ level while maintaining control over the language tested. This approach is particularly effective when aiming to balance language difficulty, content interest, and pedagogical goals.

▮ Sample of using AI chatbots to design open-cloze reading tasks

STEPS	PROMPTS	OUTPUT
Step 1: Use AI chatbots	“Remove redundant	Acting as an art form has changed a great deal over the centuries. <u>It's no longer just about entertaining an audience in a stylised way to depict</u>

to adapt the original text.	information from this paragraph.” match text length. “Paraphrase the underlined sentences in a shorter way.”	<u>characters and events that everyone is similar with.</u> Nowadays, acting has moved beyond the work of ancient thespians, and into a world of hyper realism. Audiences often expect to be challenged by a performance, and acting asks sometimes difficult questions about the world around us. Given this change in emphasis, what kind of toll might acting take on somebody's well-being? The idea that there is a psychological price to pay for good acting is nothing new, yet there is surprisingly little scientific research that examines the issue. In fact, many scientists and experts have been reluctant to examine the area in depth. This is changing, however, with academics now starting to investigate the relationship further. Actors often agree that performing can come with risks. <u>Deborah Margolin, an award-winning actor, found the line between her stage self and her real personality started to blur the deeper into character she went. She felt a real emotional impact especially when she played difficult or unpleasant roles.</u> Margolin explains, it was depressing... my character would cry, and I would cry. She was miserable, and I was miserable." She recalls the impact on her fellow actors: "Everybody backed away from me... These were lovely people—I loved them dearly—but my character was unattractive and somehow, so was I." These feelings are easy to understand, and would seem to be a natural outcome of acting styles such as those pioneered by director Constantin Stanislavsky, who pushed for "believable truth" during a performance. These ideas can also be seen in later techniques such as 'method acting', which encourages actors to use their real life experiences to fuel a role. There are some, however, who disagree. Actor Sanford Meisner felt that an actor's most important tool is their imagination and that psychology has no place in a performance. Others warn that actors must be careful of how much of their own experiences go into a part. In fact, many performers mix these different methods and keep in touch with family to reconnect with the person beyond their character. There's no doubt that walking the tightrope between personalities can be a difficult task, however. As drama student Naomi Lorrain explains, "It can be hard. Offstage, you have to remember that it's pretend and onstage you have to forget ..." Source: Onscreen-C1
Step 2: Select appropriate gaps.		Acting as an art form has changed a great deal over the centuries. Acting is no (1) longer just stylised entertainment of familiar stories. Nowadays, acting has moved beyond the work of ancient thespians, and into a world of hyper realism. (2) Audiences often expect to be challenged by a performance, and acting asks sometimes difficult questions about the world around us. Given this change in emphasis, what kind of toll might acting (3) take on somebody's well-being? The idea that there is a psychological price to pay for good acting is nothing new, yet there is surprisingly (4) little scientific research that examines the issue. In fact, many scientists and experts have been reluctant to examine the area in (5) depth. This is changing, however, with academics now starting to investigate the relationship further. Actors often agree that performing can come with risks. Deborah Margolin, an award-winning actor, felt a real emotional impact especially when she (6) played difficult or unpleasant roles. Some acting methods, like Stanislavsky's and method acting, emphasize emotional truth and drawing on real-life experiences, (7) which can lead to intense emotional effects. There are some, however, who disagree. Actor Sanford Meisner believed imagination, not psychology, is an actor's key tool. (8) Others warn that actors must be careful of how much of their own experiences go into a part. In fact, many performers mix (9) these different methods and keep in touch with family to reconnect with the person beyond their character. There's no doubt that walking the (10) tightrope between personalities can be a difficult task, however. As drama student Naomi Lorrain explains, "It can be hard. Offstage, you have to remember that it's pretend and onstage you have to forget ..."

Step 3: Create an open cloze text.	“Turn this into an open cloze task. Remove each keyword and replace it with a blank numbered (1) to (10). Provide answer key”	Acting as an art form has changed a great deal over the centuries. Acting is no (1) _____ just stylised entertainment of familiar stories. Nowadays, acting has moved beyond the work of ancient thespians and into a world of hyper realism. (2) _____ often expect to be challenged by a performance, and acting asks sometimes difficult questions about the world around us. Given this change in emphasis, what kind of toll might acting (3) _____ on somebody's well-being? The idea that there is a psychological price to pay for good acting is nothing new, yet there is surprisingly (4) _____ scientific research that examines the issue. In fact, many scientists and experts have been reluctant to examine the area in (5) _____. This is changing, however, with academics now starting to investigate the relationship further. Actors often agree that performing can come with risks. Deborah Margolin, an award-winning actor, felt a real emotional impact especially when she (6) _____ difficult or unpleasant roles. Some acting methods, like Stanislavsky's and method acting, emphasize emotional truth and drawing on real-life experiences, (7) _____ can lead to intense emotional effects. There are some, however, who disagree. Actor Sanford Meisner believed imagination, not psychology, is an actor's key tool. (8) _____ warn that actors must be careful of how much of their own experiences go into a part. In fact, many performers mix (9) _____ different methods and keep in touch with family to reconnect with the person beyond their character. There's no doubt that walking the (10) _____ between personalities can be a difficult task, however. As drama student Naomi Lorrain explains, "It can be hard. Offstage, you have to remember that it's pretend and onstage you have to forget..." Answers: <table><tr><td>1. longer</td><td>6. played</td></tr><tr><td>2. audiences</td><td>7. which</td></tr><tr><td>3. take</td><td>8. others</td></tr><tr><td>4. little</td><td>9. these</td></tr><tr><td>5. depth</td><td>10. tightrope</td></tr></table>	1. longer	6. played	2. audiences	7. which	3. take	8. others	4. little	9. these	5. depth	10. tightrope
1. longer	6. played											
2. audiences	7. which											
3. take	8. others											
4. little	9. these											
5. depth	10. tightrope											

For further samples (see Appendix 3).

3.2.2 Use AI-integrated platforms to generate question items

3.2.2.1 Use AI-integrated platforms to design listening tasks

AI-integrated platforms make designing multiple-choice listening tasks more efficient and adaptable. Teachers can upload or select an authentic audio clip, and the AI automatically generates comprehension questions with plausible answer options. This initial draft saves time and ensures a variety of question types, such as main idea, detail, and inference questions. Teachers then refine the questions and distractors to match the listening objectives and the learners' level. Once finalized, the task can be shared directly with students through the platform, which also tracks individual results.

▮ Sample of using QuestionWell to design multiple-choice listening tasks

Teachers can upload an audio file or link (e.g., a podcast or a short video with speech) to QuestionWell. The platform transcribes the content and uses AI to generate a series of multiple-choice questions based on the audio.

STEPS	
Step 1: Set learning outcomes	Get 5 v Multiple Choice questions about How Do Braces Actually Work? in English v at a Graduate v reading level

Step 2: Select input text		Add Context Text YouTube Website File or Doc Your Own Quiz Transcript https://www.youtube.com/watch?v=HKBOeq7ebg&ab_channel=In Search Video search is powered by Bing Microsoft Privacy Statement Edit Transcript Edited Braces hurt. And it's no wonder. Your teeth aren't supposed to move like that, but there's more happening here than meets the eye. Braces don't work the way you probably think because they don't just shift your teeth around. They have to break down your jawbone first. Americans pay up to \$7,500 for braces per person, but it's worth it. And not just for that perfect, Instagrammable smile. You see, misaligned teeth are tricky to clean, increasing your risk of tooth decay, gum disease, or even tooth loss. That's where braces can help straighten out the problem. Estimated Words: 564/10000 Done
Step 3: Adjust question levels & types		Adjust Question Levels & Types QUICK PRESETS Default New Topic Advanced Analysis Quick Assessment Deep Dive Skill Practice Review & Reinforce Custom Bloom's Taxonomy Remember Understand Apply Analyze Evaluate Create Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Question Types Research Questions Recall Comprehension Inference Core Concepts Reflection Real World Connection Vocab Creative Diagnostic Textual Analysis Problem Based Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Low Med High Done
Step 4: Generate questions	(Edit the questions/ distractors to ensure they are contextually plausible and test true listening comprehension.)	Generate Questions Comprehension Discussion Vocabulary 0 selected Actions Filters Export / Assign 1. What is one reason people might choose to get braces despite the cost? A. To achieve a straighter smile and better oral health. B. To reduce the need for brushing teeth. C. To improve their ability to chew food. D. To avoid dental check-ups. Generate New Distractors 2. What is a potential consequence of having misaligned teeth? A. Easier cleaning of teeth. B. Less chance of gum disease. C. Improved jaw strength. D. Increased risk of tooth decay. Generate New Distractors
	(Add or remove questions)	Add A New Question Selected text from video: 2:27 with their orthodontist regularly Generate or a question or write your own from scratch Generate a question Write a question Go back

Step 5:
Export/
Assign
the task

Export the
final quiz to
platforms like
Google Forms,
Canvas, or
Microsoft
Forms for
classroom use.

← Go back

Assign your question set using **QuestionWell**:

Interactive Quiz

Jeopardy Review Game

Or select your preferred tool to export your question set:

Microsoft Word

Google Forms

Google Slides

Google Docs

Kahoot!

QUIZZZ

Blooket

canvas

Microsoft Forms

Gimkit

moodle

Quizlet

Blackboard

schoolOGY

socrative

ClassroomGo

anki

gcsepod

Brightspace (D2L)

Your Assignment Code

×

You are about to generate an assignment code for this question set. This code will allow students to access this question set and answer the questions you've selected.

Assignment Options:

When is this assignment due?

1

days

Enable subtitles

← Go back

Generate Code

Remember that these questions were created using AI, and we do not guarantee accuracy. Carefully review each question before using them in your materials.

Generate An Assignment Code

×

Share this code with your students:
<https://apo.questionwell.org/play/OO2CPD>

OO2CPD

← Go back

OUTPUT

▮

The task interface

Enter your nickname:

ADMIN

Play

Why do braces create pressure against the gums?

A. To make the teeth stronger.

B. To help the jawbone heal faster.

C. To allow teeth to shift into their new positions.

D. To prevent tooth decay.

Select Answer

1x

 10s

1/23 / 3:04

▮

Progress report

← Go back

Best Submission

▼

Export to CSV

Edit

How Do Braces Actually Work?

Student

Q1

Q2

Q3

Q4

Q5

Score

Time

IN

2/5

17:11:43 21/6/2025

E

4/5

19:14:22 21/6/2025

T

5/5

15:25:18 22/6/2025

IN

5/5

18:33:01 21/6/2025

H

5/5

17:35:45 21/6/2025

3.2.2.2 Use AI-integrated platforms to design reading tasks

The integration of AI tools has significantly streamlined the process of designing effective reading tasks. By automating the generation of comprehension questions, AI saves teachers valuable time and provides a solid starting point for task development.

▮ Sample of using QuestionWell to design multiple-choice reading tasks

Teachers can upload a reading text into QuestionWell, an AI-powered platform that automatically generates multiple-choice questions based on the provided content. (see Appendix 4)

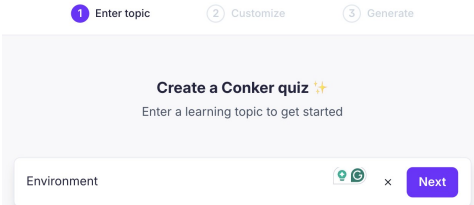
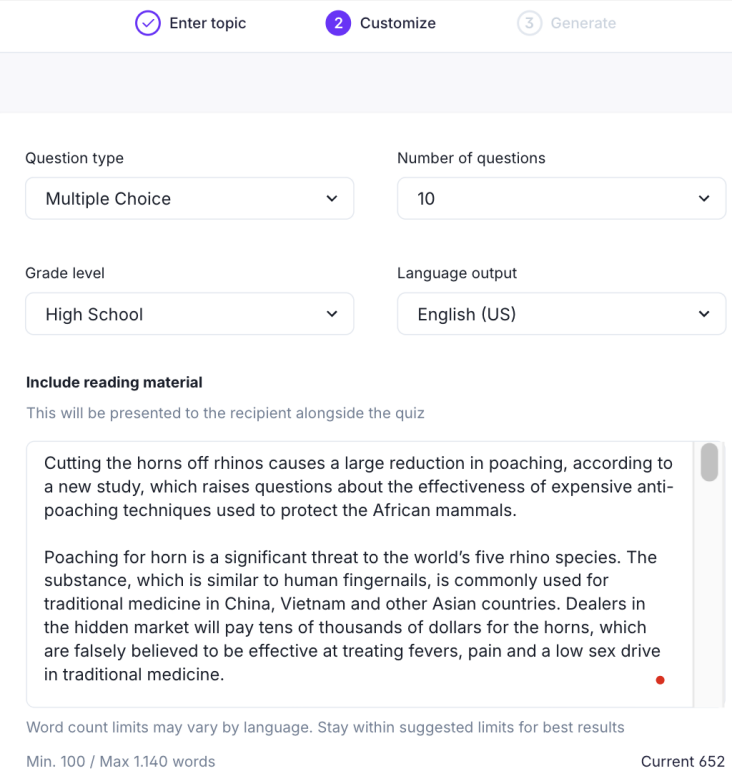
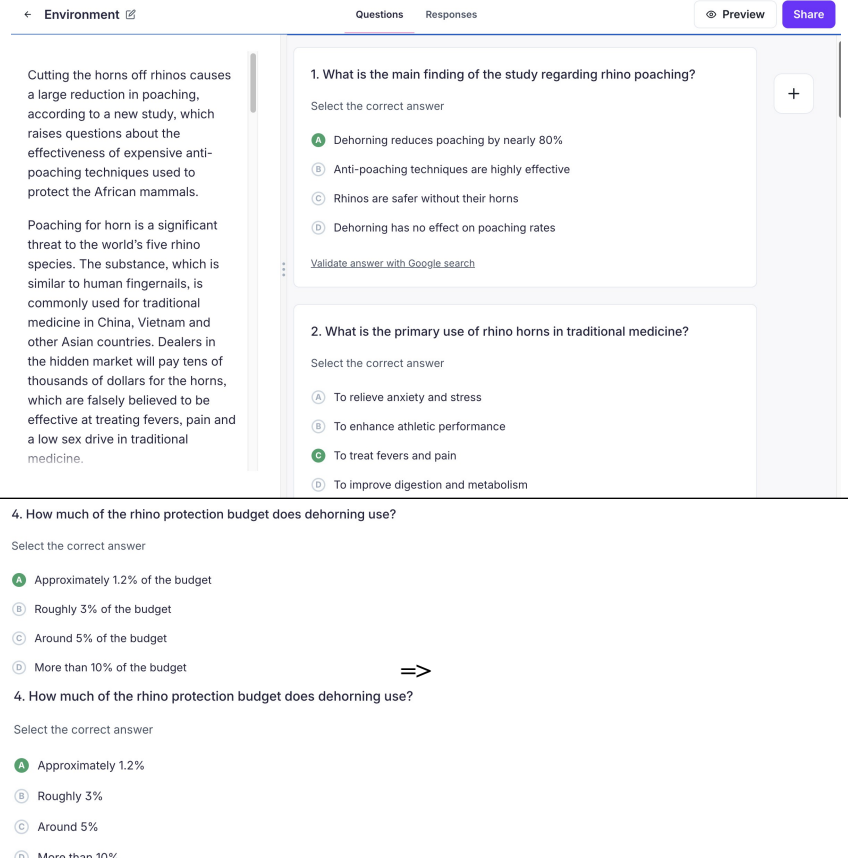
▮ Sample of using Conker to design multiple-choice reading tasks

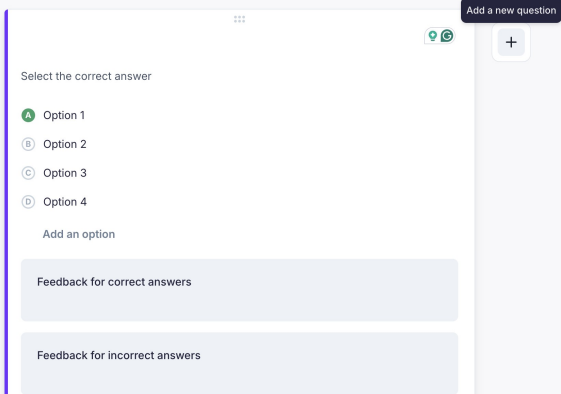
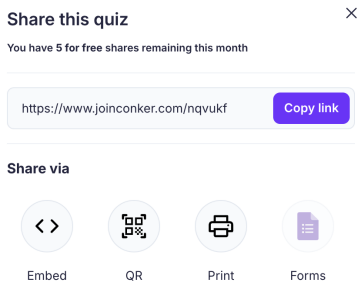
Conker is an AI-powered quiz generator designed for educators to quickly create multiple-choice questions from any text. Teachers can either copy and paste a reading passage or enter a topic, and Conker will generate a suitable passage along with a set of comprehension questions.

INPUT	Cutting the horns off rhinos causes a large reduction in poaching, according to a new study, which raises questions about the effectiveness of expensive anti-poaching techniques used to protect the African mammals. Poaching for horn is a significant threat to the world's five rhino species. The substance, which is similar to human fingernails, is commonly used for traditional medicine in China, Vietnam and other Asian countries. Dealers in the hidden market will pay tens of thousands of dollars for the horns, which are falsely believed to be effective at treating fevers, pain and a low sex drive in traditional medicine. But new research in the journal Science has highlighted ways to better protect the animals from illegal hunters. An assessment of rhino protection methods in the Greater Kruger region of South Africa – home to a quarter of the continent's rhinos – found that removing horns reduced poaching by nearly 80% between 2017 and 2023. In a collaboration between scientists, conservationists and government officials, the research found no statistical evidence that traditional anti-poaching interventions – such as rangers, detection cameras, dog tracking and helicopters – caused significant reductions in rhino poaching, despite their multimillion-dollar cost, even though they were successful at detecting hundreds of poachers. “Dehorning rhinos to reduce incentives for poaching was found to achieve a 78% reduction in poaching using just 1.2% of the overall rhino protection budget,” said Dr Tim Kuiper of Nelson Mandela University, a lead author of the study. “We might need to rethink our goals. Do we just want to arrest poachers? It doesn't appear to be making a massive difference to reducing rhino poaching.” To dehorn a rhino, workers sedate the animal, apply a blindfold and earplugs, and cut off the horn with a power saw. The horn will gradually regrow – an average rhino needs to be dehorned every 1.5 to two years. The process poses a very low risk to the animal and does not hurt it. “The headline result is that dehorning stood out for its effectiveness. We are cautious to say that the other interventions are not working. They worked when measured by whether they were detecting poachers. But detecting and arresting a load of poachers doesn't necessarily bend the curve on rhino poaching,” Kuiper said. In South Africa, rhino poaching remains high, with 103 killed in the first three months of 2025. Last year, 420 were lost. In recent decades, rhino populations have collapsed in Asia and Africa due to poaching and habitat loss, continuing falls driven by European colonial hunters. A rhino walks down a road with houses on either side Sauntering on streets and grazing on lawns: what happens when rhinos move into town? Read more But the researchers behind the project, representing the University of Cape Town, Nelson Mandela University, University of Stellenbosch and the University of Oxford and other conservation institutions, cautioned that dehorning rhinos was not a magic bullet. A significant stump of horn mass remains on the rhino after dehorning, and some poachers were still prepared to kill rhinos for this section. Sharon Haussmann, a pioneer in rhino conservation in South Africa and co-author on the paper, played a leading role in coordinating conservation efforts in the study area. She died unexpectedly at the weekend and Kuiper wanted to highlight the collaboration between different sectors that are often mistrustful of each other in her memory. “Is a rhino still a rhino without its horn? That's a bigger question,” said Kuiper. One study of black rhinos indicated that while poaching rates decreased, dehorned animals became more timid and covered much smaller ranges. Researchers believe that horn is used to establish territories and dehorned rhinos were unable to do this after the procedure. “We wouldn't like to keep dehorning them for the next 100 years,” Kuiper said. “Ideally we would like to address the drivers of poaching. But it is better than the impacts of poaching” Source: https://www.theguardian.com
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Steps to create a multiple-choice reading task using Conker:

STEPS	
--------------	--

Step 1: Choose the topic		
Step 2: Select Input Text	(Set the question type, number of questions, level, ...)	
Step 3: Generate questions	(Edit the wording to ensure clarity and appropriateness.)	
	(Edit the distractors)	

	(Add or remove questions to fit the intended lesson length or focus.)	
Step 4: Export/Assign the task	Share the quiz directly with students via link or embed it into a learning management system.	
OUTPUT	The task interface Environment Cutting the horns off rhinos causes a large reduction in poaching, according to a new study, which raises questions about the effectiveness of expensive anti-poaching techniques used to protect the African mammals. Poaching for horn is a significant threat to the world's five rhino species. The substance, which is similar to human fingernails, is commonly used for traditional medicine in China, Vietnam and other Asian countries. Dealers in the hidden market will pay tens of thousands of dollars for the horns, which are falsely believed to be effective at treating fevers, pain and a low sex drive in traditional medicine. But new research in the journal Science has highlighted ways to better protect the animals from illegal hunters. An assessment of rhino protection methods in the Greater Kruger region of South Africa – home to a quarter of the continent's rhinos – found that removing horns reduced poaching by nearly 80% between 2017 and 2023. In a collaboration between scientists, conservationists and government officials, the research found no statistical evidence that traditional anti-poaching interventions – such as rangers, detection cameras, dog tracking and helicopters – caused significant reductions in rhino poaching, despite their multimillion-dollar cost, even though they were successful at detecting hundreds of poachers. "Dehorning rhinos to reduce incentives for poaching was found to achieve a 78% reduction in poaching using just 1.2% of the overall rhino protection budget," said Dr Tim Kuiper of Nelson Mandela University, a lead author of the study. "We might need to rethink our goals. Do we just want to arrest poachers? It doesn't appear to be making a massive difference to reducing rhino poaching." To dehorn a rhino, workers sedate the animal, apply a blindfold and earplugs, and cut off the horn with a power saw. The horn will gradually regrow – an average rhino needs to be dehorned every 1.5 to two years. The process poses a very low risk to the animal and does not hurt it. "The headline result is that dehorning stood out for its effectiveness. We are cautious to say that the other interventions are not working. They worked when measured by whether they were Progress report (see Appendix 5 - Snapshot 1)	

Conker streamlines the initial creation of reading comprehension tasks, freeing up teachers to focus on higher-level planning and feedback, while still maintaining control over the quality and pedagogical intent of the material.

3.3 Review

While AI-generated tasks offer a valuable starting point, the review phase is essential to ensure pedagogical quality and accuracy. Below are some common problems teachers may encounter when using AI tools to design reading and listening tasks.

PROBLEMS	DESCRIPTIONS
1. Content accuracy	Providing incorrect facts or misleading information
2. Question items/ distractors quality	Creating vague, overly simplistic, or implausible questions and

	distractors
3. Cultural insensitivity	Producing culturally inappropriate or unrealistic scenarios/dialogues
4. Text complexity	Generating reading texts or scripts that are too easy or too complex
5. Redundancy and repetition	Including repetitive ideas, redundant questions, or off-topic information
6. Ambiguity in instructions/ prompts	Writing unclear task instructions

**TABLE 3.10: COMMON PROBLEMS OF USING AI TOOLS
IN DESIGNING READING AND LISTENING TASKS**

Taking AI chatbots into consideration, vague or complex prompts may result in unintended or undesirable outputs. The problem of the following prompt is that the word “hard” is subjective, “some grammar questions” is vague, and no clarity on format or focus (e.g., word formation vs gap-fill).

PROMPTS	OUTPUT
Write a hard paragraph with some grammar questions based on environment topics using high-level words and include parts of speech.	The irreversible deterioration (<i>noun</i>) of ecosystems, largely driven by anthropogenic activities, has triggered an unprecedented (<i>adjective</i>) loss of biodiversity. While international conventions have been implemented (<i>verb, passive voice</i>) to combat these threats, their effectiveness remains questionable (<i>adjective</i>) due to inconsistent enforcement across nations. If environmental policies had been harmonized (<i>past perfect passive</i>) earlier, the impact of industrial pollution might not be so severe today . However, in many regions, environmental legislation continues (<i>verb – present simple</i>) to lag behind scientific advancements (<i>noun</i>), despite urgent calls for reform. Not only does deforestation accelerate climate change, but it also exacerbates social inequalities, particularly in indigenous communities whose livelihoods are closely tied to natural resources.

TABLE 3.11: SAMPLE OF VAGUE PROMPTS

Therefore, there is a need to make clear, more focused prompts and helps the chatbot produce more accurate and useful output.

PROMPTS	OUTPUT
"Create an academic-style paragraph (C2 level) on topic: Environment with 5 word formation gaps, using C1-C2 vocabulary. Include [nouns, verbs, adjectives, and adverbs] for word form variety. Provide answer key."	One of the most pressing global challenges today is environmental (1) _____. Rapid industrialization and urban expansion have significantly intensified the (2) _____ of natural resources, leading to widespread ecological damage. Despite numerous international agreements aimed at promoting (3) _____, many governments continue to prioritize short-term economic gains over long-term environmental stability. Moreover, public awareness, though steadily increasing, remains (4) _____ in many regions, resulting in insufficient community action. To address these issues effectively, a more (5) _____ approach that combines policy enforcement, technological innovation, and education is urgently required. ✅ Answer Key: degradation (<i>noun from "degrade"</i>) exploitation (<i>noun from "exploit"</i>) sustainability (<i>noun from "sustain"</i>) inadequate (<i>adjective from "adequate"</i>) comprehensive (<i>adjective from "comprehend"</i>)

TABLE 3.12: SAMPLE OF CLEAR PROMPTS TO PRODUCE DESIRABLE OUTPUTS

Another problem comes with using AI-integrated platforms. When using Conker to generate a multiple-choice reading comprehension task, it was observed that one of the questions produced was inaccurate in relation to the reading text provided.

← ENDANGERED SPECIES 

Questions Responses 18 Preview

In a collaboration between scientists, conservationists and government officials, the research found no statistical evidence that traditional anti-poaching interventions – such as rangers, detection cameras, dog tracking and helicopters – caused significant reductions in rhino poaching, despite their multimillion-dollar cost, even though they were successful at detecting hundreds of poachers.

6. Which of the following techniques was found to be ineffective in reducing rhino poaching?

Select the correct answer

- ☒ A Dehorning rhinos
- ☐ B Employing rangers
- ☐ C Tracking dogs
- ☐ D Using detection cameras

SNAPSHOT 2: A GENERATED-QUESTION USING AI-INTEGRATED PLATFORM (CONKER)

The above sample shows that although AI tools can generate questions quickly and efficiently, they sometimes misinterpret context, overlook key ideas, or introduce distractors that are not aligned with the passage.

In this case, the correct answer suggested by the AI did not fully reflect the content of the original passage, or the distractor options were too ambiguous or incorrect. This highlights the importance of human review and editing in the AI-assisted task design process. Teachers must check that:

- └ The question matches the main idea or detail in the text.
- └ The correct answer is clearly supported by the text.
- └ All distractor options are plausible but definitively incorrect based on the passage.

In the following example, QuestionWell correctly generated the reading question based on the provided text, which states that “*childhood vaccination rates have been declining across the US...*” However, the distractors (B, C, D) are noticeably weak in terms of plausibility and parallelism.

Childhood vaccination rates have been declining across the US for years, with MMR vaccination coverage among kindergartners falling below the recommended 95% threshold for at least four years.

New research from Johns Hopkins University, published Monday in the journal JAMA, emphasizes how widespread the decline has been.

MMR vaccination rates among children have dropped in more than three-quarters of US counties, with an average drop of 2.7% between 2017 and 2024, according to the study.

9. How have childhood vaccination rates changed in the US in recent years?

- A. They have declined.
- B. They have remained stable.
- C. They have increased significantly.
- D. They have fluctuated without a clear trend.

   Generate New Distractors

SNAPSHOT 3: A GENERATED-QUESTION USING AI-INTEGRATED PLATFORM (QUESTIONWELL)

This case shows that some AI-generated distractors lack lexical and conceptual similarity to the correct answer. As a result, the item becomes too easy, not because students fully understand the passage, but because they can guess based on logic or test-taking strategies. Therefore, AI-generated questions still require editing to improve distractor quality. Ideal distractors should:

- Be grammatically and thematically parallel to the correct answer,
- Reflect common misconceptions or partially correct ideas,

- Be plausible enough to challenge even students with basic comprehension.

As Ur (2012) emphasizes, AI-generated questions must be evaluated for content accuracy, appropriateness, and alignment with learning objectives. Teachers play a vital role in refining wording, resolving ambiguities, and adjusting task difficulty to promote deeper comprehension and critical thinking.

When guided by teacher expertise, AI chatbots can significantly improve the efficiency and quality of designing gap-filling tasks in both reading and listening, saving preparation time while enhancing student engagement.

In conclusion, a balanced approach - combining authentic input, AI-generated content, and thoughtful teacher revision - supports the creation of effective and meaningful tasks, especially for gifted learners.

CHAPTER 4: CONCLUSION AND IMPLICATIONS

4.1 Main findings

This study explored the integration of AI tools, particularly AI chatbots and AI-integrated platforms, in designing reading and listening tasks for English language learners. The findings indicate that AI can significantly reduce teachers' workload by automating the generation of reading texts, listening scripts, and comprehension questions.

Some AI chatbots (e.g., ChatGPT) and AI-integrated platforms (e.g., QuestionWell, Conker) have proven effective in designing various reading tasks (such as word-formation cloze, open cloze, and multiple-choice) and listening tasks (such as gap-filling and multiple-choice). The study also suggests effective prompts for using AI chatbots productively and identifies common challenges associated with AI-generated receptive skills tasks. Furthermore, the study emphasizes that the quality and appropriateness of these tasks are dependent on careful teacher review and refinement. While AI supports efficiency, human intervention remains essential to ensure pedagogical soundness, cultural relevance, and learner-level appropriateness.

4.2 Pedagogical implications

The study highlights the potential of AI as a supportive tool in task-based language teaching. Teachers can use AI-generated content as a foundation for creating more interactive, personalized, and level-appropriate tasks. However, educators must be equipped with digital literacy and critical evaluation skills to use these tools effectively and responsibly.

Recommendations for Teachers:

- └ Integrate AI tools into lesson planning as a supplement, not a substitute for pedagogical judgment.
- └ Provide training programs on AI literacy to help teachers evaluate and adapt AI-generated content.
- └ Encourage a blended approach, where authentic input, teacher expertise, and AI-generated materials are combined.
- └ Establish review guidelines to ensure AI-generated reading and listening tasks meet curriculum standards and learner needs.

4.3 Suggestions for further research

Future studies could investigate:

- └ The effectiveness of AI-designed tasks on student learning outcomes through experimental classroom-based research.
- └ Learners' and teachers' perceptions and experiences with AI-generated materials.
- └ The use of AI in designing tasks for other language skills, such as writing and speaking.

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APPENDICES

APPENDIX 1: SAMPLE TASKS FOR USING AI CHATBOTS (CHATGPT) TO DESIGN GAP-FILLING LISTENING TASKS

Topic: Culture

For questions 1-6, listen to part of a talk about culture, and complete the following summary. Write NO MORE THAN TWO WORDS taken from the recording for each space. When asked about the meaning of culture in Hamilton, responses vary widely, yet its true essence and importance often go unexamined. Culture is what sets Hamilton apart from other cities, despite sharing basic amenities like roads, schools, and hospitals.

- It encompasses festivals, art scenes, stories, customs, history, architecture, public art, and outdoor spaces like parks and (1) _____.
- Together, these elements create a (2) _____ that fosters community, defines neighborhoods, and gives Hamilton (3) _____. This vibrancy generates attachment among residents, who become advocates for their city, drawing more people and (4) _____.
- Culture attracts creative talent, already forming a significant portion of Hamilton's (5) _____, and contributes to identity, creativity, tourism, and economic growth.
- It plays a vital role in enhancing quality of life, (6) _____, and making cities more attractive and welcoming. Without culture, the city would lack the meaningful and enriching experiences that define it.

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

Answers:

1. waterfalls.
2. cultural vibrancy
3. a unique identity
4. businesses
5. labor force
6. revitalizing neighborhoods

Topic: Social issues

For questions 1-8, listen to part of a talk about gender equality, and complete the following summary. Write NO MORE THAN THREE WORDS taken from the recording for each space.

- Gender inequality is illogical as it undermines the rights of women, preventing the upliftment of millions of individuals and hindering the pursuit of a (1) _____ and fair world.
- Societal expectations for the roles and behaviors of girls, boys, women, and men are ingrained from birth based on traditions, (2) _____, and other beliefs, shaping gender norms in communities.
- (3) _____ in many countries result in significant disadvantages for women, leading to restricted access to education and limited opportunities for economic empowerment.
- Rural women, vital in agricultural development, often face barriers like the inability to formally own land, preventing them from obtaining (4) _____ for investment and leaving them with no control over land use or benefits.
- Men typically control (5) _____, further entrenching gender disparities, with limited access to services and opportunities for women.
- (6) _____, such as restrictions on women's activities in parts of Zambia, contribute to perpetuating poverty and hunger, hindering agricultural production in the developing world.
- A (7) _____ is essential to challenge and alter social norms, necessitating involvement from both men and women, along with investments in research, development, and policies that promote gender equality and empower women, ultimately reducing (8) _____ and fostering shared prosperity worldwide.

Source: <https://www.youtube.com/watch?v=4viXOGvvu0Y>

Answers:

1. just
2. religion
3. Gender norms
4. loans
5. household decisions
6. Cultural beliefs
7. gender transformative approach
8. poverty

Topic: Environment

For questions 1-9, listen to part of a talk about free two-day shipping, and complete the following summary. Write NO MORE THAN TWO WORDS AND/ OR A NUMBER taken from the recording for each space.

Delivery services ship a lot more packages now because of online shopping, with a significant rise in shipments since 2009.

- Online shopping generally has a lower carbon footprint than driving to a store - but it's only greener if you avoid (1) _____ delivery.
- Two-day shipping causes more (2) _____ due to extra truck trips. Fast shipping also leads to packages arriving separately, like socks and dish soap coming in on a separate truck.
- According to Miguel Jaller, a (3) _____ expert, by choosing a longer delivery window, you allow time to consolidate shipments from different sources and customer orders, enabling more efficient transportation.
- Another issue is (4) _____ - companies now offer fast, reliable, and often free options, allowing customers to try products risk-free, but this can lead to delivery trucks making multiple trips just to get the right item to each person.
- Instead of waiting for (5) _____ and driverless cars, companies are improving delivery efficiency with Wi-Fi traffic lights and idling reduction.
- Matt Barth from the University of California, Riverside, studies how smoothing out truck travel patterns can reduce their (6) _____ footprint and improve fuel economy.
- Cities like San Jose and Las Vegas are testing traffic light technology and truck platooning, where trucks drive closely together at the same speed to reduce (7) _____ and wind resistance, leading to fuel savings of 10 to 20 percent.
- Companies like UPS have already cut emissions significantly - about (8) _____ - and could go further by changing (9) _____, encouraging greener delivery choices.

Source: https://www.youtube.com/watch?v=5HOijUtExiM&ab_channel=Vox

Answers:

1. rush
2. greenhouse gases
3. sustainable transportation
4. returns
5. drones
6. transit
7. drag
8. 100,000 metric tons
9. customer behavior

Topic: History

For questions 1-9, listen to part of a talk about trafficking, and complete the following summary. Write NO MORE THAN TWO WORDS AND/ OR A NUMBER taken from the recording for each space.

- The Eye Idol is a little 5000 year old artifact discovered in Syria, an invaluable part of the country's cultural heritage.
- Many ancient objects, including the Eye Idols, are at risk due to theft through (1) _____. These small artifacts are often smuggled in (2) _____, making them difficult to detect.
- Since 2011, (3) _____ of Syria's archaeological sites have been looted and their treasures trafficked across borders. Despite efforts to combat smuggling, stolen items reach the (4) _____.
- Buyers should watch out for (5) _____ when purchasing artifacts, such as (6) _____, a broken fragment appearance, a(n) (7) _____, a suspiciously low price, or the absence of (8) _____ paperwork.
- If a purchase seems suspicious, it should be reported to the police, customs, museums and (9) _____, or UNESCO.

Source: https://www.youtube.com/watch?v=J-WDjZvvyD4&ab_channel=UNESCO

Answers:

1. illegal excavations
2. hand luggage
3. 25%
4. Antiques market
5. red flags
6. dirt
7. reference number
8. provenance
9. culture ministries

Topic: Health

For questions 1-9, listen to part of a talk about ultra-processed foods, and complete the following summary. Write NO MORE THAN THREE WORDS AND/ OR A NUMBER taken from the recording for each space.

Ultra-processed foods (UPFs) are industrial products high in calories, fat, sugar, and salt but low in nutrients and fiber, containing additives uncommon in home kitchens.

- Research shows that UPF consumption significantly increases the risk of obesity, (1) _____, heart disease, high blood pressure, cancers, and other chronic conditions.
- Designed for convenience and affordability, UPFs include items like (2) _____, fried snacks, processed meats, cakes, biscuits, sauces, dressings, and plant-based meat alternatives, all of which are often rich in artificial flavors, (3) _____, salt, and unhealthy fats.
- While not all processed foods are harmful - examples like (4) _____, wholemeal bread, and low-fat yogurt undergo minimal processing - consuming certain processed foods (sausages) has been linked to health risks like cancer.
- Many countries have introduced (5) _____ recommending reduced consumption of UPFs due to their adverse effects on health.
- Large-scale studies, such as one tracking over (6) _____, have revealed a direct correlation between higher UPF intake and increased risks of heart disease and cancer.
- Beyond health, UPFs negatively impact the environment, contributing up to one-third of diet-related (7) _____, land use, and food waste, making them a societal and ecological challenge.
- Collective action is essential in reducing the impact of UPFs. On an individual level, cooking meals from (8) _____ with natural ingredients and spices can significantly reduce reliance on UPFs, improving both health and sustainability. At the community level, communities can support local, organic farmers, producers and retailers while advocating for (9) _____ that limit UPF production, distribution, and marketing, and promote affordable access to nutritious food.
- While UPFs are deeply ingrained in modern diets due to their convenience, achieving balance by making their consumption (10) _____ rather than routine can mitigate their adverse effects.

Source: https://www.youtube.com/watch?v=9Vrp_MglwZI&ab_channel=TheIndependent

Answers:

1. diabetes
2. confectioneries
3. thickeners
4. pasteurized milk
5. dietary
6. 100,000 french adults
7. greenhouse gas emissions
8. scratch
9. policies and regulations
10. occasional

APPENDIX 2: SAMPLE TASK FOR USING AI CHATBOTS (CHATGPT) TO DESIGN WORD FORMATION CLOZE READING TASKS

WITHOUT INPUT

PROMPTS	OUTPUT
“Create an academic-style paragraph (C2 level) on topic: Education with 5 word formation gaps, using C1-C2 vocabulary. Include [nouns, verbs, adjectives, and adverbs] for word form variety. Provide answer key.”	In contemporary societies, the role of education extends far beyond the mere transmission of knowledge; it serves as a catalyst for (1. empower)_____ and long-term social mobility. Effective education systems must not only focus on content delivery but also foster (2. analyse)_____ thinking and adaptability in students. Moreover, teachers are expected to be both intellectually rigorous and (3. respond)_____ to the diverse needs of learners, particularly in multicultural and multilingual classrooms. However, education reforms are often hindered by (4. resist)_____ from stakeholders who fear the loss of traditional structures. To move forward (5. sustain)_____, policymakers must prioritise inclusive dialogue and evidence-based practices. Answers: 1. empowerment (noun) 2. analytical (adjective) 3. responsive (adjective) 4. resistance (noun) 5. sustainably (adverb)

APPENDIX 3: SAMPLE TASK FOR USING AI CHATBOTS (CHATGPT) TO DESIGN OPEN CLOZE READING TASKS

INPUT	The Princess of Wales and her 10-year-old daughter, Princess Charlotte, seemed to have shared not just a carriage but also outfit notes at trooping the colour last weekend, since they were both wearing neighbouring blues on the colour wheel. They do it a lot, this so-called “mini-me dressing” – via tartans and tiaras, nautical details and nifty colour accents. She’s not the only one. Kim Kardashian does it with her kids, Beyoncé does it with Blue Ivy. In fact, it tallies with the whole vibe of nepo babies, who are now appearing in the public eye wearing outfits that are sartorial embodiments of the relationships that will privilege them for life. It’s polarising – cute or crass? – and it isn’t just famous parents who do it. I see it at playgroups, at the school gates and – without ever meaning to, I see it staring up at me on my own daughter, too. And no wonder, in a world where adult brands promote their mini-me collections and children’s brands diversify into clothes for grownups. For a raft of newer kids’ brands, prints are unisex, arguably less infantile and certainly less “pink”, both in actual colour and general vibe (perhaps a helpful shift for the many parents pointedly putting their little boys in fuchsia), making sharing looks across generations more possible. There’s a lot to say about the way we dress our children. Whole theses could be written on the outfits of the children in the pronatalist-inclined White House of Donald Trump, from press secretary Karoline Leavitt’s baby in a bow tie to Elon Musk’s four-year-old, known as “Lil X”, in a camel overcoat. These days, it seems plaid wins over Peppa Pig. When I spoke to dress historian Alden O’Brien in 2023, she told me that during the early 18th century, children transitioned to adult dress fairly early, but “as attitudes towards childhood changed – letting children be children, play, have less constricting clothes – the age for moving out of children’s dresses rose”. That 18th-century shift is often ascribed to the influence of Jean-Jacques Rousseau’s book <i>Emile</i>, Or <i>Treatise on Education</i>, which advocated letting kids be free to roam in nature. According to Alasdair Peebles, expert collector of historical boy’s clothes, the impact of that 1762 book was felt in the 1770s when “boys start wearing trousers”, as well as “skeleton suits, which are a bit like modern playsuits”. So how does the way we dress children speak to how we see childhood now? Deniz Arzuk is a critical childhood scholar who sees it as “embedded in the wider social economic structure”. The way we dress children, she says, “is tied to the way that we construct our class identities, our aspirations, and, specifically today, there is the online presence and maintaining the look”. I don’t think when my three-year-old and I end up in Crocs with matching Spider-Man charms – her work, not mine – we are maintaining some kind of cohesive look. But then the subconscious is a powerful thing. Plus, for parents who make a habit – and possibly an income – from posting on social media, matching outfits feel tailor-made to gain likes. It feels as if there is also a potent nostalgia at play in the way some parents dress their kids – just look to the market for £60-plus vintage 90s OshKosh dungarees on Vinted for evidence. A lot of how we dress children, argues Peeble, is also to do with “using your children to embody fantasies” – in fact, he was dressed in lederhosen and kilts by his mum. If you had a relatively carefree childhood in the 1980s while decked out in dungarees and shell suits, might you be more likely to try to replicate the look on your own children as a subliminal attempt to reconstruct your childhood? Peeble’s precocious alpine styling perhaps plays a part in why he believes “that it’s mothers who have usually been more invested in dressing their children”. He points, for a historical example, to Elizabeth Barrett Browning, who “wrote letters to her friends about all the outfits she was making for her son ... she goes on in a very gushing way about how gorgeous he looks in all the clothes. “Your child was an accessory in a sense,” he continues. You could “demonstrate, through the opulence of their clothing, your wealth and status”. It tallies. Back then it might have been “French silks, cut velvets ... possibly a wig and a tricorn hat with gold lace”. Now it might be a Mini Rodini bomber jacket or an organic cotton onesie with a peace sign print. It sounds a bit grim but, as Arzuk says, “the way we invest” in our children “is a way of building up the social capital ... it’s about investing in our position in society”. A more fun spin would be to focus on the fact that today, adults dress more like children, with many predominantly kidswear brands now offering kid-inflected adult clothes that aren’t Crayola-bright or
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	unicorn-heavy. Organic Zoo is one such company. According to its founder, Paulina Atkinson: “These days, there is a more visible connection between kids’ fashion and adults’ fashion, and both inspire each other. Kids’ clothes became more than just cute prints and adults’ styles are more relaxed and less formal.” Atkinson thinks this is a good thing, saying: “For a lot of parents and children, it is a great joy to twin with their outfits, so why not?” Kids intrinsically dress well. They embody clothes with unabashed, unadulterated personality. They dress with a lack of self-consciousness; prints clash, colours bark, cuts squabble for attention but, because it is done without a care, it works. What adult wouldn’t want to emulate that? Source: https://www.theguardian.com/fashion/2025/jun/19/mini-me-dressing-parents-dress-like-kids
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Steps to create an open cloze reading task using AI Chatbots (CHATGPT)

STEPS	PROMPTS	OUTPUT		
Use AI chatbots to adapt the text.	- "Use this text and create an open cloze text (10 gaps). Remove 7 grammatical words such as determiner, pronoun, Relative pronoun, preposition and 3 vocabulary and collocations."	The Princess of Wales and her 10-year-old daughter, Princess Charlotte, seemed to have shared not just a carriage but also outfit notes at trooping the colour last weekend, since they were both wearing neighbouring blues on the colour (1) wheel. They do it a lot, (2) this so-called “mini-me dressing” – via tartans and tiaras, nautical details and nifty colour accents. She’s not the (3) only one. Kim Kardashian does it with her kids, Beyoncé does it with Blue Ivy. In fact, it tallies (4) with the whole vibe of nepo babies, who are now appearing in the public eye wearing outfits that are sartorial (5) embodiments of the relationships that will privilege them for life. It’s polarising – cute or crass? – and it isn’t just famous parents who do it. I see it at playgroups, at the school gates and – without ever meaning to, I see it staring up at me on my (6) own daughter, too. And no wonder, in a world (7) where adult brands promote their mini-me collections and children’s brands diversify into clothes for grownups. For a raft of newer kids’ brands, prints are unisex, arguably less infantile and certainly less “pink”, both in actual colour and general vibe (perhaps a helpful shift for the many parents pointedly putting their little boys in fuchsia), (8) making sharing looks across generations more possible. There’s a lot to say about the way we (9) dress our children. Whole theses could be written on the outfits of the children in the pronatalist-inclined White House of Donald Trump, from press secretary Karoline Leavitt’s baby in a bow tie to Elon Musk’s four-year-old, known as “Lil X”, in a camel overcoat. These days, it seems plaid wins (10) over Peppa Pig.		
Use AI chatbots to create a word formation cloze text.	- “Create a cloze text. Provide an answer key.”	The Princess of Wales and her 10-year-old daughter, Princess Charlotte, seemed to have shared not just a carriage but also outfit notes at Trooping the Colour last weekend, since they were both wearing neighbouring blues on the colour (1) _____. They do it a lot, (2) _____ so-called “mini-me dressing” – via tartans and tiaras, nautical details and nifty colour accents. She’s not the (3) _____ one. Kim Kardashian does it with her kids, Beyoncé does it with Blue Ivy. In fact, it tallies (4) _____ the whole vibe of nepo babies, who are now appearing in the public eye wearing outfits that are sartorial (5) _____ of the relationships that will privilege them for life. It’s polarising – cute or crass? – and it isn’t just famous parents who do it. I see it at playgroups, at the school gates and – without ever meaning to, I see it staring up at me on my (6) _____ daughter, too. And no wonder, in a world (7) _____ adult brands promote their mini-me collections and children’s brands diversify into clothes for grownups. For a raft of newer kids’ brands, prints are unisex, arguably less infantile and certainly less “pink”, both in actual colour and general vibe (perhaps a helpful shift for the many parents pointedly putting their little boys in fuchsia), (8) _____ sharing looks across generations more possible. There’s a lot to say about the way we (9) _____ our children. Whole theses could be written on the outfits of the children in the pronatalist-inclined White House of Donald Trump, from press secretary Karoline Leavitt’s baby in a bow tie to Elon Musk’s four-year-old, known as “Lil X”, in a camel overcoat. These days, it seems plaid wins (10) _____ Peppa Pig.		
		<table><tr><th>Answers</th><th>Explanations</th></tr></table>	Answers	Explanations
Answers	Explanations			

		1. wheel	Vocabulary (collocation: "colour wheel")
		2. this	Pronoun (referring to the previous sentence idea)
		3. only	Determiner (phrase: "not the only one")
		4. with	Preposition (collocation: "tallies with")
		5. embodiments	Vocabulary (noun: "sartorial embodiments")
		6. own	Determiner (emphasising possession: "my own daughter")
		7. where	Relative pronoun (introducing a clause about the world)
		8. making	Linking word (present participle introducing result clause)
		9. dress	Verb (collocation: "the way we dress our children")
		10. over	Preposition (phrase: "wins over" meaning "is preferred to")

APPENDIX 4: SAMPLE TASK FOR USING AI-INTEGRATED PLATFORM (QUESTIONWELL) TO DESIGN MULTIPLE-CHOICE READING TASKS

INPUT	A grade-level project-based learning unit provides academic and social benefits as students work both in small groups and as a whole class. By its nature, project-based learning (PBL) has a reciprocal relationship with community building; PBL fosters community among learners, and a strong learning community is necessary for successfully implementing PBL. Beginning with generating project ideas and all the way through to completing and presenting a project, PBL requires collaboration and negotiation. Community-building creates a learning environment where all students feel safe collaborating and contributing. There are both social and academic benefits to a strong learning community. To start, the foundation of a safe community allows students to take academic risks and feel comfortable facing new challenges, which can shape and contribute to learning experiences. Students must practice good communication as they navigate new learning experiences. There's an abundance of growth in trying something new together. Gathering data on PBL, engagement, and collaboration for my dissertation project, I collaborated with teachers at a small elementary school in the Shenandoah Valley of Virginia as they implemented my PBL plan for three fifth-grade classes to work together to build a pollinator garden on the school grounds. This grade-level project provided a habitat for pollinators and offered an opportunity for community-building among the three classes. A GRADE-LEVEL PROJECT We worked on our project during spring 2021; schools in the district had reopened but social distancing limited collaborative learning experiences. Despite the limitations caused by Covid-19, the fifth-grade teachers were creative in finding a way for students to collaborate on a grade-level project, rather than limiting them to the students in their homeroom class. Having the project outside and letting the student's partner and work together laid the groundwork for a beautiful pollinator garden and a community of learners. Social interaction with peers is critical to learning, and social learning experiences contribute to increased student engagement. Each of the three classes had a different focus (bees, other pollinators, native plant species) within the larger project, but students were encouraged to communicate and collaborate frequently during each phase of the project. One class focused on bees—plants that would attract specific species, along with their food, water, and habitat needs. This group also prepared sites within the garden for beehives that would be added to the garden in the coming year. The second class focused on attracting other pollinators, such as butterflies and hummingbirds, again focusing on plants that would attract the various species, and their food, water, and habitat needs. Lastly, the third class focused on native plant species that would sustain the pollinators across all seasons. This class started plants from seeds in addition to planting a variety of larger, established plants. These were the phases of the pollinator garden project: researching various pollinators and plant species native to the region; planning/designing a habitat that would provide food and water, shelter, and reproductive needs in all seasons; building, painting, and planting; culminating project—documenting the project for the school website While the teachers guided students and facilitated the project, keeping students focused so that they could complete the project within the two-week time frame, each part of the project (research, design, implementation) was student-led. Students selected and researched the part of the project that interested them but were able to contribute to more than one part of it. Students also chose their peers to work with in pairs and small groups to paint birdhouses, build butterfly houses and bee habitats, and plant a multitude of native plant species. They worked in groups most of the time, but many completed smaller individual projects, such as painting a clay pot and selecting the plant for it. BENEFITS OF STUDENT-LED PBL Student-led PBL means that students came together over common interests and learned from each other as they took on different roles. They were able to support one another as they worked through each phase of the project. Student-led learning experiences provide opportunities for students to take initiative and ownership over their learning. PBL instruction offers students many benefits, and this project fostered collaboration and community building, increased engagement, social learning, creativity, problem-solving, critical thinking, student choice, and project management skills, to name a few. At a time when social distancing and separate learning experiences were the norms, it was beneficial for the students to participate in an inclusive project that incorporated the entire grade
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	level. The students embraced this project. They even found ways to extend it beyond the original plan by painting smooth river rocks to place in the garden, to leave a little token of themselves behind at their elementary school before moving on to middle school. The project took hard work and collaboration, and each rock left behind was like a signature of the project the students completed as a community. Source: https://teachnews.gr/
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Steps to create a multiple-choice reading task using QuestionWell

STEPS		
Step 1: Set learning outcomes		Get 10 Multiple Choice questions about Using PBL to Build a Strong Learning in English at a 12th Grade reading level
Step 2: Select input text		Add Context Text YouTube Website File or Doc Your Own Quiz Transcript By its nature, project-based learning (PBL) has a reciprocal relationship with community building; PBL fosters community among learners, and a strong learning community is necessary for successfully implementing PBL. Beginning with generating project ideas and all the way through to completing and presenting a project, PBL requires collaboration and negotiation. Community-building creates a learning environment where all students feel safe collaborating and contributing. There are both social and academic benefits to a strong learning community. To start, the foundation of a safe community allows students to take academic risks and feel comfortable facing new challenges, which can shape and contribute to learning experiences. Students must practice good communication as they navigate new learning experiences. There's an abundance of growth in trying something new together. Gathering data on PBL, engagement, and collaboration for my dissertation project, I collaborated with teachers at a small elementary school in the Shenandoah Valley of Virginia as they implemented my PBL plan for three fifth-grade classes to work together to build a pollinator Estimated Words: 986/1000 Paste in text or Generate Reading at a 12th Grade reading level in English Re-level + Done
Step 3: Adjust question levels & types		Adjust Question Levels & Types QUICK PRESETS Default New Topic Advanced Analysis Quick Assessment Deep Dive Skill Practice Review & Reinforce Custom Bloom's Taxonomy Remember Low Med High Understand Low Med High Apply Low Med High Analyze Low Med High Evaluate Low Med High Create Low Med High Question Types Research Questions Low Med High Recall Low Med High Comprehension Low Med High Inference Low Med High Core Concepts Low Med High Reflection Low Med High Real World Connection Low Med High Vocab Low Med High Creative Low Med High Diagnostic Low Med High Textual Analysis Low Med High Problem Based Low Med High Done
Step 4: Generate questions	Edit the questions	Generate Questions QuestionWell Create question sets and more Made for teachers, by teachers Search student reading Actions By its nature, project-based learning (PBL) has a reciprocal relationship with community building; PBL fosters community among learners, and a strong learning community is necessary for successfully implementing PBL. Beginning with generating project ideas and all the way through to completing and presenting a project, PBL requires collaboration and negotiation. Community-building creates a learning environment where all students feel safe collaborating and contributing. There are both social and academic benefits to a strong learning community. To start, the foundation of a safe community allows students to take academic risks and feel comfortable facing new challenges, which can shape and contribute to learning experiences. Students must practice good communication as they navigate new learning experiences. There's an abundance of growth in trying something new together. Gathering data on PBL, engagement, and collaboration for my dissertation project, I collaborated with teachers at a small elementary school in the Shenandoah Valley of Virginia as they implemented my PBL plan for three fifth-grade classes to work together to build a pollinator garden on the school grounds. This grade-level project provided a habitat for pollinators and offered an opportunity for community-building among the three classes. A GRADE-LEVEL PROJECT We worked on our project during spring 2021; schools in the district had reopened but social distancing limited collaborative learning experiences. Despite the limitations caused by Covid-19, the fifth-grade teachers were creative in finding a way for students to collaborate on a grade-level project, rather than limiting them to the students in their homeroom class. Comprehension Discussion Vocabulary 0 selected Actions Filters Export / Assign 1. What is the primary relationship between project-based learning (PBL) and community building? A. PBL hinders community building among learners. B. Community building is irrelevant to PBL. C. PBL only benefits individual learning. D. PBL fosters community among learners, and a strong community is necessary for PBL. Generate New Distractors 2. What is one social benefit of a strong learning community in PBL? A. Enhanced collaboration and communication. B. Isolation of students during projects. C. Reduced engagement in learning activities. D. Increased competition among students. Generate New Distractors

	Edit the distractors	Select Distractors Correct Answer PBL fosters community among learners, and a strong community is necessary for PBL. Select distractors (maximum 3): Community building in PBL is a secondary benefit that occurs only after project completion. PBL focuses solely on individual achievement, with community building being unrelated. Community building is only important in PBL when working with external stakeholders, not among learners. PBL discourages community building because it emphasizes competition among students. Community building in PBL is only necessary at the beginning to set goals, not throughout the project. 1. What is the primary relationship between project-based learning (PBL) and community building? A. PBL discourages community building because it emphasizes competition among students. B. PBL focuses solely on individual achievement, with community building being unrelated. C. Community building is only important in PBL when working with external stakeholders, not among learners. D. PBL fosters community among learners, and a strong community is necessary for PBL. Generate New Distractors Having the project outside and letting the student's partner and work together laid the groundwork for a beautiful pollinator garden and a community of learners. Social interaction with peers is critical to learning, and social learning experiences contribute to increased student engagement. Each of the three classes had a different focus (bees, other pollinators, native plant species) within the larger project, but students were encouraged to communicate and collaborate frequently during each phase of the project. One class focused on bees—plants that would attract specific species, along with their food, water, and habitat needs. This group also prepared sites within the garden for beehives that would be added to the garden in the coming year.
Step 5: Export/Assign the task	Export the final quiz to platforms like Google Forms, Canvas, or Microsoft Forms for classroom use.	Go back Assign your question set using QuestionWell. Interactive Quiz Jeopardy Review Game Or select your preferred tool to export your question set: Microsoft Word Google Forms Google Slides Google Docs Kahoot! Quizizz Blooket Canvas Microsoft Forms Gimkit Moodle Quizlet Blackboard Schoolology Socrative ClassroomGo Canvas LMS GCSEpod Brightspace (D2L) Your Assignment Code Generate An Assignment Code You are about to generate an assignment code for this question set. This code will allow students to access this question set and answer the questions you've selected. Assignment Options: When is this assignment due? 2 days Show reading to learner before quiz? Go back Generate Code Remember that these questions were created using AI, and we do not guarantee accuracy. Carefully review each question before using them in your materials. Share this code with your students: https://app.questionwell.org/play/RYRYXI RYRYXI Go back
OUTPUT	The task interface	Using PBL to Build a Strong Learning Community By its nature, project-based learning (PBL) has a reciprocal relationship with community building; PBL fosters community among learners, and a strong learning community is necessary for successfully implementing PBL. Beginning with generating project ideas and all the way through to completing and presenting a project, PBL requires collaboration and negotiation. Community-building creates a learning environment where all students feel safe collaborating and contributing. There are both social and academic benefits to a strong learning community. What is the primary relationship between project-based learning (PBL) and community building? A. PBL discourages community building because it emphasizes competition among students. B. PBL focuses solely on individual achievement, with community building being unrelated. C. Community building is only important in PBL when working with external stakeholders, not among learners. D. PBL fosters community among learners, and a strong community is necessary for PBL. Next Submit

Progress report

← Go back

Best Submission

Export to CSV

Edit

Using PBL to Build a Strong Learning Community

Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Score	Time
N									3/8	15:57:13 21/6/2025
H									7/8	17:18:59 21/6/2025
N									2/8	16:03:25 21/6/2025
T									6/8	16:41:35 21/6/2025
G									5/8	22:34:18 21/6/2025
N									7/8	18:25:42 21/6/2025
I									7/8	16:23:28 21/6/2025
H									5/8	17:30:33 21/6/2025

APPENDIX 5: SNAPSHOTS

[illegible]**SNAPSHOT 1: STUDENTS' PROGRESS REPORT (MULTIPLE-CHOICE READING TASK – CONKER)**