

**USING A.I. APPS TO ASSIST TEACHERS IN
DESIGNING LISTENING TASKS
FOR GIFTED STUDENTS**

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Abstract

The integration of Artificial Intelligence (AI) in English as a Second Language (ESL) education offers innovative solutions for designing listening tasks, particularly for gifted students preparing for Vietnam's national examinations. This study evaluates the effectiveness of AI tools in creating authentic, examination-aligned listening tasks for a specialized English class. Six AI-generated tasks were designed and administered to 15 English gifted high school students, with data collected via student surveys, teacher evaluations, and task completion metrics. The tasks aimed to address the challenges of sourcing high-quality, relevant listening materials, a process traditionally hindered by time constraints and inconsistencies. Findings reveal that 66.7% of students found instructions clear, 40% reported improved listening skills, and 73.3% rated enjoyment as neutral. Teachers noted significant time savings and enhanced task authenticity, though some inaccuracies in question design and a need for more diverse accents were observed. Qualitative feedback praised the tasks' natural accents and real-world topics but suggested clearer introductions and improved speech coherence. This study highlights AI's potential to streamline task design, enhance engagement, and meet the rigorous demands of national examinations. Limitations include the small sample size and occasional AI-generated errors, prompting recommendations for further research into adaptive AI tools and broader implementation to optimize ESL instruction for gifted learners.

Glossary

AI Artificial Intelligence

ESL English as a Second Language

CERF The Common European Framework of Reference for Language

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I. INTRODUCTION

1.1. Statement of the Problem and Rationale

The rapid advancement of Artificial Intelligence (AI) has significantly transformed various sectors, including education, by introducing innovative tools that enhance both teaching and learning processes. As AI becomes increasingly integrated into educational settings (Fitria, 2021), it enables the delivery of modern digital learning content, replacing dense, traditional textbooks with more accessible and interactive formats (Akbarani, 2023).

In the field of English as a Second Language (ESL) education—particularly in specialized schools where gifted students prepare for national examinations—the adoption of AI offers substantial potential. Technologies such as ChatGPT and intelligent personal tutors provide personalized learning experiences by adapting content to learners' proficiency levels and individual learning styles (Ghoneim & Elghotmy, 2021). Integrating these AI-driven tools into English as a Foreign Language (EFL) classrooms can address limitations in conventional pedagogies, offering dynamic ways to improve listening proficiency and overall communicative competence, especially within academic English contexts (Men et al., 2022).

Listening skills, a core component of language proficiency, are particularly challenging to teach effectively. High-quality, authentic materials that align with the demanding standards of national gifted exams in Vietnam are often scarce. Traditionally, educators have devoted considerable time and effort to sourcing, modifying, and aligning listening materials—such as adjusting subtitles or adapting content to meet national exam formats. This manual process is not only labor-intensive but also susceptible to inconsistencies, which can undermine the overall quality of listening task design.

AI-powered applications present a viable solution by streamlining the development of authentic, tailored listening exercises. These tools can automatically generate, adapt, and refine audio materials, transcripts, and comprehension questions, thereby reducing teachers' workload while ensuring alignment with examination standards. With AI, educators gain access to a wide array of real-world listening resources—including podcasts, speeches, and dialogues (Chaikovska et al., 2024)—which can be customized to match the advanced linguistic and cognitive demands of gifted students. In this context, the integration of AI into listening task design is not merely advantageous but essential. It enhances efficiency, improves authenticity,

and strengthens the effectiveness of instructional practices, ultimately better preparing gifted students for high-stakes national examinations.

1.2. Aim of the Study and Research Questions

The aim of this study is to explore the potential of AI applications in assisting teachers to design effective listening tasks for gifted ESL students preparing for the national examination for gifted students. This research seeks to evaluate how AI tools can optimize the preparation process, enhance the quality of listening materials, and support teachers in meeting the specific needs of gifted learners.

Research Questions:

1. How can AI applications be utilized to create authentic and examination-aligned listening tasks for gifted ESL students?
2. What are the benefits and challenges of integrating AI tools in the design of listening tasks for national examinations?
3. How do AI-generated listening tasks impact the performance and engagement of gifted students in specialized school settings?

II. Development

2.1. Literature Review

Recent advancements in A.I have significantly reshaped language assessment, offering innovative tools to enhance the design and delivery of educational tasks, including listening exercises for ESL learners (Al Fraidan, 2024a; Al Fraidan, 2024b). AI facilitates adaptive testing by analyzing students' prior performance to generate personalized tasks, such as gap-filling and cloze exercises, tailored to individual proficiency levels. This adaptability ensures more accurate and relevant assessments, aligning closely with learners' needs and capabilities.

A study by Al Fraidan (2024c) exemplifies AI's potential in creating authentic assessment tasks, specifically gap-filling and cloze tests based on social media content. By analyzing prevalent phrases, usage patterns, and trends in digital discourse, the AI system crafted questions that not only tested linguistic knowledge but also engaged students with real-world, culturally relevant material. Additionally, AI enhanced the scoring process by minimizing human bias and errors, thereby improving assessment reliability and efficiency. These findings underscore AI's transformative role in language testing, particularly in creating dynamic, student-centered tasks.

This research aligns with the current study’s focus on using AI tools to design listening tasks for gifted ESL students in Vietnam. By leveraging AI to generate authentic, examination-aligned listening exercises, the present study builds on the literature’s emphasis on AI-driven personalization and authenticity, adapting these principles to address the specific demands of high-stakes national examinations and the needs of advanced learners.

2.2. Research

This quick research explores the use of AI tools such as Grok (xAI) and Google NotebookLM, to design listening tasks for an ESL class at a specialized high school in Vietnam, targeting gifted students preparing for the national examination. The study uses surveys to evaluate the efficiency, authenticity, and engagement of AI-generated tasks. Grok is used to create examination-aligned questions from authentic audio sources on Youtube.

The methodology involves designing 6 listening tasks integrated into regular lessons. Students access tasks on SHub Classroom or OLM (a learning platform officially used at our public school), completing those listening tasks. Data is collected through a student survey assessing engagement and relevance, a teacher personal survey on usability and time savings, and task completion metrics. This approach aims to provide insights into how AI tools streamline task design and support gifted students’ preparation for high-stakes examinations.

III. PRACTICAL CLASSROOM APPLICATION

3.1. Common Types of Listening Questions

Table 1. Types of listening exercises

No.	Type	Purpose of testing
1	Multiple Choice	Assess comprehension of main ideas, details, or inferences; tests ability to identify specific information or understand context.
2	Gap-Fill (Cloze)	Evaluate understanding of vocabulary, grammar, and context by filling in missing words from a transcript or summary.
3	True/False	Test ability to distinguish factual statements from incorrect ones, focusing on detail recognition and critical listening.
4	Short Answer	Measure ability to extract and articulate specific information or summarize key points in own words.
5	Matching	Assess recognition of relationships between ideas, speakers, or concepts (e.g., matching speakers to opinions or terms to definitions..
6	Ordering/Sequencing	Evaluate understanding of chronological or logical sequence in a

		narrative or process described in the audio.
7	Note-Taking	Test ability to identify and record key points, main ideas, or supporting details while listening.
8	Summary Completion	Assess comprehension of overall content and ability to synthesize information into a concise summary.

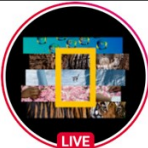
3.2. Recommended Listening Resources

Table 2. Listening resources

Youtube Channel		Focus Area	Description
	TED-Ed	Education, Science, Social Issues	Animated lessons on science, history, and philosophy, designed for curious learners.
	Khan Academy	Education, Science, Economics	Offers short tutorials on math, science, and economics
	Crash Course	Science, History, Economics	Fast-paced, engaging overviews of science, history, and economics topics, tailored for students.
	Kurzgesagt – In a Nutshell	Science, Philosophy, Social Issues	Beautifully animated videos simplifying complex science and social issues, ideal for critical listening.
	Vox	News, Social Issues, Economics	Explains current events, politics, and economics with clear, concise narratives.
	SciShow	Science	Accessible explanations of scientific topics
	MinutePhysics	Science	Bite-sized physics videos (often ~5 minutes. with simple visuals, great for detail-oriented tasks.
	MinuteEarth	Science	Animated videos on earth sciences, typically under 5–8 minutes, ideal for note-taking exercises.

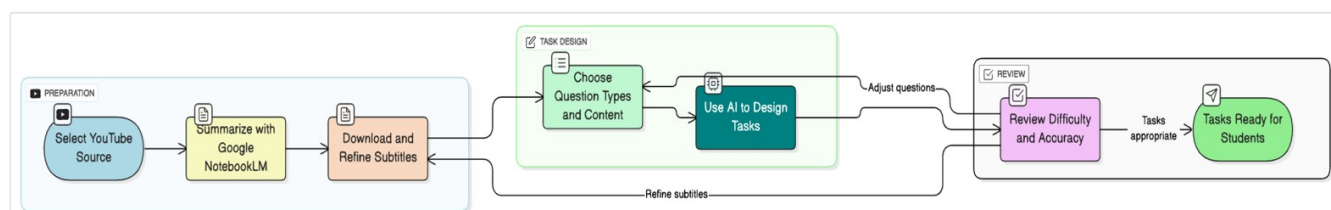
	Veritasium	Science	Engaging science videos with real-world applications, suitable for inference-based questions.
	Smarter Every Day	Science	Explores scientific phenomena with enthusiasm
	Real Engineering	Science, Engineering	Concise videos on engineering and science topics
	Economics Explained	Economics	Breaks down economic concepts and global issues.
	Caspian Report	Geopolitics, Economics	Analyzes global events and economics.
	Real Life Lore	Geography, Social Issues	Explores global issues and history
	PolyMatter	Economics, Social Issues	Insightful videos on economics and global trends
	Nerdwriter1	Culture, Social Issues	Analytical videos on culture and media
	Big Think	Science, Philosophy	Expert-driven content on science and social issues
	PBS NewsHour	News, Social Issues	Short news segments on current events
	The School of Life	Philosophy, Social Issues	Short videos on emotional and social intelligence
	AsapSCIENCE	Science	Fun, animated science explanations

	<u>Mental Floss</u>	Trivia, Social Issues	Trivia-based videos on history and culture.
	<u>Alternate History Hub</u>	History, Social Issues	“What if” scenarios in history
	<u>OverSimplified</u>	History	Humorous, animated history videos
	<u>Cold Fusion</u>	Technology, Economics	Explores tech and economic trends
	<u>DW News</u>	News, Economics	Concise news segments from Deutsche Welle
	<u>The Guardian</u>	News, Social Issues	Video reports and podcasts on current affairs and social issues
	<u>Reuters</u>	News, Economics	Brief news videos on global events and markets
	<u>The New York Times</u>	News, Social Issues	Issues Video journalism on current events and social trends
	<u>The Economist</u>	Economics, News	Brief video explainers on global economics and politics
	<u>The Damage Report</u>	News, Social Issues	Progressive news analysis
	<u>The Young Turks</u>	News, Social Issues	Opinion-driven news segments

	National Geographic	Science, Geography	Short documentaries and explainers on nature, science, and culture
	BrainCraft	Psychology, Science	Explores brain science and behavior
	Seeker	Science, Technology	Explores cutting-edge science and tech
	The Infographics Show	Education, Social Issues	Animated explainers on diverse topics

3.3. Designing listening tasks

Figure 1. Process of designing a listening task



Step 1: Preparation

- Select Youtube Source: Reuter: <https://www.youtube.com/watch?v=p7YrD6AbSrw>
- Quickly check the content and suitability using A.I. via Google NotebookLM (Appendix D)
- Download audio, tapescript and refine tapescript
 - Download tapescript: <https://downsub.com/>
 - Refine tapescript: See refined tapescript in Appendix A.
 - Download audio: Use Cốc Cốc Web Browser (Use the download arrow at the top left of the video) or visit <https://y2mate.as/> and paste the URL to the video

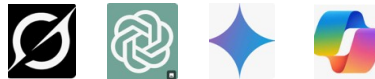
Suggested prompt to refine tapescripts

Add accurate punctuation, including commas, periods, and other necessary punctuation marks, to ensure clarity and natural flow. Separate different speakers clearly by labeling them (e.g., Speaker 1, Speaker 2, or by name if identifiable. and formatting their dialogue distinctly. If there is only one speaker, merge and organize the text into coherent paragraphs based on ideas or natural breaks in the narration. Preserve the exact wording as it appears in the transcript. Do not change any of the original words or content. Provide the revised transcript as the output.

Step 2: Select the question types (See Table 1)

Pre-select the content that should be in the question. Refer to the NotebookLM Mindmap if necessary.

Step 3: Design the listening tasks. Recommended A.I: Grok, ChatGPT, Gemini, Copilot



Suggested prompts for each of the listening types

Table 3. Types of listening exercises and suggested prompts

No	Type exercise	Suggested prompt
1	Multiple Choice	You are an educational content creator designing a <i>Multiple Choice Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a listening task consisting of exactly 10 multiple choice questions. Instructions (for students): You will hear the recording twice. For questions 1–10, choose the correct answer A, B, C or D. Circle the letter of the correct answer. Task Requirements: • The source audio may be a monologue, interview, discussion, or lecture. • Questions should cover a range of main ideas, supporting details, logical inferences, definitions, or attitudes/tone. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions. • Questions should be sequenced in the order information appears in the tapescript. • Do not reuse answer options across different questions. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • Avoid language repetition in options (unless intentionally testing synonyms or paraphrasing). • Ensure that each question has one unambiguous correct answer. Each multiple-choice question must include: • A clearly worded question stem (not too vague or too specific) • Four options (A, B, C, D) — all plausible but only one correct • A variety of question types: • Factual (specific details) • Inferential (what is implied) • Vocabulary in context • Attitude or opinion • Cause/effect or comparison Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below: [insert correct answers here] After the task, include a separate section titled “Answer Key”, listing the correct answers clearly by number.

		Example Output Format: Listening Task: Multiple Choice Questions Topic: The Psychology of Memory - According to the speaker, what is the primary function of short-term memory? A. To store visual images for long periods B. To help process and manipulate immediate information C. To create permanent associations between ideas D. To retrieve forgotten childhood experiences - What point does the speaker make about eyewitness testimony? A. It is mostly reliable under stress B. It can be improved with training C. It often includes false or distorted memories D. It is based solely on visual information [...] Answer Key: - B - C [...] [...]
2	Gap-Fill (Cloze)	You are an educational content creator designing a <i>Gap-Fill (Cloze) Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a gap-fill exercise with exactly 10 numbered blanks embedded in a coherent, logically organized paragraph or passage. Instructions (for students): Listen to the recording and fill in the blanks with the correct information. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. You will hear the recording twice. Task Requirements: - The source audio may be a lecture, talk, interview, or narrative. - The gap-fill text should closely reflect the sequence, meaning, and phrasing of the original audio. - The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). - Use a paragraph-style layout (not bullet points). - Include exactly 10 blanks (1–10), clearly numbered in the text. - The gap-fill text should form a complete, grammatically correct passage when all blanks are filled. - The gaps should test a range of listening skills, such as: - Grasping main ideas - Identifying specific facts - Noting figures/dates/quantities - Recognizing causes, effects, or comparisons - Understanding definitions or paraphrases - Making simple inferences Each blank must: - Be answerable using NO MORE THAN THREE WORDS AND/OR A NUMBER - Have a single, unambiguous correct answer - Be based directly on what is stated or clearly implied in the recording - Avoid duplicating any answer across the 10 gaps Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript

		OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below: [insert correct answers here] Example Output Format: Complete the following passage. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each blank. Title: The Science Behind Laughter Although laughter is a universal human experience, its exact purpose has long puzzled researchers. Most scientists now believe it evolved primarily as a tool for social bonding, especially in (1)_____ communities. The act of laughing together helps establish trust and reduce (2)_____, even among strangers. One interesting discovery is that laughter is up to (3)_____ more likely when people are with others than when they are alone. This highlights its strong connection with (4)_____ interaction. Furthermore, the physical act of laughing activates the brain's (5)_____ system, releasing endorphins that promote well-being. In some clinical settings, laughter therapy has been used to improve (6)_____ and boost immunity. However, critics argue that most studies in this field rely on small sample sizes and lack proper (7)_____. Despite this, laughter remains a powerful natural remedy for (8)_____, stress, and even pain. Notably, different cultures have different norms around humour. For instance, while (9)_____ humour is common in Western countries, many Asian cultures value humour that emphasizes group harmony and (10)_____. Answer Key: 1. small-scale societies 2. tension 3. 30 times 4. social 5. reward 6. mood 7. controls 8. anxiety 9. sarcastic 10. politeness
3	True/False	You are an educational content creator designing a <i>True / False Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a True / False task with exactly 5 numbered statements. Instructions (for students): You will hear the recording twice. Decide whether the following statements are TRUE or FALSE according to the recording. Write TRUE if the statement agrees with the information in the recording. Write FALSE if the statement contradicts the information in the recording. Task Requirements: • The source audio may be a monologue, interview, podcast excerpt, or discussion. • Statements must appear in the same order as the information appears in the audio. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • There must be exactly 5 statements, numbered (1–5). • Each statement must: • Be grammatically complete and meaningful on its own • Test main ideas, key details, or logical implications

		• Be clearly TRUE or FALSE (no ambiguity or trick questions) • Include a balanced mix of TRUE and FALSE answers (e.g., 2 TRUE + 3 FALSE) Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below: [insert correct answers here] Example Output Format: True / False Listening Task Topic: The Benefits of Urban Gardening 1. Urban gardening helps reduce stress and anxiety levels. 2. Most urban gardening projects are government-run. 3. The speaker claims that food grown in cities is often more nutritious. 4. One major drawback mentioned is the high cost of soil. 5. Community gardens can improve social bonds among neighbors. Answer Key: 1. TRUE 2. FALSE 3. TRUE 4. FALSE 5. TRUE
4	Short Answer	You are an educational content creator designing a <i>Short Answer Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a Short Answer listening task with exactly 5 questions. Instructions (for students): You will hear the recording twice. Answer the following questions using NO MORE THAN FOUR WORDS from the recording. Write your answers exactly as you hear them. Task Requirements: • The source audio may be a monologue, discussion, interview, or lecture. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • Include exactly 5 questions, numbered (1–5). • Questions should: • Follow the same order as the audio • Test a range of listening skills: factual details, reasons, outcomes, speaker’s opinion, or paraphrased expressions • Require answers that are short phrases (maximum 4 words) taken verbatim from the audio • Be clear and direct, avoiding unnecessary complexity • Avoid repeated answers or duplicated phrasing across questions • Answers must be exact word-for-word matches from the recording Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below:

		[insert correct answers here] Example Output Format: Short Answer Listening Task Topic: The Challenges of Deep Sea Exploration 1. What limits the duration of most underwater missions? 2. According to the speaker, what type of vehicle is often used for deep-sea surveys? 3. What is a common risk associated with extreme underwater pressure? 4. What type of data do scientists collect to study marine life? 5. What is one reason deep-sea expeditions are costly? Answer Key: 1. lack of oxygen supply 2. remotely operated vehicle 3. equipment malfunction 4. temperature and light levels 5. specialised equipment needs
5	Matching	You are an educational content creator designing a <i>Matching Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a matching task with exactly 5 numbered items (e.g., speakers, people, locations, events) and 7 options (A–G). Instructions (for students): You will hear the recording twice. Match each item (1–5) with the correct option (A–G) from the list. Write the correct letter (A–G) next to each number. There are two extra options you do not need to use. Task Requirements: • The source audio may be a discussion, series of monologues, interviews, or contrasting opinions. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • Use exactly 5 items to match (e.g., people, topics, problems, views) • Provide 7 answer options (A–G), clearly labeled • The matching items (1–5) must: • Appear in the same order as the audio • Be distinct and not interchangeable • Require students to identify opinions, features, arguments, problems, solutions, or attitudes • The options (A–G) should: • Contain plausible distractors • Be brief but specific • Reflect paraphrased or inferred ideas from the audio (not lifted word-for-word) Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below: [insert correct answers here] Example Output Format: Matching Listening Task Topic: Different Views on Urban Design What is each speaker’s opinion on the proposed changes to the city center?

		Choose from the list of comments (A–G). Write the correct letter (A–G) next to each speaker. 1. Speaker 1: 2. Speaker 2: 3. Speaker 3: 4. Speaker 4: 5. Speaker 5: Comments: A. The changes will benefit tourism. B. The city’s character is being lost. C. The design ignores environmental concerns. D. The plan will worsen traffic issues. E. Local businesses should have more say. F. It’s a step toward modern urban life. G. The cost is too high. Answer Key: 1. F 2. B 3. D 4. E 5. A
6	Ordering Sequencing	You are an educational content creator designing a <i>Sequencing (Ordering) Listening Task</i> for advanced English learners. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a sequencing task with 5 events or steps, presented out of order. Instructions (for students): You will hear the recording twice. Put the following events or steps in the correct order according to what you hear. Write the letters (A–E) in the correct order (1–5). Task Requirements: • The source audio may be a process explanation, historical timeline, series of decisions, scientific procedure, or biographical account • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • Create 5 distinct items (A–E), presented in the wrong order • Learners must sequence them in the correct chronological or logical order based on the listening • Items must be: • Clearly distinguishable and not overlapping • Based on explicit or logically implied order from the recording • Paraphrased where possible (not copied word-for-word) • Designed to test listening for sequence markers, cause-effect, and time references Answer Generation Options: You may choose one of the following: A. Let A.I. automatically generate the correct order based on the tapescript OR B. Manually provide the correct order yourself — in that case, insert the correct sequence below: [insert correct sequence here] Example Output Format: Ordering Task Topic: The Development of the Printing Press

		Put the following events in the order they occurred, according to the recording. Write the letters (A–E) in the correct order (1–5). Events (in random order): A. Gutenberg develops movable type printing B. Papermaking spreads from China to Europe C. The printing press is used to produce religious texts D. Handwritten manuscripts dominate in medieval Europe E. The invention leads to rising literacy rates Correct Order: 1. B 2. D 3. A 4. C 5. E
7	Note-Taking	You are an educational content creator designing a note-completion listening task in the style of IELTS Listening Part 4. [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a task with exactly 10 numbered blanks. Your output must follow this structure: Instructions (for students): <i>Complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</i> Notes Title: [Insert a topic-based heading summarizing the monologue] Task requirements: • Format the notes in a clear, academic outline. • The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). • Main sections or bigger points should be in bold, followed by subpoints in bullet style. • Include 10 numbered blanks (1–10), each integrated naturally into the notes. • The blanks should test a mix of: ○ Main points ○ Supporting details ○ Specific facts • Each blank should: • Be grammatically accurate when completed • Have only one correct answer based on the script • Be completed using NO MORE THAN THREE WORDS AND/OR A NUMBER After the notes, include a separate section titled "Answer Key" with the correct answers listed clearly by number. Example Output Format: Complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. Lecture Topic: The Origins of Modern Psychology Early Influences on Psychology • Greek philosophers believed the mind and body were _____ (1) • Aristotle emphasized the role of _____ in acquiring knowledge (2) Emergence of Scientific Methods • Psychology became a formal discipline in the _____ century (3) • Wilhelm Wundt used _____ to study consciousness (4) Major Schools of Thought • Structuralism focused on analyzing _____ (5) ○ Method involved breaking experiences into components

		- Behaviorism rejected the idea of _____ processes (6) - Focused on observable behavior Modern Developments - Cognitive psychology emerged in response to limitations of _____ (7) - Studied mental processes like memory and language - Neuroscience links behavior to _____ activity (8) - Applied psychology is used in fields such as _____ (9) - Helps improve outcomes in schools and workplaces - Psychology today is considered both a _____ and a science (10) Answer Key: - separate - experience 19th - introspection - consciousness - mental - behaviorism - brain - education - profession
8	Summary Completion	You are an educational content creator designing a summary completion listening task in the style of the Vietnam National Excellent Student English Exam (Đề thi Học sinh Giỏi Quốc Gia Tiếng Anh). [CEFR Level: B2–C2, depending on the complexity of the source material] Using the provided YouTube video tapescript: [Insert refined tapescript text here], generate a summary completion task with exactly 10 numbered blanks. Instructions (for students): Listen to the recording and complete the summary below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. You will hear the recording twice. Summary Title: [Insert a concise, topic-based title] Task Requirements: - The source audio may be a monologue, dialogue, interview, or discussion. - The summary should reflect the main points and supporting details of the original audio. - The task must be challenging but fair for advanced high school students preparing for national or international English competitions (CEFR B2–C2). - The completed summary must be grammatically correct and coherent when all blanks are filled. - Include exactly 10 numbered blanks (1–10), integrated smoothly into the summary text. - The blanks should test a balance of: - Central ideas - Supporting facts or examples - Definitions or logical inferences Each blank must: - Be answerable using NO MORE THAN THREE WORDS AND/OR A NUMBER - Have one unambiguous correct answer - Be based directly on what is stated or implied in the tapescript - The summary should reflect a balanced level of challenge, suitable for advanced high school students preparing for national competitions. - Be distinct — no duplicate answers are allowed across the 10 blanks Answer Generation Options:

	You may choose one of the following: A. Let A.I. automatically generate the correct answers based on the tapescript OR B. Manually provide the answers yourself — in that case, clearly insert the correct answers below.[insert correct answers here] After the summary, include a separate section titled "Answer Key", listing the correct answers clearly by number. Example Output Format: Complete the summary below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. Summary Title: The Rise of Renewable Energy in Modern Economies In recent decades, the growing threat of climate change has led to a dramatic shift in energy policies. Many countries now invest in _____ (1) sources like wind and solar power. These sources are praised for being both sustainable and less harmful to the environment. Among these, wind energy has become especially popular due to its relatively low _____ (2). Germany, for example, has introduced policies that _____ (3) households to generate solar electricity. The government offers financial incentives, making renewable energy more _____ (4). In addition to environmental benefits, renewables can improve national _____ (5) by reducing reliance on imported fuels. However, the transition is not without challenges. Critics argue that energy production from renewables can be inconsistent due to _____ (6) conditions. To address this, researchers are developing more efficient _____ (7) systems. Another important development is in electric transportation. Sales of _____ (8) have increased rapidly, especially in countries like Norway and China. Still, many consumers remain concerned about the limited _____ (9) of such vehicles. In the future, experts believe that _____ (10) cooperation will be essential for tackling climate change and expanding clean energy use worldwide. Answer Key: 1. renewable 2. cost 3. encourage 4. affordable 5. security 6. weather 7. storage 8. electric cars 9. range 10. international
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3.4. Sample A.I. generated listening tasks

Task 1:

Multiple Choice

You will hear a conversation about Vietnam's economy and its current challenges and strategies. Listen carefully and choose the best answer (A, B, C, or D) for each question. Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.

Audio, tapescript and answers: Link [here](#) or Scan the QR code



Question 1: Why is Vietnam considered strategically important in discussions about U.S. tariffs?

- A. It imports 46% of its products from the United States
- B. It signed a new trade agreement with Trump in May
- C. It exports around 30% of its GDP to the United States
- D. It banned Korean and Chinese components from entering

Question 2: What key economic model has driven Vietnam's growth in recent decades?

- A. A domestic consumption-led development model
- B. A state-owned enterprise expansion strategy
- C. A foreign direct investment-for-export approach
- D. A tourism and agriculture-based strategy

Question 3: What change did Tô Lâm implement in the Vietnamese bureaucracy?

- A. Increased anti-corruption investigations
- B. Introduced stricter licensing laws
- C. Promoted risk-taking and tolerance for mistakes
- D. Fired most high-level officials

Question 4: What is one of Vietnam's long-term economic goals by 2045?

- A. Tripling exports to China
- B. Becoming an upper-income country
- C. Achieving a 90% state-controlled economy
- D. Eliminating all tariffs on imports

Question 5: Which challenge threatens Vietnam's current manufacturing model?

- A. Lack of foreign investment incentives
- B. Shortage of educated rural workers
- C. Rising labor costs and slowing rural migration
- D. Increased reliance on domestic suppliers

Question 6: Why might Vietnam's model resemble Singapore more than China?

- A. Its economy relies more on agriculture
- B. Its domestic market is relatively small
- C. It shares a similar population size
- D. It focuses on internal consumption

Question 7: What do public market investors in Vietnam experience, according to the speaker?

- A. Strong and consistent financial returns
- B. Minimal government restrictions on stocks
- C. Poor performance from listed companies
- D. Rapid growth from state-owned enterprises

Question 8: What distinguishes Vietnam's approach to foreign investors?

- A. Requiring majority local ownership
- B. Providing immediate citizenship to executives
- C. Offering land and full support services

D. Demanding full transparency of trade secrets

Question 9: Which concern is raised about Vietnam's future labor absorption capacity?

A. Too many skilled professionals and not enough jobs

B. Lack of available farmland for redevelopment

C. Limited ability of high-tech manufacturing to employ large populations

D. Overreliance on traditional farming methods

Question 10: Which of the following best describes Vietnam's economic development over the last 30 years?

A. Gradual transition from state control to moderate growth

B. Explosive growth despite starting with no private sector

C. Consistent performance in both public and private markets

D. Stagnation due to poor foreign investment policies

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Task 2:

True - False

You will hear a man talking about when and why we pick up our phones. For questions 6-10, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.



Audio, tapescript and answers: Link [here](#) or Scan the QR code

6. The speaker believes people primarily check phones for practical reasons like messages or news.

7. According to the speaker, phone use helps us better understand our deepest anxieties.

8. The speaker suggests phones prevent us from processing important personal thoughts.

9. The speaker describes smartphones as truly effective communication tools.

10. A recommended strategy is to use phone cravings as signals for self-reflection.

Your answers:

6.	7.	8.	9.	10.
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Task 3:

Short Answers

Listen to a recording about unusual penguin courtship. Complete questions 1–5. Write NO MORE THAN FOUR WORDS. Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.



Audio, tapescript and answers: Link [here](#) or Scan the QR code

Question 1: What does a confident song signal during penguin courtship?

Question 2: What physical feature reveals the male penguin is a different species?

Question 3: What is a likely reason some penguins leave large colonies?

Question 4: Why might the female rockhopper choose the macaroni male?

Question 5: What is rare in interspecies penguin relationships?

Your answers:

1.	2.
3.	4.
5.	

Part 4:

Summary Completion

You will listen to a news report about an earthquake in Southeast Asia. For questions 16–25, complete the summary by writing NO MORE THAN THREE WORDS in each gap. Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.



Audio, tapescript and answers: Link [here](#) or Scan the QR code

A devastating 7.7 magnitude earthquake has struck Myanmar, with the death toll exceeding 1,000. Rescue operations face major obstacles due to the (16) _____ that was already ongoing in the country before the disaster. International aid is being coordinated, though relief efforts remain challenging.

In the hardest-hit city of Mandalay, Myanmar's second largest urban center, the military government has made an unusual request for foreign assistance. China has responded by

promising to deliver \$14 million in (17) _____ starting Monday. Tragically, search teams discovered the bodies of 12 preschool children inside a (18) _____ that completely collapsed during the quake.

Eyewitness videos capture the moment of disaster, showing (19) _____ spreading through crowds as historic Buddhist pagodas crumbled to the ground. The quake's impact stretched beyond Myanmar's borders, with Bangkok experiencing significant damage. There, emergency crews are operating (20) _____ to clear debris from a collapsed construction site where dozens remain missing.

Medical facilities across the region are overwhelmed, leading authorities to issue urgent requests for (21) _____ from the public. One of Bangkok's most dramatic collapses involved a (22) _____ that was still being built when the quake hit. Security footage shows pedestrians being (23) _____ when an upper-floor swimming pool burst open during the tremors.

Rescue workers report that many laborers at the Bangkok construction site were foreign workers, primarily Thai and (24) _____. As operations continue into a second day, officials warn that the (25) _____ will likely keep increasing, particularly as remote areas are reached. The full scale of destruction may take weeks to assess completely.

Your answers:

16.	17.
18.	19.
20.	21.
22.	23.
24.	25.

Task 5:

Note-taking

Complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.

Audio, transcript and answers: Link [here](#) or Scan the QR code

WHY SOME CHEESE IS ORANGE?



Milk Sources and Early Cheese

- Cheese is made from milk produced by animals that consume grass
- In the 12th and 13th centuries, the main milk-producing animal was the _____ (1)
- Sheep milk did not produce yellow cheese because it lacked _____ (2)

Cows, Carotene, and Color

- Cow's metabolism allows beta carotene to enter its _____ (3)
- Cheese from spring milk was naturally yellow and considered higher in _____ (4)

Economic Influences and Early Coloring

- Cheesemakers skimmed cream to make _____ (5)
 - This reduced the fat and color in cheese
- To make pale cheese appear richer, they used dyes like _____ (6)

Rise of Annatto

- The _____ (7) started exporting annatto from South America in the 1600s
- Annatto was superior to other colorants because it was _____ (8)
- Cheddar was dyed to mimic cheese made in the _____ (9)

Modern Cheese Appearance

Even though cows today eat less grass, consumers still expect cheddar to be _____ (10)

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Task 6:

Summary Completion

Complete the summary below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. Write your answers in the corresponding numbered boxes provided. You will hear the recording twice.

Audio, tapescript and answers: Link [here](#) or Scan the QR code



RETHINKING DIFFERENCE: A PERSONAL STORY OF DOWN SYNDROME

Jonathus, also known as Jonah, recalls how at the age of 11, he was given an offensive nickname at school. Though it didn't initially affect him, things started to change when his baby brother, _____ (1), was diagnosed with Down syndrome. This news reminded him of his uncle, Clever, who also had the condition, although Jonah admits he initially had _____ (2) what it actually meant.

Down syndrome got its name from _____ (3), who first described its features in the 1860s. Although there are some common characteristics, the traits can vary widely among individuals. Jonah noticed that as his brother grew older, people often looked at him with a mix of _____ (4) and judgment.

He later learned that the term “Mongol” had once been a clinical label for people with Down syndrome. Dr. Down wrongly believed their features were leftover evidence of descent from the _____ (5). Such outdated thinking reflects how society often labeled people as “_____ (6),” even though everyone coexists in the same world.

Dr. Down’s books even described people with Down syndrome as a _____ (7). This deeply flawed perspective made Jonah reflect on how society places him and his brother in entirely different categories. For the first time, he _____ (8) about this injustice.

Down syndrome is typically caused by an extra _____ (9), and it happens randomly in about one in every thousand births. Jonah concludes that society unnecessarily divides people, even though humans are innately _____ (10) beings who thrive in community.

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

IV. RESULTS

The integration of AI tools significantly streamlined the process of designing listening tasks for gifted ESL students. The author reported substantial time savings, particularly in refining tapescripts, generating comprehension questions, and aligning tasks with national examination standards. The ability to modify listening task types—such as multiple-choice, gap-fill, or summary completion—was notably efficient, allowing educators to adapt materials to diverse learner needs with minimal effort. Additionally, AI facilitated the incorporation of authentic audio sources, such as YouTube videos, enhancing task relevance and engagement. The author appreciated the flexibility to customize question complexity and format, ensuring alignment with the advanced linguistic and cognitive demands of gifted students. However, some noted challenges in fine-tuning AI-generated questions to eliminate occasional ambiguities, suggesting the need for minor manual adjustments. Overall, AI tools empowered teachers to

focus more on instructional delivery and student interaction, markedly improving the efficiency and quality of listening task design.

Due to the 30-page restriction of this paper, all detailed research results charts are included in Appendix C, with only the summary table presented here.

Table 4. Summary of research results

Question	Quantitative Results			Summary
	Scale (1–5)	Most Selected Option	% of Most Selected	
1. How clear were the listening instructions?	1–5	4	66.7%	Instructions were mostly clear
2. How relevant was the topic to your learning needs or interests?	1–5	3	60%	Moderate relevance
3. How would you rate the difficulty level of the listening task?	1–5	4	66.7%	Perceived as moderately challenging
4. How accurate were the comprehension questions?	1–5	3	40%	Fairly accurate, with room for improvement
5. Did the task help improve your listening skills (e.g., note-taking, inference)?	1–5	4	40%	Mostly helpful for skill improvement
6. Did you enjoy completing the AI-generated listening task?	1–5	3	73.3%	Neutral enjoyment level
7. Compared to traditional (textbook-based) tasks, how was this task?	1–5	3	60%	Comparable to traditional tasks
Qualitative Results				
8. What did you like most about the AI-generated listening task?	- Clear and natural accents - Easier listening pace - Encouraged careful listening - Good, fair comprehension questions - Comprehensive intonation - Exposure to real-life or diverse topics - Better focus on main ideas - Accessible for students			
9. Suggestions for improvement	- Include tasks in regular classes - Add clearer introductions - More accents and realistic topics - Improve speech naturalness and coherence			

- Clarify clue words

V. CONCLUSION

This research highlights the significant role of A.I in transforming listening task design for gifted ESL students in a specialized English class preparing for Vietnam's national examinations. By employing AI tools, six tailored listening tasks were developed and evaluated by 15 students, demonstrating notable benefits in efficiency, authenticity, and alignment with examination standards. Among the A.I. tools tested, Grok A.I. and ChatGPT were the most effective for refining transcripts and generating exam-aligned listening tasks. Gemini and Copilot also performed well, particularly in generating question variations and summarizing content, but required more careful prompting to match CEFR levels and exam styles. Overall, Grok A.I. and ChatGPT offered the best balance of accuracy, ease of use, and customization, making them highly recommended for teachers designing listening tasks for gifted ESL students.

The findings indicate that AI-generated tasks were clear and moderately challenging, with 40% of students reporting enhanced listening skills and teachers appreciating reduced preparation time. Students valued the tasks' diverse, real-world topics and natural accents, though they suggested improvements in question accuracy and speech variety. Despite limitations, such as the small sample size and minor AI-generated inaccuracies, the study confirms AI's potential to revolutionize ESL pedagogy by addressing resource scarcity and enhancing student engagement. Future research should explore adaptive AI algorithms to further personalize tasks and assess their long-term impact on academic performance. By integrating AI-driven solutions, educators can better support gifted students in achieving success in high-stakes examinations, paving the way for more effective and innovative ESL teaching practices.

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APPENDIX A:

Refined Tapescript (Generated by Grok A.I)

Host: The US consumer is still shopping despite tariff worries. But for how long? This is Sectors Up Close, and we're talking consumer discretionary stocks. That sector is down almost 7% year to date, while the broader S&P 500 is now higher for the year. The worry is that tariffs will push inflation back up and force consumers to rein in their spending. But how damaging could that be for America's consumer giants? Sarah Henry is a portfolio manager at Logan Capital. Sarah, the data doesn't yet show that Americans are reining in their spending all that much, does it?

Sarah Henry: No, I think right now the concern, the current consumer is reasonably solid. Um, unemployment is holding steady at 4.2%. We have seen some questionable data back and forth with consumer confidence, um, vacillating a little bit. Um, but in general, the employment trends have been solid, and consumers continue to spend money.

Host: Could they be stocking up, though, before tariffs raise prices?

Sarah Henry: Absolutely. So, nominal consumption spending grew 5.5% year-over-year, which is a really strong pace, um, so far year to date, and the strength in spending does reflect some pull forward due to tariffs, but the pace of growth indicates that, on the whole, the consumer has healthy balance sheets and a strong willingness to spend. Um, the, the whole thing is underpinned by a healthy employment situation. Um, consumers do seem pretty undeterred at this point.

Host: Economists do expect tariffs to raise prices this year, though. So, how long might it take before we start to see a drag on consumer spending?

Sarah Henry: You got it right. Uh, tariffs are currently in the market, and the story is when, not if, they will be hitting inflation and causing inflation to tick up, which has been noted as an area of anxiety within consumer confidence numbers, numbers for, uh, for consumers. Um, this will put the Fed on hold on rates for the time being, and we should also see a hit to GDP in the range of 40 basis points from tariffs alone. So, if you look back on the 2018 tariff war, the lag is likely to be in range of 3 to 6 months, which would impact inventories for back to school and set the tone for the holiday season.

Host: Does that mean you're expecting weak data for the third quarter, then?

Sarah Henry: Yes. So, uh, the third quarter will definitely start to see the impact, and the largest drag should hit in the fourth quarter of 2005 and the first quarter of 2006, when the economy will

then also feel the drag from labor market weakness, as, um, unemployment ticks up, uh, and lowers spending on goods, and continued policy uncertainty is certainly holding back businesses in terms of their spending.

Host: We keep hearing that consumers are looking for value. So, does that mean the lower end of the market, the discounters, will benefit?

Sarah Henry: Uh, it's a good question. The lower end of the market, uh, has fewer, uh, levers to pull. They don't feel the wealth from the stock market. They don't feel the wealth from the real estate market. So, this is an area of, of, um, concern for the entire economy, um, and whether they keep spending. Uh, looking at retailers that should sort of be well positioned, ones that have a strong value narrative. Um, many of these companies in the most recent earning season talked about a value-seeking consumer, um, and various ways to absorb these tariff pressures, given really narrow retail margins. Um, some are, uh, taking other, uh, measures, um, increasing their private label offerings, pulling forward inventory purchases, and holding higher levels of inventories than they have historically done at this part of the year.

Host: How should investors position, then? Should you be wary of buying consumer-facing stocks at all?

Sarah Henry: Uh, I think it's important to look at history. Uh, this very much feels like, uh, it rhymes with the, uh, drama that we have lived through with the, uh, supply chain in the last year and, uh, the attendant rising prices. Uh, looking at past history, there have been companies that have been very well positioned, and they share the same qualities over time, and they do exist in the consumer realm. Um, names like Manderly, McDonald's, and TJ Maxx, all which share a long history of growth and, um, rising dividends, returning cash flow to shareholders. Uh, these companies have the types of positioning and favorable, uh, attributes that allow it to have better terms with their vendors, have more ability to negotiate with their partners, with their real estate, and are well positioned geographically in a diverse, in a diverse way that allows them to, um, hit some of the higher growth markets internationally and the strong cash flow markets in, in the US. So, um, would not avoid the consumer names but sort of cleave to the more, um, uh, well, well-capitalized and names with historic benefits that have lived through these periods in the past and done well.

Host: That was Sarah Henry of Logan Capital Management. Don't forget, you can watch more videos on Reuters.com.

APPENDIX B: THE SURVEY

Evaluating AI-Generated Listening Tasks

Section 1: General Information

- Class: _____

Section 2: Evaluation of the Listening Tasks

1. How clear were the listening instructions?

- ☐ Very clear
- ☐ Clear
- ☐ Somewhat unclear
- ☐ Very unclear

2. How relevant was the topic of the listening task to your learning needs or interests?

- ☐ Very relevant
- ☐ Quite relevant
- ☐ Not very relevant
- ☐ Not relevant at all

3. How would you rate the difficulty level of the listening task?

- ☐ Too easy
- ☐ Appropriate
- ☐ A bit difficult
- ☐ Too difficult

4. How accurate were the comprehension questions (in terms of matching the audio content)?

- ☐ Very accurate
- ☐ Mostly accurate
- ☐ Somewhat inaccurate
- ☐ Not accurate

5. Did the task help you improve your listening skills (e.g., focus, note-taking, inference)?

- ☐ Yes, a lot
- ☐ Somewhat
- ☐ Not really
- ☐ Not at all

6. Did you enjoy completing the AI-generated listening task?

- ☐ Yes, I really enjoyed it
- ☐ It was okay
- ☐ Not much
- ☐ No, I didn't enjoy it

7. Compared to traditional (textbook-based) listening tasks, how was this task?

- ☐ Much better
- ☐ Slightly better
- ☐ About the same
- ☐ Worse

Section 3: Open-ended Feedback

8. What did you like most about the AI-generated listening task?

✎ _____

9. What would you suggest to improve these tasks in the future?

✎ _____

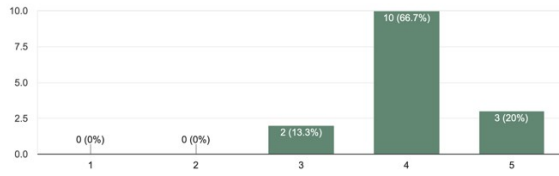
10. Any additional comments?

✎ _____

APPENDIX C. SURVEY RESULTS

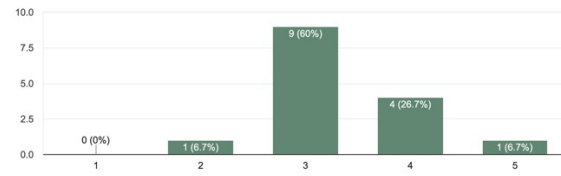
1. How clear were the listening instructions?

15 responses



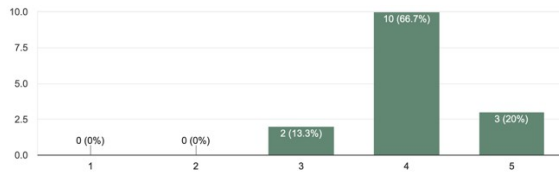
2. How relevant was the topic of the listening task to your learning needs or interests?

15 responses



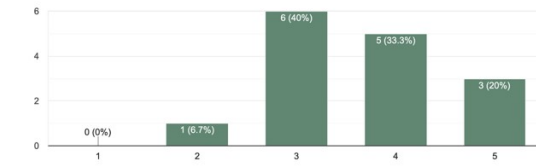
3. How would you rate the difficulty level of the listening task?

15 responses



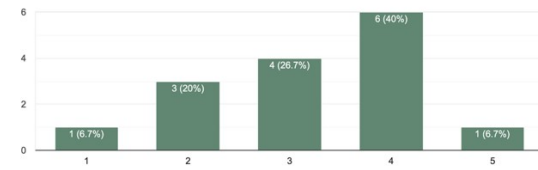
4. How accurate were the comprehension questions (in terms of matching the audio content)?

15 responses



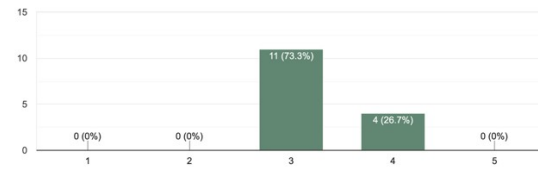
5. Did the task help you improve your listening skills (e.g., focus, note-taking, inference)?

15 responses



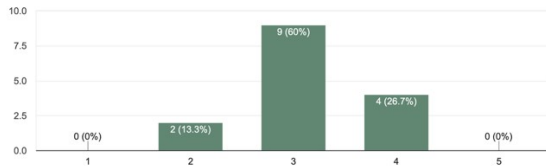
6. Did you enjoy completing the AI-generated listening task?

15 responses



7. Compared to traditional (textbook-based) listening tasks, how was this task?

15 responses



APPENDIX D.

Mindmap Generated Using Google NotebookLM

