

**ENHANCING LISTENING COMPREHENSION WITH
ARTIFICIAL INTELLIGENCE**

**TOOLS, APPLICATIONS, AND THEIR EFFECTIVENESS IN
TEACHING GIFTED HIGH SCHOOL STUDENTS**

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ABSTRACT

As artificial intelligence (AI) continues to evolve exponentially, its influence in the field of education intensifies, marking a significant turning point in how we conceive, deliver, and integrate teaching. Our extended title, “Artificial Intelligence in teaching Listening and Reading for Gifted Students reflects our ambition to undertake an in-depth exploration, transcending conceptual boundaries to investigate a complex panorama where AI and education converge. Beyond technical aspects, we attempt to capture the nuances of interactions between AI and teaching, highlighting current applications that redefine pedagogical paradigms.

This research will explore how AI can support us, as teachers for gifted students, in enhancing the listening skills of high school students by training them in assisting skills to boost their listening comprehension and prepare them for the listening exercises in the National English Competition. Additionally, it aims to minimize the workload of teachers in preparing listening lessons for students and make them more engaging.

Key words: *Artificial Intelligence, Listening Comprehension, AI-powered platforms, gifted students, high school, National English Competition (NEC), bottom-up strategy, top-down strategy*

Abbreviations:

AI – Artificial Intelligence

NEC – National English Contest

CAE – Certificate in Advanced English

CPE – Certificate of Proficiency in English

MCQ – Multiple Choice Question

TFNG – True, False, Not given Question

INTRODUCTION

a. Background Information

Listening comprehension is a fundamental skill for language learners and high school students, enabling them to understand, interpret, and engage with various authentic listening materials and real-life contexts at all levels. The importance of listening is emphasized by numerous previous studies in second language education, highlighting its significance as one of the primary input language sources for language learners.

Considering the gifted students at high school level, listening exercises have always been a compulsory part of the National English Competition, the most important Competition in Vietnam. Under various changes, the format of the listening section is now oriented towards the use of authentic listening materials, rather than test-based exercises that frequently appear in advanced tests, such as CAE or CFE. Therefore, it is crucial for students to prepare themselves for such changes by becoming familiar with various authentic listening materials and allocating more time to enhance this skill to achieve the highest score. Additionally, teachers face challenges as they must adapt to the new format, designing new lesson plans that utilize authentic materials to prepare students for the test. This process may be time-consuming and daunting for some teachers, as it is not easy to design a lesson plan from random videos on the Internet, and also making questions from it requires a careful process of examining the script and the appropriateness of sound, accent, and tone used in the source.

Addressing these challenges for both teachers and students requires more than just barely human work, considering them ineffectively. In the era of AI development, with careful usage, AI-powered platforms can be a right-wing man for both students and teachers in their learning and work. However, these tools still receive considerable skepticism from educators, especially regarding the risk of plagiarism and students' dependence on AI to complete homework. Therefore, it is necessary to research how AI can enhance the effectiveness of listening lessons for both parties while mitigating the risks it may pose to students.

b. Research Aim and Objectives

The research aims to shed light on how AI-integrated tools can support teachers in designing listening lesson plans and provide activities and exercises tailored to advanced students, thereby enhancing their listening comprehension skills effectively. By doing so, it contributes to a growing body of research focused on the practical language pedagogical utility of AI-powered platforms and their effectiveness in assessing and improving students' performance. The research focuses on answering the following research questions:

- 1. How to utilize AI tools to generate questions for authentic listening materials that adhere to the NEC format, and how effective are these questions in assessing students' abilities?***
- 2. What are the possible activities that AI can support teachers in making listening lessons more engaging and students in self-studying?***

c. Research Methodology

To answer the first research question, researchers provided a step-by-step instruction on generating questions using AI, followed by a quantitative research to compare the results of these AI-generated questions. The research was conducted on 70 students who are currently enrolled in the 10th Grade at a High School for the Gifted. The students had all experienced the standardized English test format at least twice in official competitions, ensuring that they were all familiar with the Listening Comprehension section. Students were divided into two groups: the control group (CG) and the research group (RG). The purpose was to identify any differences in results between AI-generated questions and those created by humans.

To answer the second research question, researchers conducted secondary research on various tools that both teachers and students can use to utilize AI-powered applications for organizing listening lesson plans and for self-learning by students. This research was followed by suggested lesson plans and listening exercises in the Appendix.

d. Significance of the Study

The study aims to contribute to the understanding of teaching and learning language, particularly in the context of technology integration across all aspects of life. For teachers, it will serve as a guidebook for effectively utilizing AI platforms to create high-quality and effective listening comprehension tasks in a reduced time and effortless manner. Additionally, the empirical evidence from quantitative research on gifted students can inform educators and policymakers about the potential of AI to complement traditional teaching methods, particularly in developing high-order listening skills among advanced learners.

LITERATURE REVIEWS

a. An overview of AI integration in language learning

Artificial Intelligence (AI) has emerged as a transformative force in every aspect of life, making automated work increasingly feasible in many areas. Many remain hesitant in life about the revolutionary changes, fearing that advanced technology will replace human labor or that others may refuse to adapt to new technology due to a limited technological background and fluency. However, once master AI and are capable of applying these tools to ESL lessons, not only will the students improve their interaction and experience in class but teachers can also leverage these tools to streamline their planning and preparation tasks, and instead focus more on their instructional strategies to make a more dynamic and responsive learning environment.

The investigation into the roles of AI in education has been a hotly debated topic, with numerous in-depth research studies examining the promises that AI could bring. The first work by Lupin in 2017, named “Artificial Intelligence in Education: Promises and Implications for Teaching and Learning” has provided a careful exploration of both the pros and cons of this new technology in the field. Additionally, another work by Watters (2016), titled “Teaching Machines: Learning from the Intersection of Education and Technology,” provided another aspect of the historical perspective on the evolution of machines in education. These two works, to name but a few, are prominent examples of research on this topic, highlighting the need for further investigation into the applications of AI in the pedagogical field.

The introduction of AI into education started way before the introduction of ChatGPT. Dated back to 1924, the concept of intelligent machines for instructional purposes was developed by Sidney Pressey of Ohio State University, replacing the traditional role of the teacher with a mechanical teaching machine to provide instruction to students in the event of a teacher's absence. Since then, other innovations have been attempted to incorporate machines into teaching, enabling the automation of the teaching and learning process. However, it was not until the introduction of ChatGPT that the dream became a reality. Chat GPT's role in teaching is becoming increasingly significant as it provides instant access to information and resources, facilitating a more interactive learning experience. Teachers, by empowering this AI tool, can create tailored lesson plans and offer real-time feedback, allowing them to focus on fostering deeper understanding and encouraging students to explore concepts beyond the traditional curriculum. The arrival of AI has also addressed one urgent problem in education: the global shortage of teaching labor. According to a report from the International Task Force on Teachers for Education 2030 forum (2019), the teacher gap, a term referring to the shortage of qualified teachers, requires the recruitment of 69 million teachers to achieve a universal primary and secondary educational goal by 2030. This gap could be narrowed through the implementation of AI into the educational system.

The benefits are not limited to teachers but also extend to students. For example, AI-driven algorithms can learn students' learning patterns and identify their needs to tailor a personalized learning curriculum that addresses their weaknesses. The virtual tutoring system can also provide learning support outside the classroom, allowing for a continuous learning process and supporting students' self-learning without the need for teachers. Simultaneously, other language processing and translation tools emerged, breaking the language barrier and allowing students to access foreign materials with ease, which could be easily understood in their native language. As AI technology continues to develop, the reality of students enjoying a learning experience that can occur outside the classroom environment without the need to physically move is becoming a reality. All these elements contribute to a more engaging and effective language learning experience, empowering students to take charge of their education while developing essential skills that will serve them well in an increasingly globalized world (Mageira et al., 2022).

However, the process of AI integration is not always a smooth transition. Concerns arise among users themselves about the data breach, ethical considerations, and the validity of the information provided. One of the primary concerns is the potential for students to become overly dependent on AI tools, which can hinder their ability to think critically and solve problems independently. The case of a student relying on AI to complete assignments overnight triggered a wave of outrage among netizens about AI potentially violating the integrity of learning.

b. An overview of Listening Skills in Language Learning

Listening comprehension is a critical part of language proficiency, as it, together with reading, is the most essential skill for language learners to take their first step on the journey of mastering a language. Listening skills not only facilitate effective communication but also enable learners to engage with native speakers and comprehend cultural nuances, thereby enriching their overall language acquisition experience (Siegel, 2012). According to research, effective listening strategies can significantly enhance learners' ability to understand and interpret spoken language, making it crucial for educators to incorporate targeted listening activities into their curriculum. This is especially true for advanced learners, whose ability can absorb a larger amount of information through active listening techniques, allowing them to refine their comprehension skills and adapt to various dialects and accents in real-world contexts. The importance of Listening has also been emphasized in a study by Tavit (2010), who highlighted the critical component of language proficiency that listening skills play. Listening comprehension has various models of the learning process, each possessing its own strengths and weaknesses, highlighting its suitability for different learners at various levels and in different lesson plans. Among those, there are two main listening approaches that educators can incorporate into their teaching methods: top-down and bottom-up processing.

Top-down listening Strategies are essential for learners to make sense of spoken language by utilizing their prior knowledge and contextual clues. These strategies encourage students to predict content, infer meaning, and connect new information with existing knowledge, ultimately enhancing their overall listening comprehension and retention.

Bottom-Up Listening Strategies, on the other hand, focus on decoding the actual sounds and words in spoken language, requiring learners to pay close attention to phonetics, vocabulary, and grammar. This strategy often involves engaging with authentic audio materials, such as podcasts or conversations, that challenge students to identify key information and comprehend the overall message through careful listening.

c. The Impact of AI-Driven Platforms in Listening Development.

According to a study conducted by Singh and Malik (2020), when AI was first introduced, ESL learners experienced a 30% improvement in listening comprehension after using these tools, compared to traditional approaches. In another study conducted by the Brookings Institution, integrating AI tools like ChatGPT in education not only improves student performance but also helps bridge learning gaps by providing personalized support to diverse learners. (Kokku et al., 2018). Such personalized feedback has also been proven crucial to learners' perspectives on acquiring listening information, as they mentioned that the feedback provided through ChatGPT has motivated them to achieve notable advancements in their listening capabilities, which is difficult to attain in a large class with many students. [3][4] Compared to conventional teacher feedback, which is often characterized by students as delayed and lacking in detail, the immediate AI-generated response offered precise suggestions for improvement and promoted them for better engagement with the listening materials.

Teachers are also benefiting from these AI tools, as it is reported that teachers show a ...% reduction in their preparation for listening lessons. With AI support, teachers can access a wide range of information, categorized by level to match students' abilities, and then use AI to analyze the text and design comprehension questions to test students' knowledge of the material. Considering the post-listening activities, teachers can also utilize AI to assess students' levels of understanding after listening to an audio. Depending on the results, adjustments can be made for the upcoming listening lessons to increase the efficiency of the listening tasks.

Without a doubt, the power of AI has enabled a more sophisticated learning pattern that cannot be achieved through traditional methods due to time and resource constraints, as well as the limitations of educational practitioners.

PART 1: THE EFFECTIVENESS OF AI-GENERATED QUESTIONS ACCORDING TO NEC FORMAT AMONG GIFTED STUDENTS.

I. RESEARCH DEVELOPMENT

The Listening section in the National English Competition typically integrates tasks to assess real-time comprehension, information processing, and critical analysis at a higher level. While the specific structure of the test may vary from year to year, the most common types of questions include Multiple-Choice Questions, Summary Gap-Filling, True/False/Not Given, and the latest type, Matching Information.

To support teachers in creating the aforementioned types of questions and also students in their self-learning outside the classroom context, researchers have developed a chatbot called Listening_NEC, powered by the ChatGPT 4 algorithm, which provides the most suitable format for actual tests based on a thorough question analysis process. The following will demonstrate the analysis of questions for each type, based on the latest listening test format adopted by the NEC 2025 and the tests conducted at the provincial level. Next, a demonstration will be given on how teachers and students can utilize this chatbot to generate questions. Finally, researchers present a comparison analysis between real questions and AI-generated questions, using students' actual results and a researcher's perspective as an English teacher.



*Scan to access
Listening_NEC chatbot*

1. The analysis of actual listening questions

This process was conducted behind the scenes to demonstrate how researchers develop a suitable prompt to generate questions that align with the difficulty level, format, and phrasing of the actual test.

a. Multiple-Choice Questions (MCQs)

MCQs have dominated the listening section of the test for many consecutive years, consistently ranking among the most challenging types of questions. This requires listeners to process a larger amount of information while simultaneously identifying the flaws in the incorrect options. Questions may vary from finding specific details to generalized ideas and inferred meaning from audio. By analyzing the MCQs in detail in **Part 3 of the Listening section in the 2024-2025 NEC**, researchers will develop a prompt to generate MCQs that closely align with the official test.

Question type 1: True/Not true MCQ

Which of the following is true about Europe?
--

- A. The continent receives hefty doses of wind and rain over the years.
- B. The continent has not been struck by any hurricane for over a century.
- C. Europe has fewer hurricanes yet more wind and rain than North America during the hurricane season.
- D. In terms of protection against hurricanes, Europe has a geographical advantage over North America.

(Question Analysis)

This is a True False Not Given type of MCQ that requires students to analyse the input information and decide which option is TRUE and identify the distractors in the FALSE and NOT GIVEN options.

(Option Analysis)

- A. is FALSE** as Europe still experiences wind and rain, even if hurricanes don't hit.
- B. is FALSE** as 'over a century' is different from 'over 50 years'.
- C. is NOT GIVEN** as it makes an unverified comparison
- D. is TRUE** as it does mention the advantage of Europe over NA in the protection against hurricanes.

Question 2: Completing the statement MCQ

According to the speaker, a hurricane _____

- A. is a tropical storm formed off the coast of West Africa which travels across the Atlantic
- B. necessitates a combination of warm water and humidity that picks up enough rotating air
- C. is a column of rapidly rising rotating air that has picked up a great deal of warm, moist air
- D. travels across the Atlantic from the coast of West Africa after collecting enough warm and wet air

(Question Analysis)

This is a complete sentence question, which provides the first half of the sentence (first clause or the subject) and requires students to complete the sentence with the options provided.

(Option Analysis)

- A. is NOT GIVEN** as there is no information related to "travels across the Atlantic".
- B. is NOT GIVEN** as it mentions the combination of warm water and humidity "pick up rotating air," but in fact, they cause the rising rotating air, not collect it.
- C. is CORRECT** as it mentions storm

D. is NOT GIVEN as it does not mention the storms will travel from the coast of West Africa after they collect enough warm and wet air, but in fact, they continue to collect warm, moist air as they travel.

Question 3: Exclusion MCQ

All of the following cause a hurricane to waver by the time it reaches Europe **EXCEPT**

- A. Europe's location
- B. the water fronts
- C. the colder currents
- D. subtropical jet streams

(Question Analysis)

This is a detailed question where students are required to focus on the cause of the storms to waver before reaching Europe. However, it focuses on the incorrect one instead of choosing the correct one.

(Option Analysis)

All of the answers are the nouns appearing in the script, which means all are related to the cause of the hurricane to waver.

Question 4: Inference MCQ

Which of the following can be inferred from the talk?

- A. Given the increasingly serious global warming, Europe will no longer be safe from hurricane force storms.
- B. By the end of the 21st century, Northern Russia will suffer from hurricane remnants even more than Ireland.
- C. Remnants of hurricanes when landing on the Europe's shore would cause extensive damage but no casualties.
- D. Ireland will not be stricken by any storm more powerful than Hurricane Ophelia remnants in the next 50 years.

(Question Analysis)

This is an inferring question that requires students to understand what the input information infers.

(Option Analysis)

A. is **CORRECT** as it mentions that rising global and sea surface temperatures are expected to increase the frequency of powerful storms in Europe. It ties into the warning tone at the end: "it may be a sign of what's to come."

- B. is **INCORRECT** as it adds specific, unmentioned locations to confuse the test-taker.
- C. is **INCORRECT** as it appears to summarize the passage but reverses a key detail, which is intended to trick less attentive readers.
- D. is **INCORRECT** as it makes an absolute claim that the passage doesn't support.

b. Summary Gap Filling

Summary Gap Filling is the second most popular type of exercise designed to test students' ability to understand the overall context of the audio, while paying significant focus on details to fill in a suitable phrase from the audio while listening. Normally, this exercise requires teachers to put in a significant amount of mental effort to condense overall content without altering the essential points from the original script. There are several characteristics of the summary paragraph that should be aware of.

First of all, the process of writing a summary often reflects the "paraphrasing skill", which requires teachers to use various paraphrasing tools, such as synonyms, family words, or sentence structures, to compose a new paragraph that carefully balances complexity and clarity for students at an advanced level, without making it over-challenging to create unnecessary stress for students while listening in the class. Additionally, the chronological development in summary should align with the audio to maintain coherence and provide students with marks to keep pace with the audio. Thirdly, filling gaps is the omission of information, which needs to be in a similar form to how they appear in the script. These blanks are usually in noun phrases to match the requirements of the summary gap filling exercises, which clearly demonstrate to write NO MORE THAN TWO/THREE/FOUR WORDS for each answer, depending on the exercises.

c. True / False / Not given

True / False / Not given is an exercise to test students' listening comprehension for paraphrased information, or sometimes, the implication of the speaker in the listening audio. This type of question engages students in high-order processing of both listening and identifying the contradictions or absence of information, which requires a significant semantic analysis process, rather than surface-level matches. The central skill that this type of question evaluates is the ability to understand paraphrased information, as the questions provided are often paraphrases of information in different words and structures.

To generate this type of question by AI, a clear instruction must be given, demonstrating on the paraphrasing level, the difficulties and the characteristics of each type of answer.

- For True statements, all the key information must align with the original information as it appears in the script, but in a paraphrased version.
- For a False statement, the information in the script contradicts the statement's key information, while the remaining information is shared to enhance the difficulty level.

- For the Not Given statement, one of the key pieces of information in the statement does not appear in the script, while the other remaining information is paraphrased to create a more advanced distraction, requiring students to pay close attention to all the details.

Moreover, it is necessary that all three answers must appear at least once among all the given statements, and ensure the statements are arranged in the correct sequence as they appear in the script. By combining all these elements, researchers have developed a prompt in the chatbot to ensure it can generate questions that match all the aforementioned features.

d. Matching sentence endings

Matching sentence endings is a characteristic of the prominent reading tests, which is common for language learners, as a way to test learners' understanding of a particular subject mentioned in the excerpt. However, it was not until 2025 that the National English Contest introduced this question format into listening, with the aim of testing students' comprehension and paraphrasing abilities while listening to authentic material.

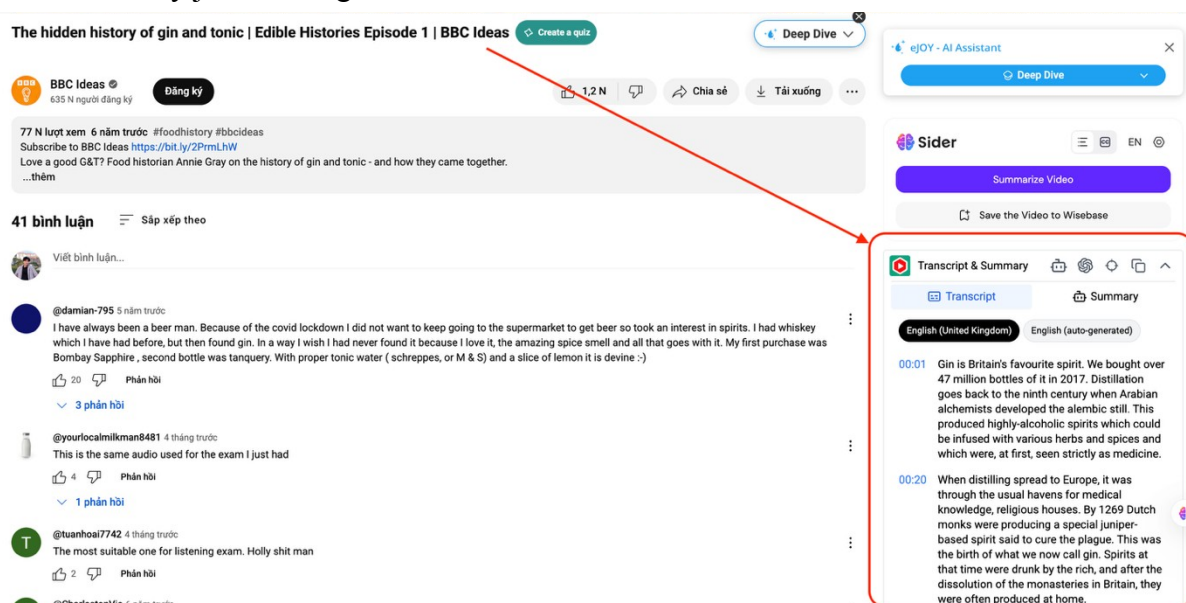
Unlike other types of aforementioned questions, which are applicable to almost every authentic listening audio found online, this type of question is designed specifically for those with separate sets of subjects, such as pronouns, time marks, or different types of listening topics. Therefore, before applying the following prompt to generate Matching sentence endings questions, educators must select the appropriate listening materials, categorized by subject, to create the most suitable matching information sets.

Considering the format of the Matching Information exercise, there will be 10 statements related to the sets of subjects, five of which are NOT TRUE endings serving as a distraction for students, while the other five match with the information related to each subject. While the correct endings show a similarity with the original script, as they are written in paraphrased or inferred statements of the original information, the NOT TRUE endings may have information that either contradicts the script or is additional information not mentioned. Based on this format, researchers have developed a prompt in the chatbot to ensure it can generate questions matching all the aforementioned features.

2. Generate the script for the audio materials

A quality question set can only be produced with a quality script input provided by teachers, which highlights the importance of extracting the script for the listening audio materials before using the chatbot to generate questions. While there are several AI-powered tools, which will also be mentioned in the following steps, that allow their users to generate questions, mostly True False and Multiple-choice Questions, with only the YouTube link or an audio file, as these websites integrate the transcribing function into their tools, they are mostly limited for paid users only, and also the precision of the transcript may lower than the bar. Therefore, the following section is devoted to explaining how teachers and learners can utilize AI-powered tools to generate scripts with high precision.

There are tons of videos on YouTube whose transcripts are not available. Therefore, to extract the script from the audio, educators can use glasp.co, a free Chrome Extension that allows quick access to the summary and a copyable script of the videos right from the YouTube platform. The tool enables users to copy the transcript, which is presented in long sentences, unlike other applications that only provide the transcript in separate chunks, similar to how subtitles appear in the video. Therefore, this reduces the time educators need to spend removing the timestamp and also connecting the sentences together. Its interface is also very user-friendly, which appears right under the video on the YouTube page, so users do not need to switch between tabs to generate the script, and can also interact with the transcript to forward to a specific sentence in the video by just clicking on the word.

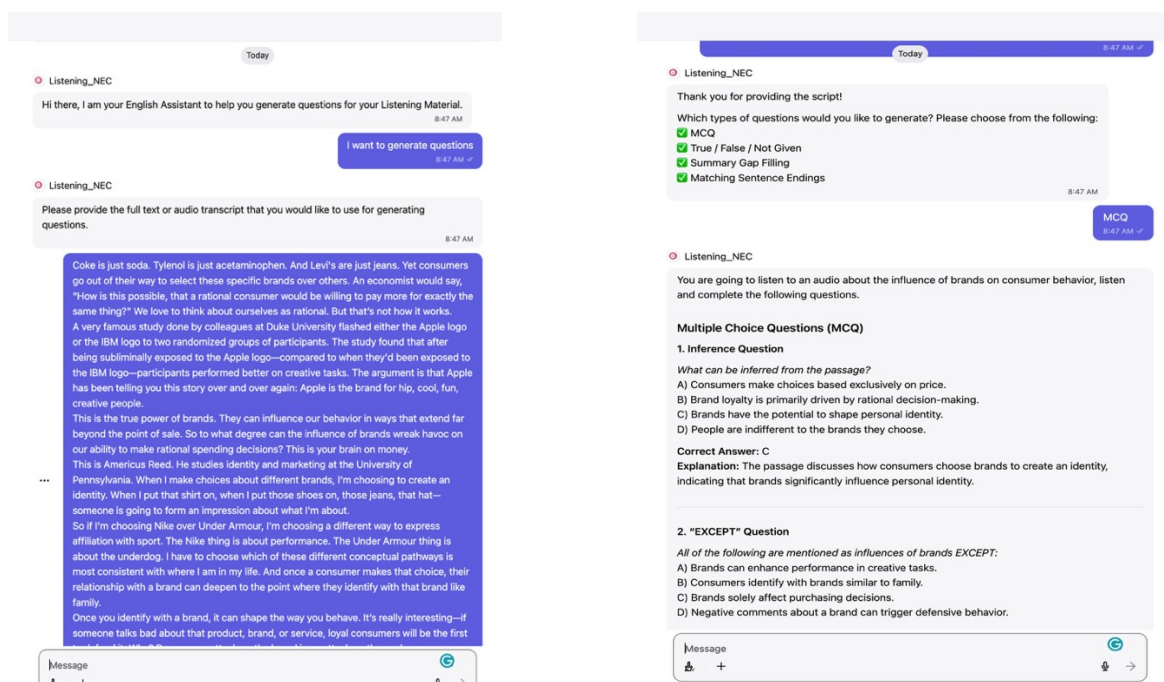


The interface of glasp.co extension on YouTube

For audios or videos that are not available on YouTube, educators can use turboscribe.ai, an AI-powered website that allows users to generate text from audio for free three times per day. The advantages of this tool compared to other applications are its three times free transcription per account per day, without any limitation on its functions. The transcript extracted is automatically transcribed and divided into speakers, if there is more than one in the audio, which is very necessary when it comes to dialogue or discussion audio with multiple speakers. Finally, if educators want to create an AI-generated audio file based on a given text or reading, Elevenlabs can assist you in generating an audio file from the text input. It can generate both conversation and monologue in diverse tongues and accents. This is also helpful for teachers to create the material for further practice after school, as they can use AI to self-create a script with the topic chosen and a set of words included, by this way, teachers can design the audio that has fixed sets of words or in a particular topic, helping to build an intention and repetition in vocabulary exposure and topic familiarity to help them remember easier. For further information and examples of text-to-speech products created with this tool and AI-generated script, please refer to Appendix 2.

3. AI-generated questions

To create AI-generated questions in a format similar to the actual format, the researchers utilized their self-developed chatbot, Listening_NEC, with pre-set prompts to generate questions according to NEC's latest format as of 2025. To generate questions, access the bot using the following link: poe.com/Listening_NEC. Then, input the script, select the type of questions to generate, and make any necessary adjustments.



It is necessary to note that the final adjustment is necessary, as not every AI-question generated can match the needs of the educators, especially for special cases where special requirements are needed. Additionally, for a similar script, every generation will produce a different output, allowing users to generate another set of questions if they are not satisfied with the initial output.

a. Multiple choice questions

Besides the chatbot that the researcher created, there are over 20 platforms that can automatically generate this type of question using the provided script, without the need for inserting prompts. These platforms can serve as a great tool to bring autonomy to students, as teachers can harness their abilities to quickly generate a set of MCQs for students to work on at home as homework or self-practice exercises. After experiencing several AI-powered platforms, the following is a chosen list of such platforms that meet the requirements of 1) an ability to generate advanced-level content for C1 students, 2) a user-friendly interface, and 3) free accessibility to users.

The following questions were generated using a researcher's chatbot called Listening_NEC on Poe, and other AI-powered platforms that can automatically create MCQ questions from a chosen YouTube video. Due to the limit on required length, more details about these AI-powered platforms are mentioned in **Appendix 2**.

Listening title:

**Why Hurricanes Hardly Ever Hit Europe | Channel:
Insider Science (Part 3 – NEC 2024)**



(Scan for audio)

Listening NEC (poe.com bot)	1. What of the following statements is TRUE according to the passage? A. Europe has experienced no hurricanes at all in the past five decades. B. Hurricane season continues to affect Europe with severe weather conditions. C. Europe is less vulnerable to hurricanes than North America due to natural protective features. D. North America has recently developed more advanced hurricane protection than Europe. 2. A hurricane strengthens into a more powerful storm when _____ A. it collects increased amounts of humid, warm air during its movement. B. it reaches coastal regions with cooler, denser atmospheric pressure. C. it encounters stronger trade winds that intensify its rotational force. D. it forms farther north of the Equator, where the air rises more quickly. 3. What can be inferred from the speaker's description of storms in Europe? A. Europe is likely to face a significant rise in severe storms due to climate change by the end of the century. B. All future storms in Europe will be as devastating as Hurricane Ophelia. C. Power outages are the most damaging consequence of European hurricanes. D. Storms have always occurred at the same frequency in Europe throughout history.
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roshi.ai	1. Which factor best explains why hurricane remnants weaken by the time they reach Europe? a) Colder water temperatures due to the storm moving north b) Stronger trade winds maintaining the storm's intensity c) An increase in warm, moist air fueling the storm d) Higher atmospheric pressure over Europe 2. What inference can be made about the effect of climate change on Europe's future hurricane activity? a) The number of hurricanes in Europe will remain constant regardless of climate change. b) Stronger hurricanes will only affect North America, not Europe. c) Rising sea surface temperatures may lead to an increase in powerful storms reaching Europe. d) Europe will experience fewer storms because of improved weather forecasting. 3. What higher-order inference can be drawn about the role of the subtropical jet stream in hurricane behavior towards Europe? a) It has little to no effect on the storm's pathway or intensity. b) It intensifies hurricane strength by increasing the warm, moist air available. c) It redirects storms eastward and contributes to their weakening by exposing them to colder waters. d) It causes storms to move directly south instead of east.
kwizie.ai	1. How might climate change affect European storms? a) No change in storm patterns. b) Increase in hurricane-force storms. c) More storms in the Pacific. d) Decrease in storm frequency. 2. The subtropical jet stream moves in the opposite direction of the ____. a) equator b) trade winds c) warm water d) hurricane path

magicschool.ai	1. What is the main reason Europe rarely experiences full hurricanes? a. Its geographical location b. The lack of warm water c. Stronger trade winds d. Higher humidity levels 2. What happens to hurricanes as they travel towards Europe? a. They gain strength b. They remain unchanged c. They weaken to tropical storms d. They change direction 3. What is one of the predicted effects of rising global temperatures on hurricane activity in Europe? a. Decrease in storm frequency b. Increase in powerful storms c. No change in storm patterns d. More hurricanes than the US
edtechcorner.com (Text2TiengAnh THPT)	Which of the following is NOT mentioned as a factor contributing to hurricane formation off the coast of West Africa? A. Rapidly rising air B. High humidity C. Warm waters D. Strong ocean currents Which of the following statements is TRUE according to the audio? A. The trade winds are the primary reason hurricanes reach Europe. B. Europe experiences more full-fledged hurricanes than Florida. C. Hurricanes always dissipate completely before reaching Europe. D. Remnants of hurricanes can combine with other weather systems to cause damage in Europe. What can be inferred about the impact of climate change on European weather patterns based on the passage? A. Climate change is already causing the subtropical jet stream to weaken, increasing the likelihood of hurricanes reaching Europe. B. Climate change will have no impact on the frequency or intensity of storms reaching Europe. C. The passage does not provide enough information to infer the impact of climate change. D. Climate change will likely lead to Europe experiencing more frequent and intense hurricanes.

b. Summary Gap Filling

The following is the summary gap-filling exercise generated by the Listen_NEC chatbot based on the aforementioned analysis. To facilitate a comparison between human-made and AI-generated versions in terms of quality and difficulties, this example exercise is the real test from Listening Part 4 of one of the English Competitions for Gifted High School students in a province in 2024. Researchers have used a similar set of answers to ensure the best intuitive comparison.

Listening title:

The Hidden History of Gin and Tonic | BBC Ideas
(Part 4 –SELECTION EXAM FOR THE
NATIONAL GIFTED HIGH SCHOOL
STUDENTS - 2024)



(Scan for audio)

Actual test version	Listening_NEC (poe.com bot)
<i>Write NO MORE THAN FOUR WORDS taken from the recording for each blank.</i> The Hidden History of Gin and Tonic Gin is a popular spirit in Britain, with over 47 million bottles sold in 2017. Its origins date back to the 9th century when Arabian alchemists developed the (1) _____, which produced highly alcoholic spirits initially used for medicinal purposes. By 1269, Dutch monks created a juniper-based spirit believed to cure the plague, marking the beginning of gin. Initially, a drink for the wealthy, gin became more widely produced at home following the (2) _____. By the 17th century, spirits or cordials were commercialized as pleasant and (3) _____. British soldiers, influenced by the Dutch, popularized the (4) _____ in Britain. The gin craze of the 18th century led to (5) _____ and (6) _____, who attempted to regulate gin. In the 19th century, gin's image improved with (7) _____ in working-class gin palaces. Tonic water, derived from the bark of the (8) _____, transformed from (9) _____ to a popular mixer in the 18th century. Combining it with gin in the British colonies created the gin and	<i>Write NO MORE THAN FOUR WORDS taken from the recording for each blank.</i> The Hidden History of Gin and Tonic Gin has a rich and fascinating history. It began in the 9th century when Arabian alchemists developed the (1) _____, a device that enabled them to produce strong alcoholic spirits infused with herbs for medicinal use. As distillation spread through Europe, it was taken up in religious institutions. But after the (2) _____, gin production moved into ordinary homes and became more widespread. By the 17th century, spirits were marketed as offering both pleasure and (3) _____. A crucial moment came when British soldiers returned home with a taste for a (4) _____, which quickly gained popularity among the masses. Yet gin's rise in the 18th century led to (5) _____, especially in London, where cheap, strong spirits contributed to social problems. Government attempts to regulate production faced resistance, even leading to (6) _____ as officials tried to enforce the law. In the 19th century, gin was improved with (7) _____ brought glamour back to the drink and made it more socially acceptable. Meanwhile, in British colonies, the fight against malaria led to the use of bark from the (8) _____, which formed the basis of tonic water. This was originally a (9) _____, only made tolerable with sugar and

tonic. Today, gin remains popular, with laws in 2009 easing the production for (10) _____.	water, until gin was added to improve the flavour — giving rise to the gin and tonic. In 2009, legal changes allowed (10) _____ to thrive once again, kicking off a modern gin renaissance that continues today.
Key: <i>alembic still – dissolution of the monasteries – juniper-flavoured drink – murder and mayhem – public lynchings of officials – glass and flitz – cinchona tree – fairy vile medicine – small-scale distilleries.</i>	

c. True False Not given questions

The following is the True/False/Not given exercise generated Listen_NEC chatbot based on the aforementioned analysis. To facilitate a comparison between human-made and AI-generated versions in terms of quality and difficulties, this example exercise is the real test from Listening Part 2 of one of the Selection Test for Gifted High School students in a province in 2024.

Listening title:

Epidemiology

(Part 2 –SELECTION EXAM FOR THE NATIONAL
GIFTED HIGH SCHOOL STUDENTS - 2024)



(Scan for audio)

Actual test version	Listening NEC (poe.com bot)
1. Epidemiology involves an interdisciplinary approach to the study of human health and disease. 2. Epidemiology is commonly identified with both infectious and non-infectious diseases. 3. The epidemiologic triangle is made up of three components: an external agent, a host and an environment. 4. Large-scale social distancing recommended by a team of scientists from Imperial College London aimed to break the link between the external agent and the host.	1. Epidemiology is a multidisciplinary field that focuses exclusively on contagious diseases. 2. Experts in epidemiology assess both the scale of exposure and transmission routes of a disease. 3. The epidemiologic triangle highlights the dynamic relationship between the disease's origin, its carriers, and the setting in which it spreads. 4. Severing the agent corner of the epidemiologic triangle is always the preferred method for stopping a disease. 5. The advice of Imperial College London

5. The team's recommendations were strongly embraced among the public in many countries.	epidemiologists in 2020 directly influenced public health measures aimed at disrupting COVID-19 transmission.
Key: True – False – True – False – Not given	Key: False – True – True – Not given – True

d. Matching sentence endings

The following is the Matching sentence endings exercise generated by the Listen_NEC chatbot, based on the analysis mentioned earlier. To facilitate a comparison between human-made and AI-generated versions in terms of quality and difficulties, this example exercise is the real test from Listening Part 2 of the NEC 2024-2025.

Listening title:

**UN warns of looming sand crisis | The Straits Times
(Part 2 - NEC 2024-2025)**



(Scan for audio)

Actual test questions	A. is having geographical features damaged and removed due to sand extraction. B. is imposing a strict prohibition on the extraction of sand from beaches and rivers. C. is facing risks from wild animals as a result of sand removal. D. is consuming sand at the rate of more than 37 pounds per person per day. E. is having rare reptiles swept away together with sand from the rivers. F. is being faced with agricultural problems due to excessive exploitation of sand. G. is facing threats from extreme weather phenomena, especially in its coastal areas. H. is exploiting and using sand in a more unregulated manner than water. I. is proposing reducing demand for mining sand by means of reusing and recycling. J. is facing the problem of fresh water getting undrinkable due to salinisation.
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Listening NEC (poe.com bot)	A. where rising urban demand is leading locals to extract from natural freshwater sources. B. where removal from a river has led to reversed water flow and intrusion from the sea. C. where over-extraction, land sinking, and salinisation are threatening agriculture. D. where has proposed bans, regulations, and reuse strategies to address the issue. E. where usage of this resource has tripled, reaching nearly 50 billion tonnes annually. F. where consumption has stabilized due to increased reliance on alternative materials. G. where has pledged financial aid to countries suffering from coastal erosion. H. where dams upstream are the primary reason for land subsidence in the area. I. where efforts to regulate sand mining have successfully reversed ecological damage. J. where sand is primarily harvested from deserts due to abundant dry landscapes.
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II. RESEARCH FINDINGS AND DISCUSSIONS

1. Research findings

This part is designed to measure the effectiveness and appropriateness of the aforementioned AI-generated questions using researchers' chatbot, Listening_NEC, on poe.com, from the subjective perspective of the researchers, as well as through a quantitative comparison of the results of AI-generated exercises and human-made exercises when completed by students.

a. Researchers' assessments

For multiple-choice questions, the questions generated follow the actual format, considering all types of MCQ, including 'except' questions, True/False questions, and inference questions. The phrasing of questions and options is clearly stated, ensuring the clarity of these questions. In more detail, the question set generated by the Listening_NEC chatbot closely mimics the tone and complexity of the original version. However, the answer choices may be a bit unnecessarily wordy, making it time-consuming to grasp the meaning of the options. Considering those generated by roshi.ai, the focus of the question places a great deal of emphasis on testing the understanding of inferred information, as two out of three generated questions involve inferring information. However, the plus point is that the distracting options are carefully designed to relate to the existing information in the text, but not entirely correct, making it harder for students to choose. Thirdly, kwizie.ai and magicschool.ai also generated very concise and clear questions and options, but compared to the complexity of the original version, their questions may oversimplify the complex idea, making it lack of depth and easier for gifted students to choose, which may not serve as the best for students at this level; however, they are still a valuable source where students can self-generate questions to practice at home. Finally, questions from EdTechCorner.com combine comprehension and application questions, which test students at both the detailed and inferential levels. Since this tool is developed to generate reading comprehension multiple-choice questions, the questions are written in slightly more advanced phrasing, with long answers and questions, which may not be suitable for short preparation time like in the real test.

For Summary gap-filling exercises, comparing both summaries, it can be easily seen that they both follow the correct chronological and thematic structure of the original script, which is the first and most important criterion for ensuring the precision of an effective summary gap-filling exercise. However, the AI-generated version provides a clearer development with overall more detailed segments, according to the original script. In the actual test summary, some features, such as taxation, King William, are not mentioned, which can lead to a possible loss of track while listening. However, this can be seen as the intentional omission to avoid unnecessary information that is not needed to find the missing words. Another key factor is that the organization of the actual summary is highlighted with the timeline starting in each paragraph, making it easier for students to follow the chronological order of the information, which is missing in the AI-generated version.

The AI-generated version also features a more academic paraphrasing that is more closely aligned with the original script, offering depth in meaning and nuance. However, the teacher's approach when designing the exercise in the actual test is to simplify the wording of the script, making it more approachable to students, but with a slight loss in precision. The summary is that AI-generated works are used in testing students' knowledge to identify missing words. However, they may find it more challenging compared to the text written by teachers, which is simplified and intentionally made to help students catch up more easily with the listening.

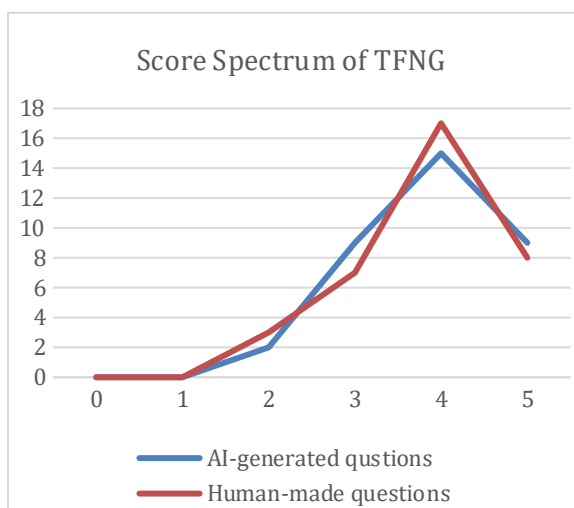
For True False Not given exercise, comparing the two versions, AI has successfully generated a matching difficulty level for this type of question. Considering the requirements mentioned in the prompt, Chat GPT has followed them strictly to make five paraphrased statements in the order they appear in the text. The statements designed are suitable with advanced learners and test understanding of paraphrased and implied meaning.

Considering each sentence, for a true statement, the AI-generated version successfully paraphrases the information from the script, as in the second statement "Experts in epidemiology assess both the scale of exposure and transmission routes of a disease," which is paraphrased from "They estimate how many people are exposed and how the disease spreads" in the script. Here, "Scale of exposure" and "Transmission routes" are equivalent to "how many people are exposed" and "how the disease spreads," respectively. For a false statement, as in question 1, "Epidemiology is a multidisciplinary field that focuses exclusively on contagious diseases." is derived from "...a field that combines elements of biology, clinical medicine, sociology, mathematics and ecology..." in the script; however, while the first part is true: "epidemiology is a multidisciplinary field" accurately reflects the original script, the phrase "focuses exclusively on contagious diseases" is contradict to "but they also study non-infectious health problems". Finally, for Not given question, as in question 4, "Severing the agent corner of the epidemiologic triangle is always the preferred method for stopping a disease." is made up from the information: "The goal of an epidemiologist is to figure out how to sever at least one link between the corners of that triangle...", but nowhere does it say that the agent corner is preferred, nor does it say it's always the method used.

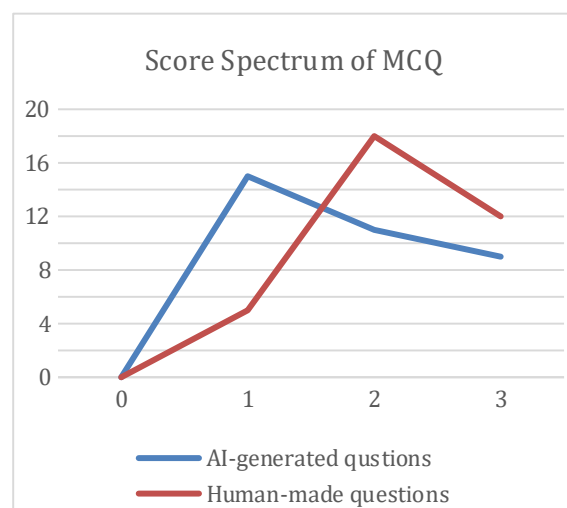
For the matching sentence endings exercise, the Listening_NEC chatbot has successfully generated the correct format of this type of question, using the given set of subjects input by the researchers. The options in Column II present five possible options and five additional distractions. The most notable difference here is that the AI-generated endings are relative clauses of the given subjects, rather than the predicates of the subjects, as in the actual version. However, they can still serve as an exercise to test students' understanding, at a similar level of difficulty and comprehensiveness as the actual one.

b. Comparison of students' results and the results of the after-test questionnaire.

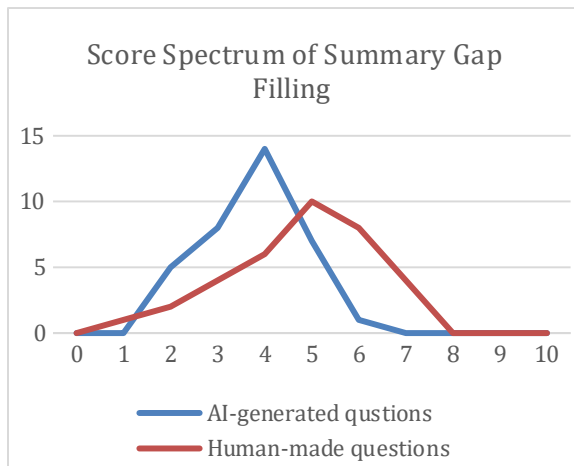
After all students had completed the exercises, teachers collected all the paperwork and compared the performances of the two groups. The results clearly show that there is no significant difference between the test results of the two groups across question types. However, the common pattern is that the CG group, which completed the human-made questions, has a higher spectrum compared to the RG group, which completed the AI-generated ones, except for the True False Not Given exercise, which shows a similarity in results between both groups. This proved that the AI-generated questions, while have higher difficulty, have a similar ability in assessing gifted students' ability in completing the Listening exercises according to the NEC format.



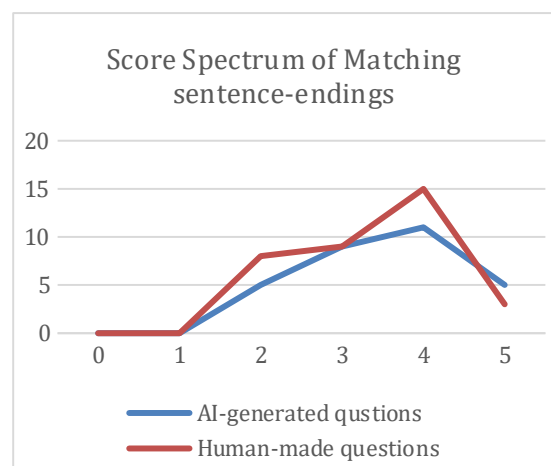
Graph 1: The number of correct answers in True False Not given exercise



Graph 2: The number of correct answers in MCQ exercise



Graph 3: The number of correct answers in Summary Gap Filling Listening exercises



Graph 4: The number of correct answers in Matching-sentence endings exercise

Secondly, to test the students' awareness of whether they can distinguish between AI-generated and human-made questions, it is unsurprising that over 70 percent of surveyees provide the correct answers after being given the comparison between the handout versions. Among the most notable reasons cited for their judgments were differences in language naturalness, question clarity, and depth of cognitive challenge. Many students reported that AI-generated items occasionally felt more mechanical or overly formal, with many nominalizations, while human-written questions tended to align more closely with the tone, phrasing, and nuance. Additionally, some students observed that human-created questions are more often written in a longer version than the human-created questions, especially in the summary gap-filling exercise.

Finally, the results from the short questionnaire on students' attitudes towards AI-generated questions reveal that most students (over 90%) feel no significant discomfort or bias when engaging with AI-created materials. In fact, many expressed a neutral or even positive attitude, emphasizing that as long as the questions are clear, relevant, and appropriately challenging, the source—whether AI or human—is of lesser importance. This suggests a growing openness among learners to AI-assisted educational tools, provided the content maintains academic rigor and authenticity. Additionally, nearly three-thirds of the total surveyed students mentioned that they are willing to use AI-powered tools for self-study outside of school time, provided their teachers provide instruction on how to use them effectively. This highlights the potential for integrating AI in independent learning, emphasizing that teacher involvement remains a key factor in students' confidence and motivation to adopt new educational technologies. This is particularly relevant in the context of Vietnam's newly issued Circular 29 on the management of extra classes and private tutoring, which emphasizes the importance of fostering students' autonomy in learning. Encouraging the responsible use of AI tools under teacher supervision could serve as a strategic solution to promote self-directed learning while aligning with national educational reforms.

Research conclusion:

Based on the results of this research, it can be concluded that AI-generated questions can replace human-created questions for advanced listening practice, providing gifted students with a slightly higher level of challenging questions.

Considering the attitude of students toward AI-generated exercises, the questionnaires have revealed that there are differences in tones and word forms between human and AI versions, but these differences do not affect the students' focus and attitude while listening. Additionally, students express excitement about completing exercises generated by AI and demonstrate a willingness to adopt these AI-generated questions for their future self-study.

PART 2: THE AI-INTEGRATED ACTIVITIES IN LISTENING LESSONS**I. BOTTOM-UP ACTIVITIES WITH AI**

The bottom-up listening processing, as defined by Field (1999), is the ability to detect and understand contextual information, which is data-driven rather than knowledge-driven. The process is based on the listener's linguistic knowledge to comprehend the information given in the listening materials. The understanding is tested at different linguistic levels; in other words, comprehension is built up from the bottom with the smallest segments of language. A bottom-up process should be incorporated into listening lessons for advanced students while practicing with authentic listening materials, as this will build a foundation for students to listen effectively and, at the same time, support other output skills by learning new expressions for writing or improving pronunciation for the speaking test.

The following are several listening activities that aim to delve into improving students' listening comprehension abilities with metacognitive strategies according to the bottom-up process, focusing on pronunciation and lexical resources.

1. Lexico training

Teaching vocabulary, especially topic-specific words that appear in the audio, is one of the necessary requirements for students to better comprehend the listening exercise without getting stuck on unfamiliar words they have never encountered before. Therefore, lexico training is a necessary pre-listening activity before students start doing listening exercises. However, instead of just presenting the list of words on the board, teachers can let students use AI to self-study and become familiar with these words without teacher intervention. This activity may cause difficulty for teachers to manage and control, especially when allowing students to interact with the AI, which they can use to ask for everything except vocabulary, resulting in distraction and ineffectiveness in the classroom. Additionally, the lack of motivation, without teachers' control, may be a reason for students not to utilize AI tools for vocabulary training.

Therefore, the researchers have developed an AI chatbot specialized in helping students self-study a set of new words through synonyms, antonyms, word forms, and context-filling exercises, all of which are necessary for gifted students to broaden their vocabulary. Notably, the chatbot is built on mizou.com, an educational AI-platform that allows teachers to control and monitor what and how well students are working with the AI, by entering the conversation and observing the correctness of their answers overall, making it much easier for teachers to manage the vocabulary teaching activity both inside and outside classroom.



*Scan to access
Vocabulary Builder
chatbot*

For the demo on how the chatbot works, please refer to the Appendix 2.

2. Accent training

One difficulty that students often encounter while doing listening tests with authentic listening materials is the possibility that they have to listen to different English accents, which may hinder their abilities to comprehend, as they are not familiar with the pronunciation of those accents. This problem highlights the need for gifted students to train their listening skills with materials in various accents. However, among the vast amount of audio on YouTube, it is difficult to categorize and search for a suitable accent that teachers wish to use in designing a lesson plan. That is where AI-powered audio generation platforms, such as ElevenLabs, can be utilized, allowing teachers to generate audio in any desired accent they desire.

[ElevenLabs.io](https://elevenlabs.io) allows users to clone the voice of the audio, changing the original voice of the speakers into different accents, a kind of AI voiceover that maintains the speed, intonation, and rhythm of the original script. With this tool, teachers can adjust the accent of the speakers in the original materials without needing to find a suitable accent in a video on the Internet.

The following audio demos showcase accent transformations applied to the original recording. The original speaker is an American female. Using ElevenLabs, the voice was converted into two distinct accents: that of a British female and an Indian young man.

Original audio



(Scan to listen)

**Audio in British accent
generated by ElevenLabs**



(Scan to listen)

**Audio in Indian accent
generated by ElevenLabs**



(Scan to listen)

3. Voiceover

Voiceover is an engaging and pedagogically effective activity, particularly for advanced language learners who have experience in shadowing practice and are seeking a more challenging activity, as it helps improve listening, pronunciation, and speaking skills simultaneously. In this exercise, students are provided with a short excerpt from a movie that aligns with their language proficiency and cultural familiarity. The activity requires students to watch the original clip and carefully identify how the characters speak, paying attention to pronunciation, tone, rhythm, and intonation. Then, they practice and record their own voiceover, trying to match the original as closely as possible. This process promotes a deeper understanding of spoken language in a natural context.

To prepare the material for this activity, teachers should select a clip from a movie of their choice, which is available on YouTube. There is a noteworthy point that the video should not include too many people, as it may be difficult for students to separate the line, and it should not be too long, as it may consume more than a lesson to complete. Then, teachers can use veed.io, an AI video-making tool, to generate and subtitle the video, so that students can easily look at the script while listening to the voice of the characters. Teachers can also copy the subtitle and print it out for students to note the pronunciation patterns.

The following is a completed product created by students in conjunction with the voiceover lesson, for which the lesson plan is attached in Appendix 3 (Lesson Plan 2).

Original video from the movie with subtitles generated by veed.io



(Scan to view)

Voiceover made by student using veed.io



(Scan to view)

II. TOP-DOWN LISTENING ACTIVITIES

Top-down listening strategies are particularly relevant in authentic communicative contexts, where the speech input may be fragmented, rapid, or include unfamiliar vocabulary. In such cases, listeners draw upon schematic knowledge (e.g., topic familiarity, genre conventions, cultural understanding) to fill in gaps and construct coherent interpretations. This approach aligns with schema theory, which posits that comprehension is shaped by the activation of mental frameworks that organize and interpret incoming information.

The following are some activities that teachers can apply to their class to let students practice with top-down processing.

1. Visualization

Albert Einstein's famous saying, "Pictures are worth more than a thousand words", is a justification for the pedagogical effectiveness of this method. Visualization has been around education for a period of time, with studies focusing on how such a method can help boost the effectiveness of a lesson by utilizing the most powerful tool that young learners possess, imagination. The process focuses on recreating mental images or scenarios based on what learners are listening to, thereby enhancing comprehension and retention while listening. By actively engaging with the spoken word from the audio, learners can improve their focus and better link the information together to make a meaningful context, especially beneficial for long and complex chunks of information that frequently appear in advanced listening materials.

Visual representations come in different forms, which are generated by learners according to different chunks of information they receive during the listening process. For example, mind maps and flow charts can clarify the hierarchical relationships and the dynamic processes such as when students listen to the description of a scientific experiment, a storyboard and a sketch help learners visualize and sequence a series of actions described by the speaker, supporting comprehension of procedural or narrative content; or a chart or graph infographic to visualize quantitative data.

The difficulty lies in the fact that the act of visualization often remains hidden, making it more challenging to assess or support. Many students may feel reluctant to share their visualized ideas, either due to a lack of confidence in their drawing abilities or discomfort with exposing their thought process. Others may struggle with visualization altogether, especially if they are more verbal or linear thinkers. In such cases, AI tools can offer valuable support, helping students generate or refine visual representations based on the content they are processing. By using AI-assisted sketching, mind mapping, or diagram-generation tools, learners can externalize their thinking more easily, overcome creative hesitation, and receive scaffolding that enhances both their comprehension and their confidence in using visualization as a learning strategy.

Canva, offers two powerful features that facilitate visual representation: it can generate images from textual descriptions, allowing students to convert what they hear or imagine into coherent visuals; and it can also transform hand-drawn sketches into refined digital graphics, making it easier for learners who prefer drawing by hand to digitize and develop their ideas further. The following is a demo on how Canva helps learners generate images based on their understanding of the listening audio.

Listening title:

UN warns of looming sand crisis | The Straits Times
(Part 2 - NEC 2024-2025)



(Scan for audio)

(Excerpt to generate visual representations)

Sand extraction is harming rivers, coastlines and could even wipe out small islands. One example is a Sri Lankan river where sand removal reversed the water flow.

... Meanwhile, the longest river in Southeast Asia, the Mekong River, is sinking. Pascal Peudzzi is the UN Environment Program Director: "There is so much sand taken out of the Mekong delta that the delta is sinking, also because of water's withdrawing and on top of that, you have sea level rise, so you're losing ground, you're getting more salinisation of these fertile soils."

... Demand is now seen as shifting to Africa where villagers often remove sand from lakes to beaches to build growing cities.

(Generated visual representation by Canva)



Another tool is napkin.ai, which specializes in automatically generating charts, diagrams, and mind maps from written text. These tools not only lower the barrier for students who lack confidence in their drawing abilities but also promote deeper engagement with listening content through guided visual creation.

This is an example of the visual flow chart created by napkin.ai based on the script describing the function of the monitoring process using advanced tools in a classroom in China. A listening activity has been conducted in a physical classroom.

Listening title:

How China Is Using Artificial Intelligence in Classrooms | WSJ



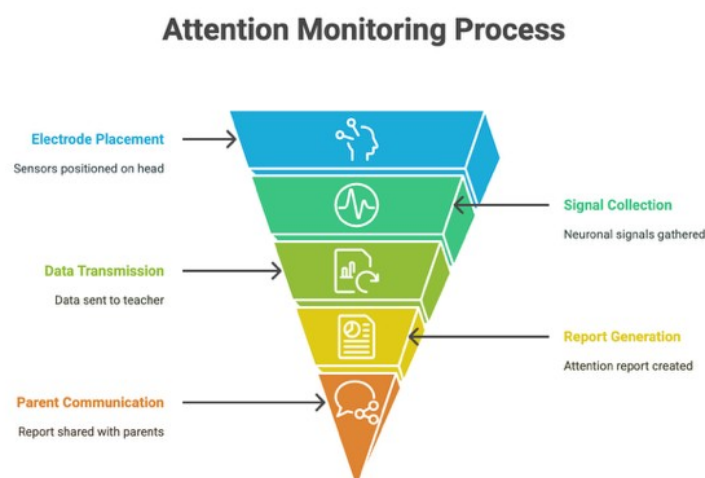
(Scan for audio)

(Excerpt to generate visualized)

... The device is made in China and has three electrodes, two behind the ears and one on the forehead. These sensors pick up electrical signals sent by neurons in the brain. The neural data is then sent in real time to the teacher's computer, so while students are solving math problems, a teacher can quickly find out who's paying attention and who's not. A report is then generated that shows how well the class was paying attention. It even details each student's concentration level at 10 minute intervals. It's then sent to a chat

group for parents. The reports are detailed, but whether these devices really work and what they exactly measure isn't as clear. ...

(Visualized chart)



ii. Dictogloss

Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words, and then work to recreate the original version they heard. It was originally introduced by Ruth Wajnryb in 1990 as a method to teach grammar; however, as far as the process of this activity goes, researcher believes it would serve as an effective way to improve the understanding of the organization of the source information in an organized way through the reconstruction of the given information. Through this process, learners are required to catch the overall structure of the information given in the audio, building the connections between words and information to build up a meaningful reconstructed version after listening. Therefore, the effectiveness of dictogloss is believed to go beyond the application of grammar practice, which can be effectively applied to listening practice at an advanced level.

To show how teachers can organize a dictogloss activity in a listening lesson plan, and also to demonstrate the application of how AI, in this case, ChatGPT, can be used to assess the correctness and the understanding of students' notes after the note-taking process, researcher has attached a demo lesson plan (Lesson Plan 1) in the Appendix 3 for reference.

CONCLUSION & RECOMMENDATION

The study has provided valuable insights into the applications and effectiveness of AI-integrated activities, as well as questions that can support English teachers and students at an advanced level in improving their listening skills and streamlining the work of educators in designing effective listening lesson plans. However, this research was conducted within a limited scope, which may not accurately represent the universal effectiveness in a larger group of students. Additionally, AI technology is still in its early stages of development, with many areas requiring further improvement. It is also necessary to consider its rapid evolution daily,

with new AI educational applications emerging to support both teachers and learners, which require regular updates. Therefore, a deeper investigation into these new AI tools, which will emerge after this research, will contribute to a more comprehensive understanding of how AI-powered applications can enhance listening comprehension at an advanced level.

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APPENDIX 1: MATERIALS USED IN RESEARCH PART 1**I. Handouts for students:****a. Human-made exercise:****PRACTICE TEST – Model A**

Part 1. For questions 1-5, listen to a talk about Epidemiology and decide whether these statements are True (T), False (F), or Not Given (NG). Write your answers in the corresponding numbered boxes provided.

1. Epidemiology involves an interdisciplinary approach to the study of human health and disease.
2. Epidemiology is commonly identified with both infectious and non-infectious diseases.
3. The epidemiologic triangle is made up of three components: an external agent, a host and an environment.
4. Large-scale social distancing recommended by a team of scientists from Imperial College London aimed to break the link between the external agent and the host.
5. The team's recommendations were strongly embraced among the public in many countries.

Your answers:

1.	2.	3.	4.	5.
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PART 2: For questions 6 – 10, listen to a news report on sand crisis and match each number (6 – 10) in Column I with one letter (A - J) in Column II to make a correct statement according to what is stated or implied by the speaker(s). Write your answers in the corresponding numbered boxes provided.

Column I	Column II
6. Africa	A. is having geographical features damaged and removed due to sand extraction. B. is imposing a strict prohibition on the extraction of sand from beaches and rivers. C. is facing risks from wild animals as a result of sand removal.
7. Sri Lanka	
8. The Mekong delta	
9. The United Nations	

10. The world	D. is consuming sand at the rate of more than 37 pounds per person per day. E. is having rare reptiles swept away together with sand from the rivers. F. is being faced with agricultural problems due to excessive exploitation of sand. G. is facing threats from extreme weather phenomena, especially in its coastal areas. H. is exploiting and using sand in a more unregulated manner than water. I. is proposing reducing demand for mining sand by means of reusing and recycling. J. is facing the problem of fresh water getting undrinkable due to salinisation.
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PART 3. For questions 10 – 12, listen to a talk about hurricanes and write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.

10. Which of the following is true about Europe?

- A. The continent receives hefty doses of wind and rain over the years.
- B. The continent has not been struck by any hurricane for over a century.
- C. Europe has fewer hurricanes yet more wind and rain than North America during the hurricane season.

11. All of the following cause a hurricane to waver by the time it reaches Europe EXCEPT _

- A. Europe's location
- C. the colder currents
- B. the water fronts
- D. subtropical jet streams

12. Which of the following can be inferred from the talk?

- A. Given the increasingly serious global warming, Europe will no longer be safe from hurricane force storms.
- B. By the end of the 21st century, Northern Russia will suffer from hurricane remnants even more than Ireland.
- C. Remnants of hurricanes when landing on the Europe's shore would cause extensive damage but no casualties.
- D. Ireland will not be stricken by any storm more powerful than Hurricane Ophelia remnants in the next 50 years.

10.	11.	12.
-----	-----	-----

Part 4. For questions 12-21, listen to a piece of news and complete the following summary. Write NO MORE THAN FOUR WORDS taken from the recording for each blank. Write your answers in the corresponding numbered boxes provided.

The Hidden History of Gin and Tonic

Gin is a popular spirit in Britain, with over 47 million bottles sold in 2017. Its origins date back to the 9th century when Arabian alchemists developed the (12) _____, which produced highly alcoholic spirits initially used for medicinal purposes.

By 1269, Dutch monks created a juniper-based spirit believed to cure the plague, marking the beginning of gin. Initially a drink for the wealthy, gin became more widely produced at home following the (13) _____.

By the 17th century, spirits or cordials were commercialized as pleasant and (14) _____. British soldiers, influenced by the Dutch, popularized the (15) _____ in Britain.

The gin craze of the 18th century led to (16) _____ and (17) _____, who attempted to regulate gin.

In the 19th century, gin's image improved with (18) _____ in working-class gin palaces. Tonic water, derived from the (19) _____, transformed from (20) _____ to a popular mixer in the 18th century. Combining it with gin in the British colonies created the gin and tonic.

Today, gin remains popular, with laws in 2009 easing the production for (21) _____.

Your answers:

12.	17.
13.	18.
14.	19.
15.	20.
16.	21.

b. AI-generated exercise:**PRACTICE TEST – Model B**

Part 1. For questions 1-5, listen to a talk about Epidemiology and decide whether these statements are True (T), False (F), or Not Given (NG). Write your answers in the corresponding numbered boxes provided.

1. Epidemiology is a multidisciplinary field that focuses exclusively on contagious diseases.
2. Experts in epidemiology assess both the scale of exposure and transmission routes of a disease.
3. The epidemiologic triangle highlights the dynamic relationship between the disease's origin, its carriers, and the setting in which it spreads.
4. Severing the agent corner of the epidemiologic triangle is always the preferred method for stopping a disease.
5. The advice of Imperial College London epidemiologists in 2020 directly influenced public health measures aimed at disrupting COVID-19 transmission.

Your answers:

1.	2.	3.	4.	5.
----	----	----	----	----

PART 2: For questions 6 – 10, listen to a news report on sand crisis and match each number (6 – 10) in Column I with one letter (A - J) in Column II to make a correct statement according to what is stated or implied by the speaker(s). Write your answers in the corresponding numbered boxes provided.

Column I	Column II
6. Africa	A) where rising urban demand is leading locals to extract from natural freshwater sources.
7. Sri Lanka	
8. The Mekong delta	B) where removal from a river has led to reversed water flow and intrusion from the sea.
9. The United Nations	C) where over-extraction, land sinking, and salinisation are threatening agriculture.

10. The world	<i>D)</i> where has proposed bans, regulations, and reuse strategies to address the issue. <i>E)</i> where usage of this resource has tripled, reaching nearly 50 billion tonnes annually. <i>F)</i> where consumption has stabilized due to increased reliance on alternative materials. <i>G)</i> where has pledged financial aid to countries suffering from coastal erosion. <i>H)</i> where dams upstream are the primary reason for land subsidence in the area. <i>I)</i> where efforts to regulate sand mining have successfully reversed ecological damage. <i>J)</i> where sand is primarily harvested from deserts due to abundant dry landscapes.
---------------	--

PART 3. For questions 10 – 12, listen to a talk about hurricanes and write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.

10. What of the following statements is TRUE according to the passage?

- A. Europe has experienced no hurricanes at all in the past five decades.
- B. Hurricane season continues to affect Europe with severe weather conditions.
- C. Europe is less vulnerable to hurricanes than North America due to natural protective features.
- D. North America has recently developed more advanced hurricane protection than Europe.

11. A hurricane strengthens into a more powerful storm when _____

- A. it collects increased amounts of humid, warm air during its movement.
- B. it reaches coastal regions with cooler, denser atmospheric pressure.
- C. it encounters stronger trade winds that intensify its rotational force.
- D. it forms farther north of the Equator, where the air rises more quickly.

12. What can be inferred from the speaker's description of storms in Europe?

- A. Europe is likely to face a significant rise in severe storms due to climate change by the end of the century.
- B. All future storms in Europe will be as devastating as Hurricane Ophelia.
- C. Power outages are the most damaging consequence of European hurricanes.
- D. Storms have always occurred at the same frequency in Europe throughout history.

10.	11.	12.
-----	-----	-----

Part 4. For questions 12-21, listen to a piece of news and complete the following summary. Write **NO MORE THAN FOUR WORDS** taken from the recording for each blank. Write your answers in the corresponding numbered boxes provided.

The Hidden History of Gin and Tonic

Gin has a rich and fascinating history. It began in the 9th century when Arabian alchemists developed the **(12)** _____, a device that enabled them to produce strong alcoholic spirits infused with herbs for medicinal use.

As distillation spread through Europe, it was taken up in religious institutions. But after the **(13)** _____, gin production moved into ordinary homes and became more widespread. By the 17th century, spirits were marketed as offering both pleasure and **(14)** _____.

A crucial moment came when British soldiers returned home with a taste for a **(15)** _____, which quickly gained popularity among the masses. Yet gin's rise in the 18th century led to **(16)** _____, especially in London, where cheap, strong spirits contributed to social problems. Government attempts to regulate production faced resistance, even leading to **(17)** _____ as officials tried to enforce the law.

In the 19th century, gin was improved with **(18)** _____ brought glamour back to the drink and made it more socially acceptable. Meanwhile, in British colonies, the fight against malaria led to the use of bark from the **(19)** _____, which formed the basis of tonic water. This was originally a **(20)** _____, only made tolerable with sugar and water, until gin was added to improve the flavour — giving rise to the gin and tonic.

In 2009, legal changes allowed **(21)** _____ to thrive once again, kicking off a modern gin renaissance that continues today.

Your answers:

12.	17.
13.	18.
14.	19.
15.	20.
16.	21.

2. Listening materials: *(Scan to listen)*



3. Questionnaires on students' attitudes towards AI-generated exercises

Questionnaire: Students' Attitudes Towards AI-Generated Listening Exercises

We are conducting a short survey to understand your thoughts on listening exercises created by Artificial Intelligence (AI). Your responses are anonymous and will help us improve future learning experiences. Thank you!

Part 1. Do you think the listening exercises you just did were AI-generated?

- ☐ Yes
- ☐ No
- ☐ Not sure

Why do you think so? (Select all that apply or write your own reason):

- ☐ The voice sounded unnatural or robotic
- ☐ The questions seemed repetitive or formulaic
- ☐ The topic felt generic or less human
- ☐ There were minor errors or odd phrasing
- ☐ It was too perfect to be made by a human
- ☐ Other: _____

Part 2. Does knowing that an exercise is AI-generated affect your focus or motivation when completing it?

- ☐ Yes, it makes me more motivated

- ☐ Yes, it makes me less motivated
- ☐ No, it doesn't change my focus or motivation
- ☐ Not sure

Please briefly explain your answer (optional):

Part 3. If you had access to tools that generate AI-based listening questions, would you use them for self-practice?

- ☐ Yes
- ☐ No
- ☐ Maybe

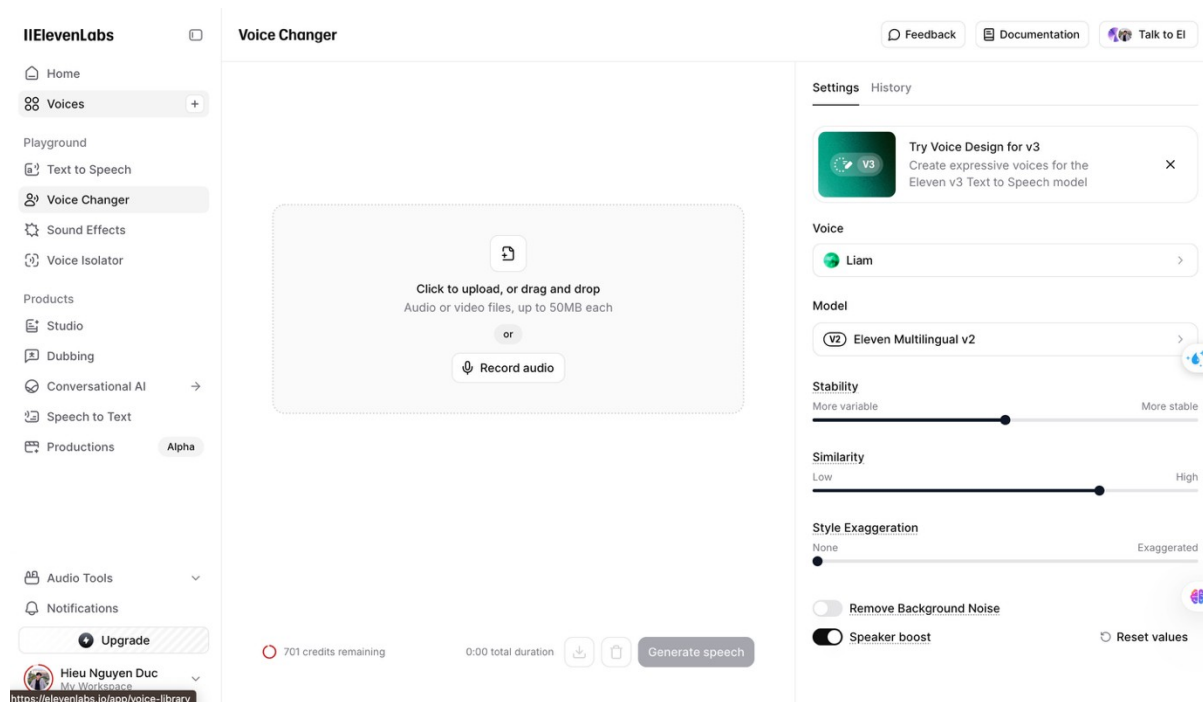
If yes or maybe, what would encourage you to use them? (Select all that apply):

- ☐ To prepare for exams
- ☐ To practice specific skills (e.g., vocabulary, comprehension)
- ☐ To get instant feedback
- ☐ To study at my own pace
- ☐ Curiosity about how AI works
- ☐ Other: _____

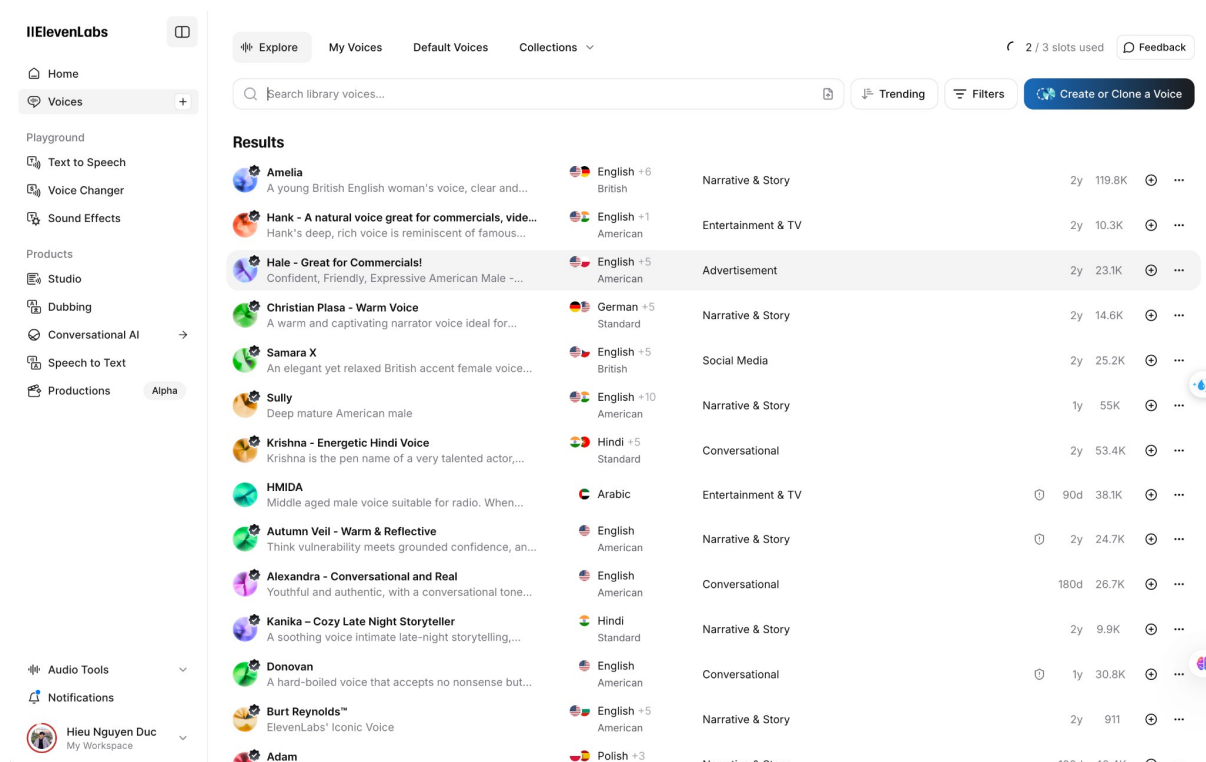
APPENDIX 2: A LIST OF AI-POWERED TOOLS MENTIONED IN THE RESEARCH

a. Elevenlabs

Elevenlabs is an AI-powered website that specializes in voice and audio. The website offers numerous functions to support the teaching of listening, including audio-to-text and text-to-audio conversions, with a vast library of voices in diverse accents. However, Elevenlabs has a unique feature that is currently incomparable to other similar AI tools: the dubbing of audio, known as Voice Changer. With this tool, teachers can take advantage of its variety of voices in different accents to create an audio in the desired accent without merely sacrificing the quality of the original audio and maintaining the rhythm, stress, and intonation in the most natural manner, similar to the original one.



The interface of Voice changer feature in ElevenLabs



ElevenLabs' library of voices

Additionally, features such as text-to-speech are also particularly valuable for teachers. The application enables teachers to create the most lifelike, emotionally rich speaking model in a variety of languages and accents, making it particularly suitable for generating audio from text for listening exercises without making it too cringeworthy and unnatural, unlike other AI models. Additionally, this feature in ElevenLabs can generate audio with multiple speakers, making it easier to create discussion or dialogue, which is also frequently used in listening exercises. The following is a demonstration of the audio generated by Elevenlabs, with the script also generated by ChatGPT. The following is the suggested prompt to generate a script for text-to-speech input in ChatGPT.

(suggested prompt for informative news-like monologue)

Write a natural-sounding, informative script suitable for native English speakers, modeled in tone and language after a standardized news reporter. The topic is *[insert topic]* the ongoing war in Ukraine, including *[insert key ideas]* key recent developments, political responses, humanitarian impact, and any relevant global reactions.

The script should be around 3 minutes long when read aloud at a natural pace. It must be coherent, informative, and appropriate for advanced English language learners to practice listening skills. Use varied sentence structures, formal but natural vocabulary, and clear transitions between segments.

Incorporate the following set of vocabulary words throughout the script, using them in contextually appropriate and meaningful ways: *[insert words to include]* humanitarianism, weapon donor, pledge, suicide hours, bloody war

(suggested prompt for natural sounding interviews or dialogues)

Write a natural-sounding, informative interview or news conversation between *[insert participant]* a professional news anchor and a subject matter expert (such as a political analyst, war correspondent, or humanitarian aid worker). The topic is *[insert topic]* the ongoing war in Ukraine, including *[insert key ideas]* recent developments, political responses, humanitarian impact, and global reactions.

The conversation should be approximately 3 minutes long when read aloud at a natural pace. It must be coherent, informative, and suitable for advanced English language learners to practice listening skills. Use varied sentence structures and a tone consistent with formal broadcast interviews, similar to those on BBC News

Incorporate the following vocabulary words throughout the conversation in contextually meaningful ways: *[insert words to include]* humanitarianism, weapon donor, pledge, suicide hours, bloody war]

Include natural speech cues and emotional or delivery notes in brackets (e.g., [thoughtful pause], [with emphasis], [somber tone], [slightly concerned]) to reflect real spoken interaction and help learners grasp the rhythm and emotion behind the language.

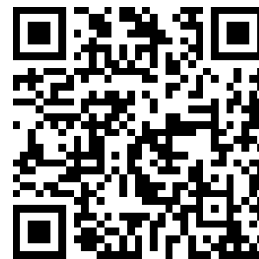
The following is the generated audio for news-alike monologue and an interview by ElevenLabs with the script generated by ChatGPT

Monologue news report – Ukraine war

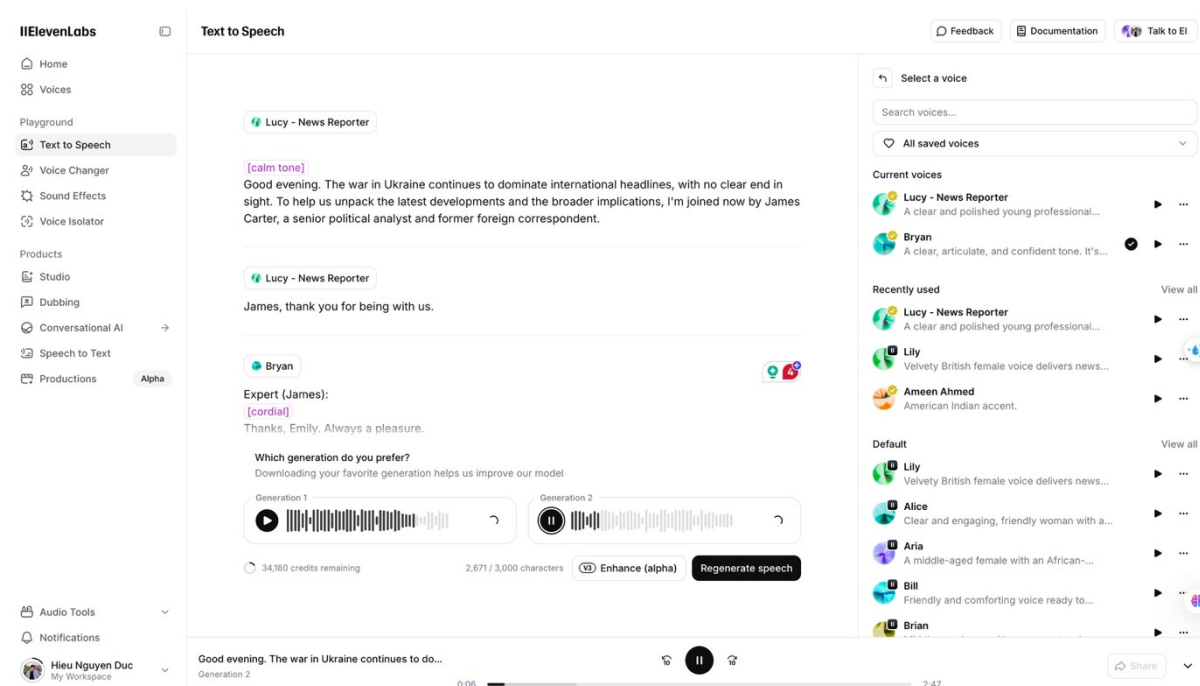


(Scan to listen)

2-person interview – Ukraine war



(Scan to listen)



The interface of text-to-speech generation in ElevenLabs

However, the ElevenLabs free accounts are limited to a certain number of tokens, which are consumed when using the website feature. Running out of these tokens requires a top-up to upgrade and purchase more tokens.

b. Advanced Vocabulary Builder chatbot – Mizou.com

To support vocabulary practice among students, the researchers, drawing on their own experience in teaching vocabulary to advanced-level students, have developed a chatbot that enables students to generate vocabulary exercises based on their input vocabulary. The chatbot is developed on mizou.com, an AI-powered educational platform, allowing educators to create a chatbot easily within minutes that serves different purposes. This Advanced Vocabulary Builder chatbot can generate exercises with a self-generated set of words based on the given topic, which is helpful for students to expand their vocabulary bank and dive into the topic-related vocabulary before entering a listening lesson. Also, it can generate exercises based on the given words that students input, making it an interesting activity to help them build an understanding of the meaning of the words. The lexico exercises that the chatbot can generate focus on a common topic surrounding a word, such as synonyms, antonyms, word forms, and meaning in the form of multiple-choice questions. Teachers can access the bot by searching Advanced Vocabulary Builder on Mizou to start using.



Welcome to the Advanced Vocabulary Builder! Let's enhance your vocabulary skills. Please input a topic or a set of words to get started!



ubiquitous detrimental transcend surveillance disenfranchise



Great word list, Henry! Here are your multiple-choice questions:

1. Fill-in-the-blank: The influence of social media is _____; it's everywhere we look.
 - a) detrimental
 - b) transcend
 - c) ubiquitous
 - d) surveillance
2. Meaning-in-context: In the sentence, "The rising pollution levels can be detrimental to health," what does "detrimental" mean?
 - a) Helpful
 - b) Harmful
 - c) Neutral
 - d) Beneficial
3. Synonym: What is the closest meaning to "transcend"?
 - a) Exceed
 - b) Diminish
 - c) Maintain
 - d) Restrict
4. Antonym: What is the opposite meaning of "disenfranchise"?
 - a) Empower
 - b) Ignore
 - c) Oppress
 - d) Disregard
5. Word form transformation: The government aims to _____ (franchise) its citizens by ensuring they have voting rights.

The generated questions inside the chatbot

One advantage of chatbot built on Mizou is that teachers can generate a session for different class and can observe the conversation between students and learners, making it easier to control and assess how effectively they are learning by answering the questions generated by AI.

The screenshot displays the Rosh.ai interface. On the left, a sidebar lists various activities. The main area shows a student profile for 'Henry' with a green 'A' grade. Below the grade, a text box provides a detailed assessment: 'The student, Henry, demonstrated excellent engagement and understanding throughout the conversation. He correctly answered all questions in the first set and four out of five in the second set, showing a strong grasp of vocabulary and context. Henry also responded promptly to the chatbot's prompts and made a minor error in sentence construction, which he corrected with guidance. His performance was respectful and attentive, fulfilling the task requirements effectively. Overall, Henry's participation and accuracy in the exercises merit an A grade.'

On the right, a 'Grading' section shows a green 'A' grade. Below it, a chat window shows a conversation with an AI tutor. The tutor says: 'Let's check your answers, Henry!' and lists five multiple-choice questions with their correct answers: 1. c) ubiquitous - Correct!, 2. b) harmful - Correct!, 3. a) exceed - Correct!, 4. a) empower - Correct!, 5. b) franchise - Correct!. The tutor then says: 'You got all of them right! Fantastic job! 🌟 To keep enhancing your vocabulary, can you come up with a sentence for one of the words?'. Henry responds: 'I dont like harmful chemical'. The tutor replies: 'Great sentence, Henry! It effectively uses "harmful."' and offers a suggestion for improvement: 'Here's a slight suggestion for improvement: "I don't like harmful chemicals." This minor change clarifies your statement.' Henry then asks: 'Would you like to explore more advanced words, or do you want to tackle another topic or word list?'. The tutor responds: 'Another words about environment'. Henry then asks: 'Here are five words related to the environment:'. The tutor lists five words: 1. **Sustainable**: Refers to practices that do not deplete resources and allow for long-term ecological balance. 2. **Biodiversity**: The variety of plant and animal life in a particular habitat or ecosystem. 3. **Ecosystem**: A community of living organisms and their physical environment interacting as a system. 4. **Pollution**: The introduction of harmful substances or products into the environment.

The assessment of AI and how teachers can see the conversation of students

USER	AI SUGGESTED GRADE	DURATION	SUBMITTED
● Jessica Williams	● A	30 minutes, 55 secondes	3 hours ago
● Bryan Ashley	● A	23 minutes, 51 secondes	3 hours ago
● Tom Hardy	● D	27 minutes, 41 secondes	3 hours ago

The result of students shown on teacher's interface

c. Roshi.ai

Roshi.ai is an AI-powered platform designed to simplify the creation of educational materials. It enables teachers and language learners to quickly generate lesson content from any text or video, including vocabulary exercises, comprehension questions, and follow-up discussions, which closely aligns with the three-step lesson plan (P-P-P) commonly used by teachers to teach reading and listening lessons.

With the video and script provided, Roshai can create multiple-choice questions that test comprehension of the material at a high level of difficulty, making them suitable for use as a source of questions for students and teachers. Once the lesson is designed, teachers can print it out in PDF form or use the link to direct students to an interactive website, where they can engage with the video, questions, and tasks. This is especially useful for the self-learning process.

Roshi Basic Account Lessons Help How-To Account TRY PRO FOR FREE Log Out

UNTITLED LESSON SAVED LESSONS

Where would you like to start?

Start with a blank lesson Open a saved lesson

Lesson/Assessment Templates

Generate a CLB Assessment

Auto-generated

Generate a text Create a dialogue Generate an illustrated story

Generate a formatted text

From the web

Link to any article from the web Link to a YouTube video

Your own words

Write your own text Record or upload audio Import Text from a PDF

Import a worksheet

The first interface of roshi.ai to connect or input the materials

+ ADD SECTION HERE

ADD HEADER OPTIONS

+ (OPTIONAL) ADD DESCRIPTION OF THE TARGET SKILL + (OPTIONAL) ADD INSTRUCTIONS FOR YOUR STUDENTS

Questions:

1. Which factor best explains why hurricane remnants weaken by the time they reach Europe?

a) Stronger trade winds maintaining the storm's intensity

b) Higher atmospheric pressure over Europe

c) Colder water temperatures due to the storm moving north

d) An increase in warm, moist air fueling the storm

SHUFFLE CHOICES

2. What inference can be made about the effect of climate change on Europe's future hurricane activity?

a) Stronger hurricanes will only affect North America, not Europe

b) Rising sea surface temperatures may lead to an increase in powerful storms reaching Europe

c) Europe will experience fewer storms because of improved weather forecasting

d) The number of hurricanes in Europe will remain constant regardless of climate change

SHUFFLE CHOICES

3. What higher-order inference can be drawn about the role of the subtropical jet stream in hurricane behavior towards Europe?

a) It causes storms to move directly south instead of east

b) It has little to no effect on the storm's pathway or intensity

c) It redirects storms eastward and contributes to their weakening by exposing them to colder waters

d) It intensifies hurricane strength by increasing the warm, moist air available

SHUFFLE CHOICES

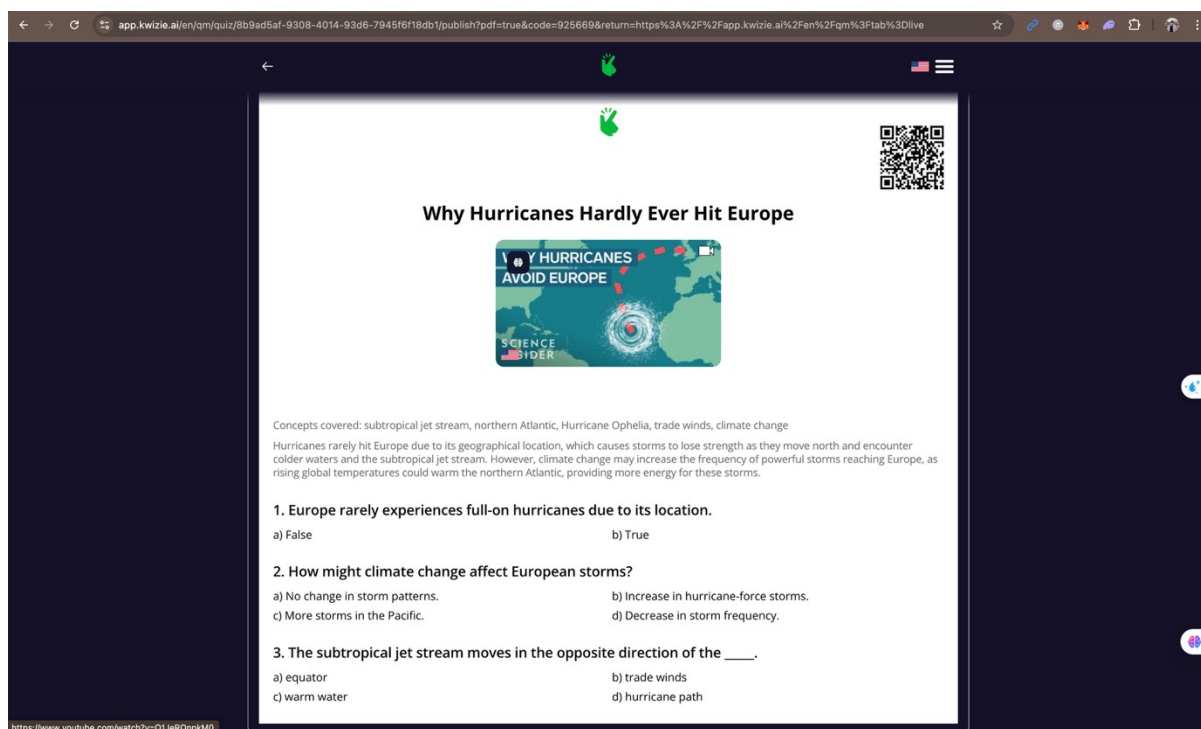
+ ADD QUESTION DELETE QUESTIONS GENERATE QUESTIONS GENERATE AUDIO

ASK ROSHI TO EDIT THIS ACTIVITY

Questions generated by roshi.ai

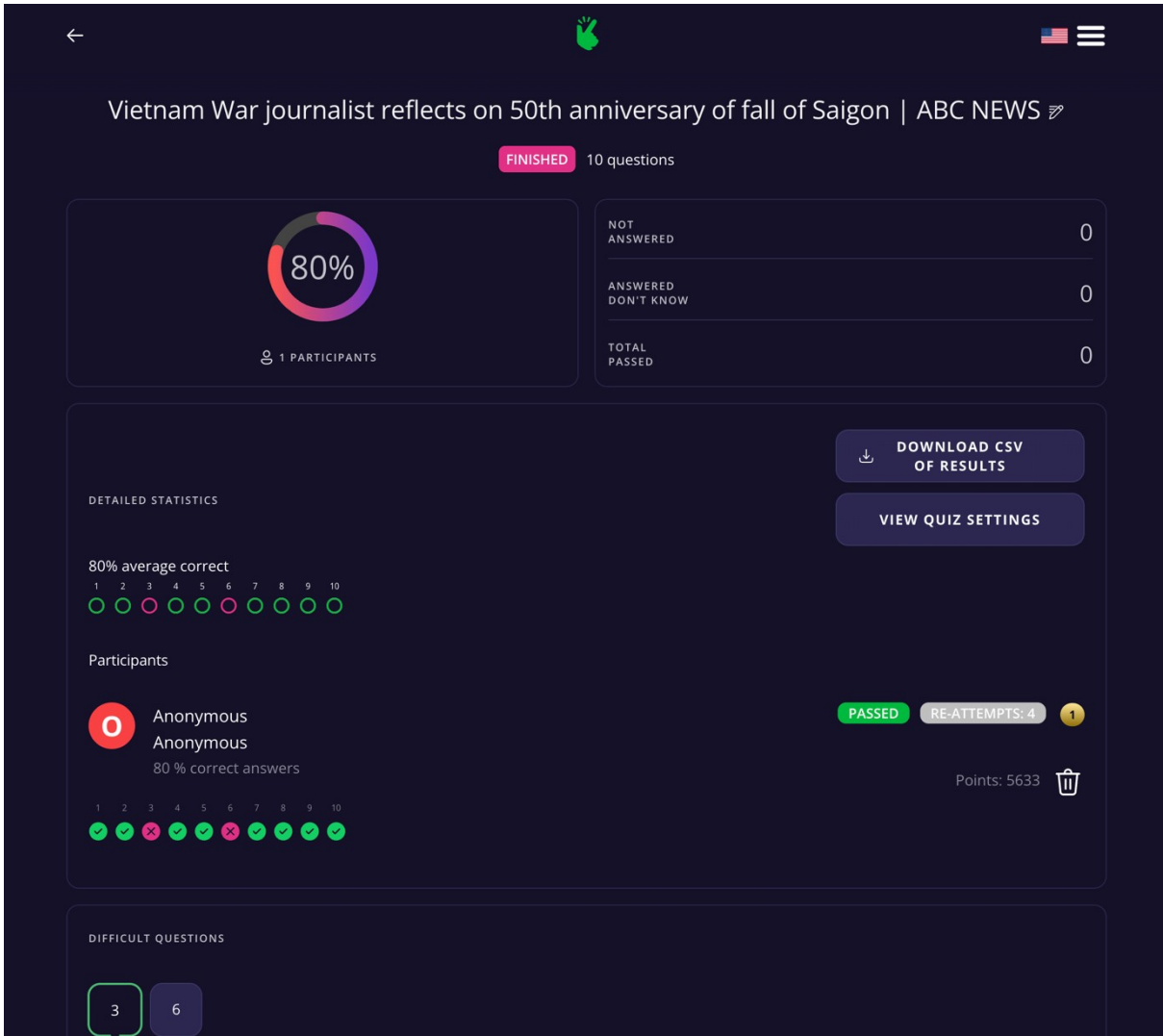
d. Kwizie.ai

Kwizie.ai is a powerful AI-driven quiz generator that transforms videos into interactive and engaging learning experiences. It can automatically generate gamified quizzes—including multiple-choice, true/false, and chapter-based questions—from videos, audio recordings, text, and presentations for any YouTube video, providing an interactive platform for students to engage with the video and complete the exercises directly on their devices. However, the difficulty level of the generated questions is significantly lower than the advanced level, making it more suitable for general students or for recommending as a tool for self-practice at home.



The interface to generate questions in kwizie.ai

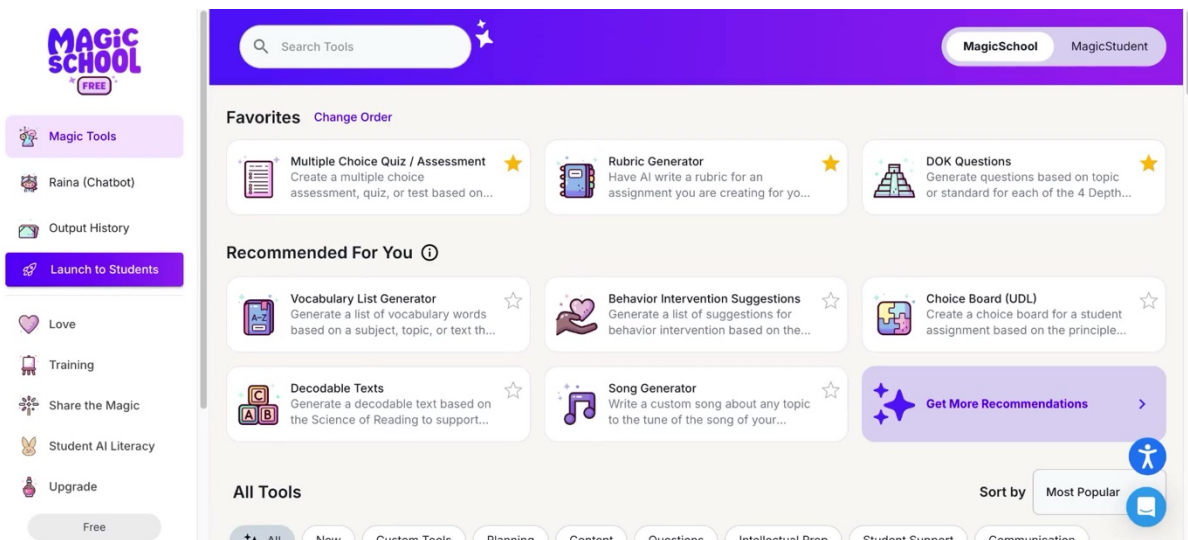
Additionally, the platform provides a dashboard for teachers to track their students' progress, making it easier to identify areas where students are struggling.



The dashboard in kwizie.ai

e. Magicschool.ai

MagicSchool AI is an AI-powered platform specifically designed to support teachers and educators in simplifying their daily tasks and enhancing instruction. It provides a wide range of automated tools tailored for classroom use, including a lesson plan generator, a worksheet generator, and rubric builders. However, the level of activities and lesson plans provided by this platform is not suitable for advanced-level gifted students; therefore, this tool is recommended for normal classrooms with average English ability or for students at younger ages.

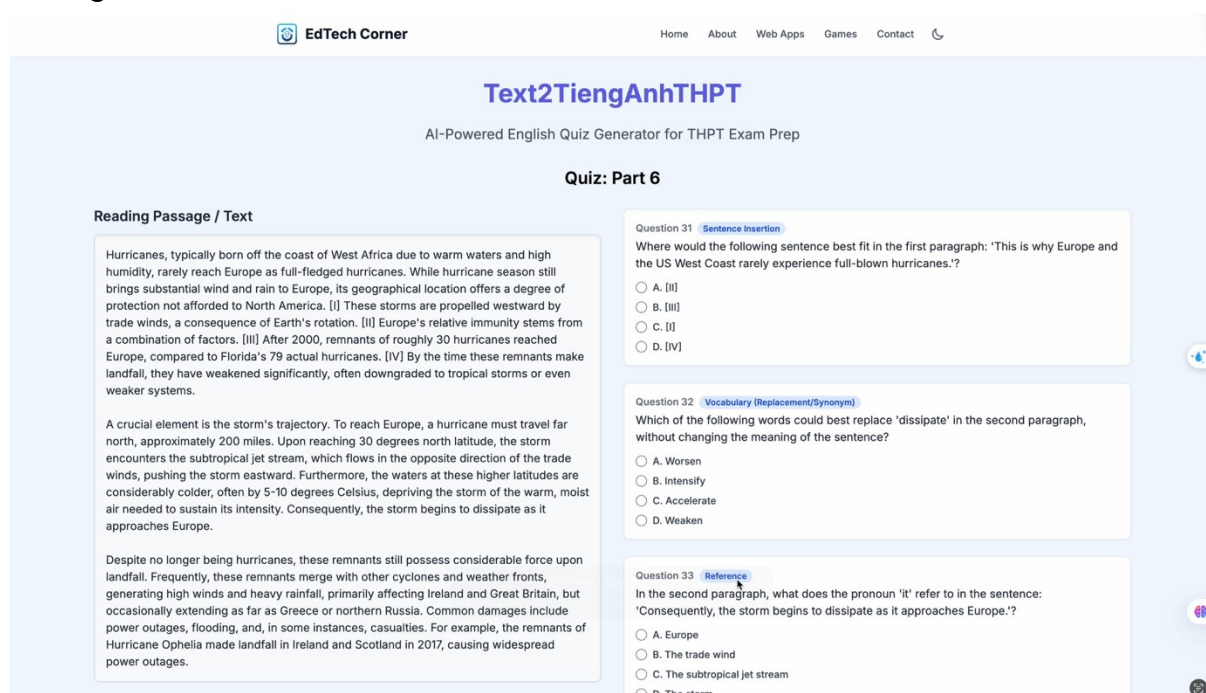


The interface inside Magicschool.ai after logging in

f. Edtechcorner.com

Edtechcorner.com is an AI hub that was developed by Teacher Nhu Anh. The platform is designed to help Vietnamese teachers generate questions, games, and other AI-powered tools that are commonly needed for the assessment and test-making process.

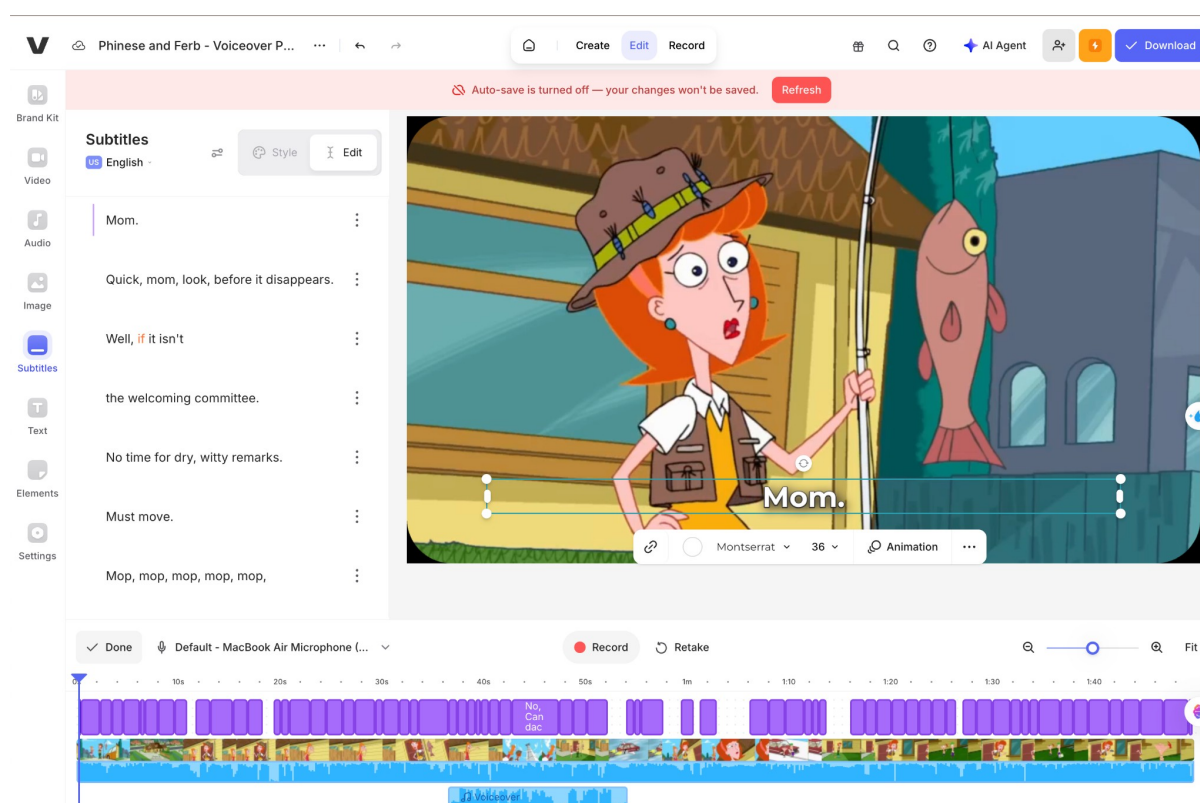
In this research, researchers utilize the Text2TiengAnhTHPT tool within this hub to create multiple-choice questions for the listening material. This tool was originally created to generate questions in the new English format of the Vietnamese University Entrance Exam in 2025. However, since the questions in listening often share similarities in format—such as implication questions or identifying true statements—it can be perfectly suitable for generating questions for advanced-level listening tests, as long as the script is provided in the form of a reading text.



Questions generated by edtechcorners with the script provided as a text

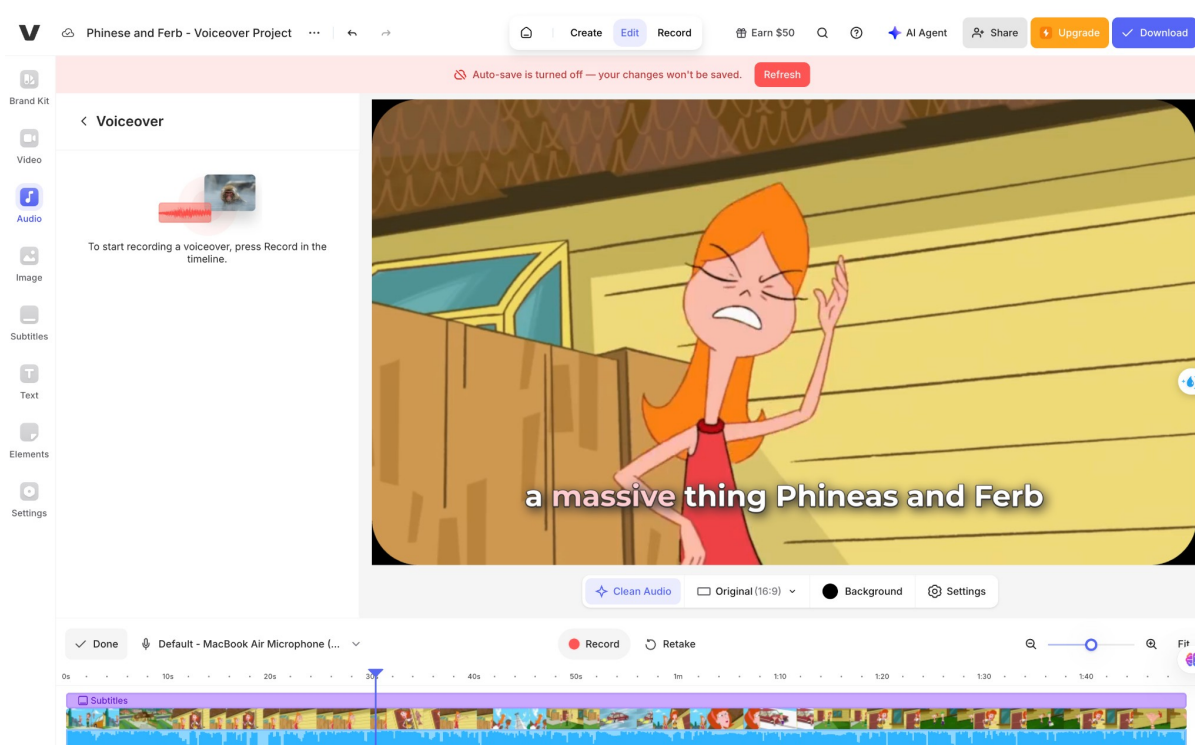
g. VEED

VEED is an online video-editing platform that has been around for many years. Similar to Canva in video editing, VEED offers users a range of useful and easy-to-use features to create a video from scratch. Notably among these features are the auto-subtitles generated and included in the video and the voiceover, which are useful for students to create a dubbing of the video to practice listening and speaking.



Autogenerated subtitles on VEED

Once the subtitles have been completed, teachers can share the project on veed.io with students, and they can record their voice over in the audio section, where the website allows them to lower the volume of the original voice and overplay the voice of the students as the scene is still playing. After completing, students can download their products to post on social media, and teachers can use the finished voiceover to assess the students' performance in speaking. Such activities, while sounding difficult to organize within the classroom, are now available with the help of VEED.

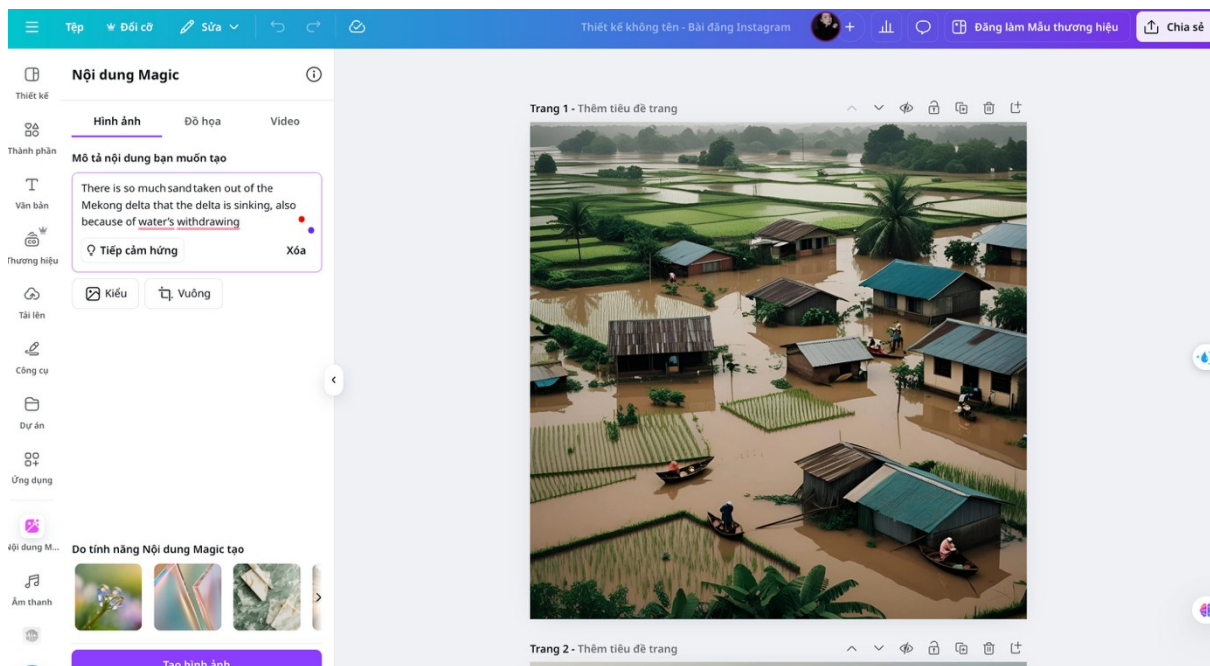


Voiceover feature on VEED supporting voiceover activity

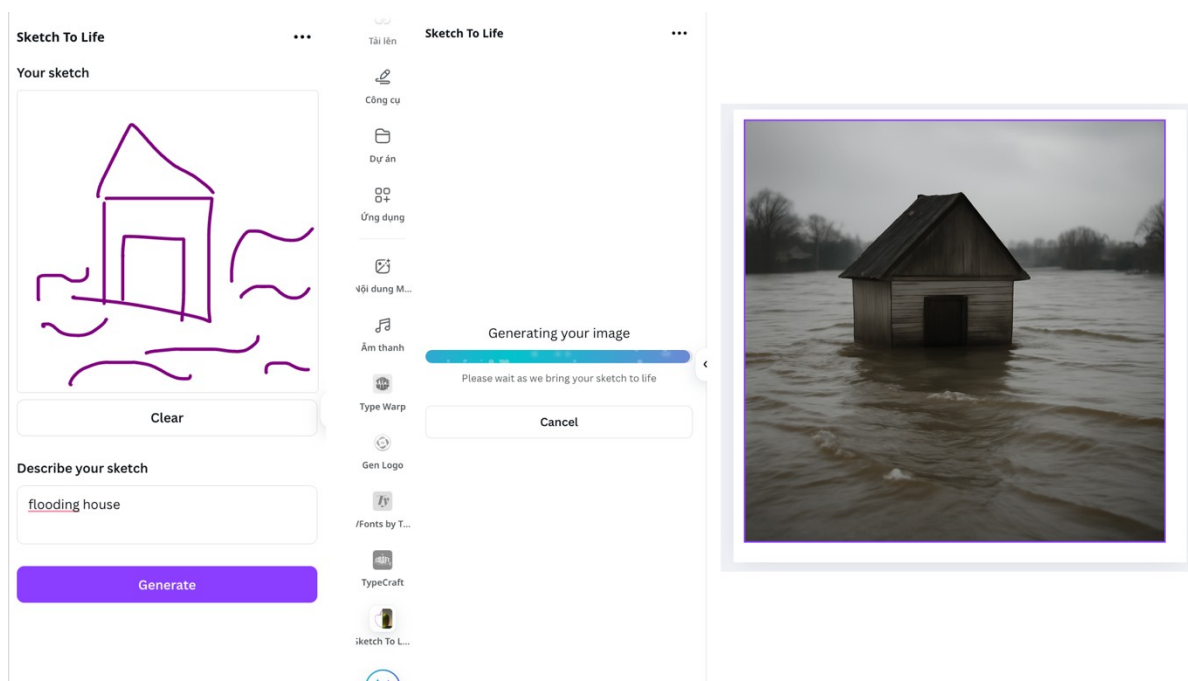
h. Canva

Canva is probably more well-known among teachers and students for its easy-to-use design function, which enables users to create a wide range of visual products, including presentations, designs, and videos, with its massive template library and pre-made elements. However, little is known about its newly developed AI functions, which have recently been integrated into the Canva web in the form of add-ons, allowing users to generate pictures using AI for use in their designs and videos.

Notable among those tools is the text-to-picture generated tool, which was previously only accessible through MidJourney, an AI platform built on Discord specializing in generating photos and pictures. However, Canva users can now utilize that AI function directly within the website through a tool called Magic. Users can type in the description for the desired pictures and choose the style they want. Then, within under 10 seconds, the website will return four options to choose from. I specifically recommend using this as a way to create visualized teaching support materials for listening exercises, as not every listening exercise is available in the form of an animated video. Teachers can use the pictures generated in the sequence arrangement exercise, or let students create their own pictures based on what they have heard. By comparing the pictures generated by students, it can change the mood of the classroom and make vague information or terminology more lively. Additionally, Canva enables users to generate not only from text but also from simple sketches, thereby boosting the creativity of students.

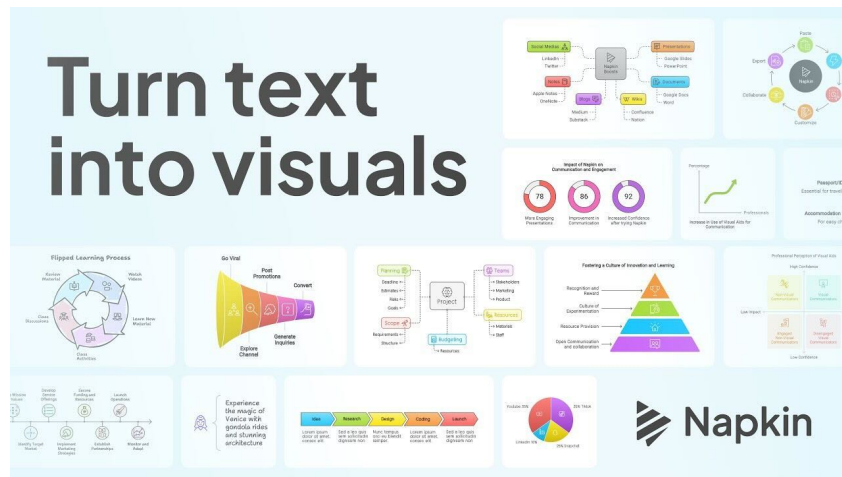


A demo of Canva Magic to generate pictures from the script provided



The demonstration of Canva Magic to generate pictures from sketch called Sketch to Life

i. napkin.ai



Napkin.ai is a specialized AI that helps visualize information from words to visuals, suitable for students to practice the visualization process while listening. Students only need to type in or transcribe the audio into words, and then type it into napkin.ai. The system will automatically generate a suitable chart according to the user's choice. This is especially useful for students, as creating a chart or diagram can be a burdensome process, as not all students are familiar with chart drawing. Through the chart generated, both teachers and students can better understand the information provided, especially when it involves statistical and sequencing information. The platform supports a wide range of charts and diagrams, which help users choose the most suitable one for the given information more easily. Additionally, the interface resembles a notebook page, which can be shared online to include the contributions and comments of classmates and teachers, making it a suitable tool for teamwork activities in class.



APPENDIX 3: SAMPLE LESSON PLANS WITH AI-INTEGRATED ACTIVITIES**Lesson Plan 1: Listening lesson with Dictogloss activity**

Date of preparation:

Date of teaching:

PERIOD ...:

SKILL: LISTENING LESSON**How Brands Have Branded Your Brain | Note-taking skill**

I. Objectives: By the end of the lesson, students will be able to:

1. Knowledge, Skills, Attitude

- Knowledge: Understand the concept of branding and its effect on the brand
- Skills: Improve listening for specific information (who, what, when, where, why, how) and take note the ideas and summarize it.
- Attitude: Be aware of the importance of developing short-term memory for long chunk of information.

2. Orientation for competency development:

- Develop listening skills: listening for the main idea and listening for specific details
- Be collaborative and supportive in pair work and teamwork;

II. Preparation:

- Hand-out
- Slides
- Projector & Speakers
- Students' computers or phones

III. Procedure

Time: 90 minutes

IV. PROCEDURES**1. WARM-UP****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the topic of branding;
- To set the context for the listening part.

b. Content:

- Activity: From pictures to words

c. Expected outcomes:

- Students can join the game and be introduced to the note-taking skill.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Activity: From pictures to words - Ss work in groups. - There is a note taking paper of a students . - T asks Ss to use that keywords and symbols in the note to construct a meaningful speech - The group then types out their answer and sent it to teachers to compare the answers - Teacher uses ChatGPT to compares the answers with the original version, whichever group has the highest % of similarities win.	

2. ACTIVITY 1: PRE-LISTENING**a. Objectives:**

- To get students understand on note-taking method;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

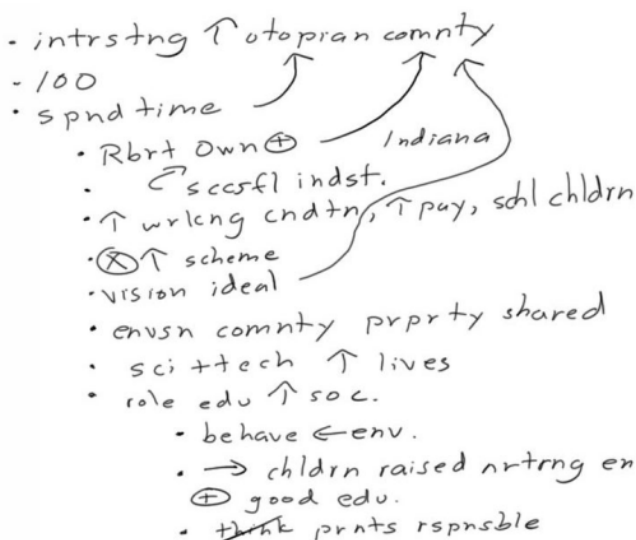
- Pre-teach the term 'branding' to students
- Introduce Ss how to take note during listening

c. Expected outcomes:

- Students understand the meaning of "branding".
- Students know the method of note-taking while listening

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Introducing the term "branding"	
- T asks Ss to turn their head left or right to choose which brand they think that suits the most with the description - T explains Ss that branding is different from marketing, while marketing is the process that the company tries to bring the products to more customers, branding is the process that the company tell the story of thei product to	a. Samsung vs Apple The creativity and simplicity and design b. Coca Cola vs Pepsi Family connection, bonding moment 3. Nike vs. Under Amour Performance, Speed

create sentimental link. - T introduces today listening will be about “branding”	<i>Answer key: 1. Apple 2. CocaCola 3. Nike</i>
Introducing “note-taking” skill	
- T introduces Ss about Note-taking skill and how it can help them to improve their focus while listening - T elaborates on how to take note effectively while listening for Ss to practice note-taking <i>What Ss hear: “Global warming is caused by an increase in greenhouse gases like carbon dioxide, which trap heat in the Earth's atmosphere.”</i> <i>How Ss should note:</i> - Global warming → ↑ greenhouse gases - CO₂ traps heat - Heat stays in atmosphere <i>What Ss hear: First, the speaker explained the importance of a balanced diet, especially including fruits and vegetables in daily meals.</i> <i>How Ss should note:</i> - 1st: balanced diet = important - daily: fruits & veggies <i>Example of a note on student's paper:</i> 	What is Note-Taking in Listening? Note-taking in listening means writing down the most important points as you hear them. It's not a dictation—it's about understanding and catching the main ideas. → Write key ideas while listening → Don't try to write everything Why Do We Take Notes While Listening? Listening is fast. You can't press pause in real life, so note-taking helps you stay focused and remember more. It also helps when answering questions after listening. How to Take Good Notes While Listening “Here are some tips for taking notes when you're listening to something like a news report, interview, or lecture:” ✓ Listen for main ideas (not every detail) ✓ Use keywords or short phrases ✓ Don't write full sentences ✓ Use symbols or abbreviations (e.g., “b/c” for because, “w/” for with) ✓ Watch for signal words (e.g., “first,” “however,” “in conclusion”)

3. ACTIVITY 2: WHILE-LISTENING

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To help Ss develop note taking skill

b. Content:

- Task 1. Listen to a talk. Rearrange the following information according to its appearance in the audio
- Task 2. Listen and take note.
- Task 3. Check the summary and measure the effectiveness

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a talk. Rearrange the following information according to its appearance in the audio	
- Teacher tells Ss that they're going to listen to a talk about how Apple and Nike have branded the brain. - Teacher asks Ss to have a guess about the summary of the talk. - Teacher plays the recording for the first time and asks Ss to rearrange the sentences orderly according to their appearance in the audio. - Teacher checks answers as a class and explain - Teacher gives the correct answer.	Order these information according to their appearances in the audio Americus Reed (marketing professor) The study on brain responses of iPhone and Samsung Galaxy users The study done at Duke University Michael Platt (neuroscience & marketing professor): Answer key: <i>0:25</i> <i>1 The study done at Duke University:</i> <i>1:16</i> <i>2 Americus Reed (marketing professor):</i> <i>2:27</i> <i>3 Michael Platt (neuroscience & marketing professor):</i> <i>2:56</i> <i>4 The study on brain responses of iPhone and Samsung Galaxy users:</i>

Task 2. Listen and take note.	
- Teacher asks Ss to Listen to the audio one more time. This time, play uninterruptedly. - Teacher asks Ss to use the note taking method taught in the previous part to note down as much information as they could about each pronouns they order in Task 1. - Teacher asks Ss to work with a partner to compare their notes, try to combine it to make it more meaningful PART 1 What insights does each study or person below offer about brands? Discuss/Write notes based on the video. 0:25 1 The study done at Duke University: 1:16 2 Americus Reed (marketing professor): 2:27 3 Michael Platt (neuroscience & marketing professor): 2:56 4 The study on brain responses of iPhone and Samsung Galaxy users:	<i>What insights does each study or person below offer about brands? Write notes based on what you hear.</i> <i>1. The study done at Duke University:</i> <i>2. Americus Reed (marketing professor):</i> <i>3. Michael Platt (neuroscience & marketing professor):</i> <i>4. The study on brain responses of iPhone and Samsung Galaxy users:</i>
Task 3. Check the summary	
- After discussing in pairs, T asks Ss to individually compose a summary of the information they have noted. - Teacher asks Ss to use AI speech to text tools on ElevenLabs to transcribe their summary into words. - Teacher collects some summaries and use Chat GPT to measure to similarities between the students' work and the original script.	<i>Example of the response by Chat GPT measuring the similarity in terms of message delivered</i> This is my version, how many percentages is it similar to the original script in terms of message delivered? The studies in Duke university showed the logo of IBM and Apple to two groups of students, those who saw Apple logo has higher performance on creative task than IBM logo. Americus Reed said that the identity of a person can be told through their choice in fashion and clothes Micheal Platt said that the way people attached to a brand is like human relationship A research about Apple and Samsung users revealed that Apple fans buy their product because they like the brand, but Samsung users by the products because they dislike apple, a reverse empathy In terms of message delivered, your version captures about 60–65% of the core ideas from the original script.

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To check students' understanding of the information in the audio
- To help some students enhance presentation skills;
- To practise team working;

b. Content:

- Students make a presentation on their branding based on brand pillars.

c. Expected outcomes:

- Students can use AI to conduct some quick research and present their ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																								
Task 2. Discuss the questions below.																									
- Teacher asks Ss to base on the information they heard in the audio and give opinion on the two questions. - Teacher asks Ss work in group to build the answer. - Teacher asks Ss to present their answer	1. <i>What do you think is the main message or purpose of this video, and do you believe it effectively conveys that message? Explain.</i> 2. <i>The professor concludes the video by saying he sees it as a good thing that brands have become pillars of our identity. Do you agree or disagree? Why?</i>																								
Task 3. Building their own “branding”																									
- T instructs Ss the brand pillars, which include five main elements. - T requires Ss to complete activity 1 and 2 (Part 2 and 3 in the picture) to understand more about this brand pillar - Ss work in group of four, choose a type of company and industry and make details and notes about the ideas - Ss in group present their ideas in front of the class, T observes and comments on Ss performance.	PART 2 Below are descriptions of brand pillars, which are the fundamental elements that shape a company's identity. Match the brand pillars to the descriptions in the table below. Brand Pillars Perception - Promotion - Positioning - Purpose - Personality <table border="1"> <thead> <tr> <th>Brand Pillars</th><th>Description</th></tr> </thead> <tbody> <tr> <td>A</td><td>This pillar focuses on customer acquisition—how a brand attracts, engages, and motivates customers through strategic messaging, visibility, and channels.</td></tr> <tr> <td>B</td><td>This pillar is the brand's core. Think of the mission and the vision that brought the company into being, as well as why it exists and the problem it seeks to solve.</td></tr> <tr> <td>C</td><td>This pillar centers on how audiences interpret the brand, shaped by messaging, visuals, reputation, and customer experience and interactions.</td></tr> <tr> <td>D</td><td>This pillar defines the brand's target market, competitive edge, and unique value proposition—the brand's distinct way of meeting audience needs.</td></tr> <tr> <td>E</td><td>This pillar expresses the brand's human traits—its voice and characteristics—shaping how it resonates emotionally and builds lasting connections with customers.</td></tr> </tbody> </table> PART 3 Imagine the CEO of a wealth management company, Prospera, is pitching their brand to a group of investors. Label each part (1 - 5) of the pitch using the brand pillars (A - E) in Part 2. At the heart of Prospera lies a commitment to empowering individuals to take control of their financial futures. With a user-centric platform, we provide tools that simplify complex financial decisions and make finance feel more like a partner than a puzzle. By combining cutting-edge AI with personalized support, we stand apart from industry giants, helping millennials and young professionals gain clear, actionable insights to navigate personal finance and build wealth. Prospera is resourceful, ambitious, and forward-thinking, turning financial stress into confidence and clarity. Interacting with Prospera feels like stepping into the future of finance, with its sleek and intuitive design powered by a team of passionate experts. We've become known as the brand that "makes financial planning effortless." Our clientele is built on organic outreach and trust through word-of-mouth referrals, strategic partnerships, and targeted online campaigns. Company Name: _____ Industry: _____ <table border="1"> <thead> <tr> <th>Brand Pillars</th><th>Details / Notes:</th></tr> </thead> <tbody> <tr> <td>Purpose</td><td></td></tr> <tr> <td>Perception</td><td></td></tr> <tr> <td>Personality</td><td></td></tr> <tr> <td>Position</td><td></td></tr> <tr> <td>Promotion</td><td></td></tr> </tbody> </table>	Brand Pillars	Description	A	This pillar focuses on customer acquisition—how a brand attracts, engages, and motivates customers through strategic messaging, visibility, and channels.	B	This pillar is the brand's core. Think of the mission and the vision that brought the company into being, as well as why it exists and the problem it seeks to solve.	C	This pillar centers on how audiences interpret the brand, shaped by messaging, visuals, reputation, and customer experience and interactions.	D	This pillar defines the brand's target market, competitive edge, and unique value proposition—the brand's distinct way of meeting audience needs.	E	This pillar expresses the brand's human traits—its voice and characteristics—shaping how it resonates emotionally and builds lasting connections with customers.	Brand Pillars	Details / Notes:	Purpose		Perception		Personality		Position		Promotion	
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e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- T asks Ss to practice note-taking at home.

Tapescript:

How Apple and Nike have branded your brain | Your Brain on Money | Big Think



(Scan to listen)

Coke is just soda. Tylenol is just acetaminophen. And Levi's are just jeans. Yet consumers go out of their way to select these specific brands over others. An economist would say, "How is this possible, that a rational consumer would be willing to pay more for exactly the same thing?" We love to think about ourselves as rational. But that's not how it works.

A very famous study done by colleagues at Duke University flashed either the Apple logo or the IBM logo to two randomized groups of participants. The study found that after being subliminally exposed to the Apple logo—compared to when they'd been exposed to the IBM logo—participants performed better on creative tasks. The argument is that Apple has been telling you this story over and over again: Apple is the brand for hip, cool, fun, creative people.

This is the true power of brands. They can influence our behavior in ways that extend far beyond the point of sale. So to what degree can the influence of brands wreak havoc on our ability to make rational spending decisions? This is your brain on money.

This is Americus Reed. He studies identity and marketing at the University of Pennsylvania. When I make choices about different brands, I'm choosing to create an identity. When I put that shirt on, when I put those shoes on, those jeans, that hat—someone is going to form an impression about what I'm about.

So if I'm choosing Nike over Under Armour, I'm choosing a different way to express affiliation with sport. The Nike thing is about performance. The Under Armour thing is about the underdog. I have to choose which of these different conceptual pathways is most consistent with where I am in my life. And once a consumer makes that choice, their relationship with a brand can deepen to the point where they identify with that brand like family.

Once you identify with a brand, it can shape the way you behave. It's really interesting—if someone talks bad about that product, brand, or service, loyal consumers will be the first to defend it. Why? Because an attack on the brand is an attack on themselves.

Michael Platt is a professor of neuroscience, marketing, and psychology whose research demonstrates how our perception of brands influences our decisions. There's an idea in marketing that we relate to brands the same way we relate to people. It's like, "I love this brand," or, "I hate this brand." Of course, what people say can often be different from what's really going on in their heads. So Michael and his team thought, "Well, why don't we just ask the brain directly?"

They observed the brains of iPhone users and Samsung Galaxy users with an MRI machine while they heard good, bad, and neutral news about Apple and Samsung. Apple customers showed a brain empathy response toward Apple that matched what you'd see when someone responds to a family member. Strangely, Samsung users didn't show any positive or negative responses to news about their brand. The only significant finding? Samsung users showed reverse empathy for Apple—if the Apple headline was negative, their brains reflected a positive response.

This reveals just how deeply Apple has defined the market. Samsung customers, based on the brain data, aren't emotionally invested in Samsung—they're motivated more by dislike of Apple. The kicker? These Samsung users didn't report feeling what their MRIs showed. What was happening in their brains and what they said they felt were completely different.

Most people just don't realize that they are subconsciously choosing brands because those brands have some kind of self-expressive value. You can see the power brands have in shaping consumer decisions. As we learn more about this, we must think much more deeply about the ethical, legal, and societal implications.

So as consumers, what can we do to make informed choices? The best thing we can do is be aware of the influence brands hold. It's important to pause and think: "Why am I buying this product?" And like it or not, brands aren't going anywhere.

I've heard lots of people say, "I'm not into brands." But I take a different view. They're not doing anything different than those who affiliate with a brand—they have a brand too, just an anti-brand brand. When I think about identity, I realize a lot of it comes from our human need for support systems. Maybe it used to be the church, the community, or other institutions. Now, brands have stepped in as pillars of our identity. And I'm motivated to see that in a positive light.

Lesson Plan 2: Listening lesson with Voiceover activity

Date of preparation:

Date of teaching:

PERIOD ...:

SKILL: LISTENING LESSON**Phineas and Ferb video cut | Pronunciation & Voiceover**

I. Objectives: By the end of the lesson, students will be able to:

1. Knowledge, Skills, Attitude

- **Knowledge:** Understand the main idea and key details in a short animated dialogue (Phineas and Ferb). Recognize how pronunciation and voiceover contribute to meaning and emotion in animation.

- **Skill:** Develop intonation and Rhythm in natural speaking context

2. Orientation for competency development:

- Develop listening skills: listening for attitude through intonation and rhythm
- Be collaborative and supportive in pair work and teamwork;

II. Preparation:

- Hand-out
- Slides
- Projector & Speakers
- computers or phones

III. Procedure

Time: 90 minutes

IV. PROCEDURES**1. WARM-UP****a. Objectives:**

- Activate students' interest in animated media and branding.
- Introduce the idea that even animated shows carry themes and messages that can be understood through listening.

b. Content:

- Activity: Guess what'cha doin'

c. Expected outcomes:

- Students can join the game and learn more about the characters and the movie's content.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Activity: Guess what'cha doin' - Ss work in groups. - T shows Ss an extract in Phinease and Ferb series that stops with the line "what'cha doin" and pause there. - Ss have to guess what will the two characters do next in this episode.	<i>The Youtube video: Every "Whatcha Doin" in Phineas & Ferb (2007-2015)</i> https://www.youtube.com/watch?v=y9-R9R0pS_E

2. ACTIVITY 1: PRE-LISTENING

a. Objectives:

- To help students understand the pronunciation features that show emotion;

-

b. Content:

- Introduce Ss intonation and rhythm in expressing emotion

c. Expected outcomes:

- Students understand the function of intonation and rhythm in expressing emotion

- Students can recognise it in the next activity

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS										
- T explains that Ss can better imagine and understand the attitude of the speakers through their intonation and stress. - T elaborates on how intonation is presented in speaking a. Rising intonation → question / uncertainty b. Falling intonation → certainty / ending - T asks Ss to complete exercise 9.1 and 9.2 in the handouts by marking rising or falling arrows to the sentences - T explains on different stress that can change	9.1 Listen to the sentences and underline the last prominent word (where the main movement of the voice begins). Then show whether the voice rises (put ↗ in the box) or falls (↘) from there. (Note that each sentence is one speech unit.) EXAMPLE I'm quite <u>tired</u> again. ☒ <table border="0"> <tr> <td>1 Was she really? ☐</td> <td>6 You remember Pablo. ☐</td> </tr> <tr> <td>2 I suppose so. ☐</td> <td>7 I gave it to my son. ☐</td> </tr> <tr> <td>3 I've always lived around here. ☐</td> <td>8 Can we go now? ☐</td> </tr> <tr> <td>4 It's broken down again. ☐</td> <td>9 One moment, please. ☐</td> </tr> <tr> <td>5 Shall I have a go? ☐</td> <td>10 There was dust all over the place. ☐</td> </tr> </table>	1 Was she really? ☐	6 You remember Pablo. ☐	2 I suppose so. ☐	7 I gave it to my son. ☐	3 I've always lived around here. ☐	8 Can we go now? ☐	4 It's broken down again. ☐	9 One moment, please. ☐	5 Shall I have a go? ☐	10 There was dust all over the place. ☐
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the meaning of a sentence Example: - I didn't say she stole the money. (Someone else did.) - I didn't say she stole the money. (I deny it.) - I didn't say she stole the money. (Someone else did.) - I didn't say she stole the money. (Maybe she borrowed it.) - I didn't say she stole the money. (She stole something else.)	9.2 Listen and decide whether the speech units in the B parts have a rising tone (put  in the box) or a falling tone (. EXAMPLE A: Where on earth did you find that? B: // I came across it  in an antique shop  1 A: What time shall we leave? B: // we could go now  as you're ready  2 A: What time did David get back? B: // I heard him come in  at about three  3 A: I'm not sure his plan would work very well. B: // I thought his suggestion  was ridiculous  4 A: The hall was packed, wasn't it? B: // I hate it  when it's so crowded  5 A: Do you want a drink? B: // I wouldn't mind some orange juice  if you've got any  6 A: When did they tell you it would get here? B: // They said it would be delivered  by yesterday  7 A: Have you heard Trio Gitano play before? B: // I first saw them perform  a couple of years ago  8 A: I could move that easily. B: // well why don't you try  if you think you're so strong 
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3. ACTIVITY 2: WHILE-LISTENING

a. Objectives:

- To apply the theory of stress and intonation to mark on the script;
- To mimic the voice of the characters in the video.

b. Content:

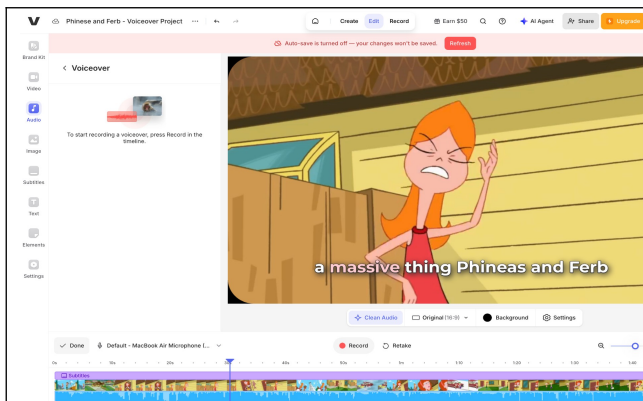
- Ss note down phonetic patterns in the script while listening
- Ss practice voiceover with the help of AI

c. Expected outcomes:

- Students can understand the emotion through voiceover.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- T asks Ss to mark the intonation pattern (up or down arrow) and underline words in the script that are stressed - T asks Ss to log in VEED and open the project on voiceover to start recording sentence by sentence. - In this voiceover activity, Ss can work in group of three with each student recording the line of a character in the video	Answer key:  = rising intonation  = falling intonation ↑ = rise-fall or mixed tone (uncertainty, sarcasm, or continuation) bold = stressed word Candace: Mom, <i>quick</i>! Mom, <i>look</i>—before it <i>disappears</i>!  Mom: Well, if it <i>isn't</i> the welcoming <i>committee</i>



from... ↑

Candace: No time for *dry*, *witty* remarks. Must *go*, *go*, *go*, *go*! ▼

Mom: Don't you get *tired* of this? ▲

Candace: What do you *mean*? ▲

Mom: The same old *routine* every *day*. Doesn't it ever get... mm, I don't know... *boring*? ↑

Candace: You know what? You're *right*. ▼

I *guess* it has gotten a little *old*. ▼

I just get so *frustrated*. ▼

I always come so close to *busting* Phineas and Ferb, but it ends up the same *way*—every single *time*. ▼

I look and say, "There's a *massive* thing Phineas and Ferb *built* right in front of *me*." ▼

But every time you *look*, you always *say*— ▼

Mom: I *see* it. ▼

Candace (mocking): "There it *is*. I *see* it!" Right on *cue*. ▼

Candace: Wait, *what*? Come *again*? ▲

Mom (surprised): I *see* it. ▼

Candace: You mean you see my *point*? ▲

Mom: No—I *see* it. ▼

Candace: You *do*! ▼

Mom: How could I *miss* it? ▼

Candace: But I don't *understand*! ▼

How the—? Or *who* the—? *What* the—? ▲

Phineas (off-screen): Hi *Mom*! Check it *out*: the

	<i>flying car</i> of the <i>future, today!</i> ▲ Mom: Is that my <i>car</i>? ▲
--	---

4. ACTIVITY 3: POST-LISTENING

a. Objectives:

- To compare the voiceover products of students;

b. Content:

- Compare Ss work and mark the

c. Expected outcomes:

- Students can gain more experience and note the mistakes in pronunciation

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- T requires each group to download their voiceover video from VEED to their computer and upload it on YouTube - T plays the video of each group, gives comments and elaborates mistakes that they make while doing the voiceover.	

Tapescript:

A cut from Phinease and Ferb



(Scan to listen)

Candace: Mom, quick! Mom, look—before it disappears!

Mom: Well, if it isn't the welcoming committee from ...

Candace: no time for dry, witty remarks. Must go, go, go, go!

Mom: Don't you get tired of this?

Candace: What do you mean?

Mom: The same old routine every day. Doesn't it ever get... mm, I don't know... boring?

Candace:

You know what? You're right. I guess it has gotten a little old.

I just get so frustrated. I always come so close to busting Phineas and Ferb, but it ends up the same way—every single time.

I look and say, "There's a massive thing Phineas and Ferb built right in front of me."

But every time *you* look, you always say—

Mom: I see it

Candace (mocking Mom's voice): "There it is. I see it!" Right on cue.

Candace: Wait, what? Come again?

Mom (surprised): I see it.

Candace:

You mean you see my point?

Mom: No—I see it.

Candace: You do!

Mom: How could I miss it?

Candace: But I don't understand! How the—? Or who the—? What the—?

Phineas (off-screen): Hi Mom! Check it out: the flying car of the future, today!

Mom: Is that *my* car?

Candace (amazed): She sees the car too!

Phineas:

The flying car of the future, today... still pulling a bit to the right. Oh, there you are, Perry. So, what do you think, Mom? Pretty cool, huh?

Mom: Cool? This is the most dangerous thing I've ever seen!

Phineas: Don't worry, we were safe. Ferb invented a new invisible helmet-head system. When life's a dare, wear a hull for your skull.

Mom: How dare you do all this without permission?!

Phineas: But all our building permits are in order.

Mom: I mean *my* permission!

This morning I asked you if we could modify *our car* to make it fly.

I was talking about your *toy* car!

How could you possibly think I meant my station wagon?

Mom: You are in so much trouble, young man.

Phineas (calmly): But we do this sort of thing every day.

Mom: What?!

APPENDIX 4: SAMPLE LISTENING LESSONS WITH AI-GENERATED QUESTIONS

Listening: How China Is Using Artificial Intelligence in Classrooms | WSJ



PRE-LISTENING ACTIVITY

Activity 1: Discuss how the following ed-tech tools may benefit the learning environment



Headband



AI robot



Surveillance camera



Can you think of or Have you experienced any other machines that can be used in the classroom?

Activity 2: Discuss the following questions related to the use of advanced machines in the classroom. Do you **AGREE** or **DISAGREE**?



- 1. The use of advanced machines put more pressure on students**
- 2. Parents don't like the location of their children are being tracked at all**

Activity 3: You are going to watch a video about How China Is Using Artificial Intelligence in Classrooms. Below are some reactions of Chinese students when being asked about the technology. Based on the reactions, what will you think about the main idea of the video?

"Imagine there is an exam where everyone gets a score of 95 or higher, but you get 85. Wouldn't you feel left behind?"

"I have become more attentive in class. All of my assignments come back with perfect grades"

"When I first wore this band, it felt like it was controlling us"

"There is too much pressure on my head. It felt tight".

WHILE-LISTENING ACTIVITY

Activity 1: Match each modern device with a suitable function according to the information in the video

- | | |
|--|---|
| A. Facial Recognition | ☞ Evaluate students' well-being and participation, offering instant insights into their attentiveness. |
| B. Surveillance Cameras | ☞ Facilitates a cashless society by allowing individuals to complete transactions using facial recognition. |
| C. Robots Classrooms | ☞ Track students' phone usage and instances of yawning to assess their level of focus and discipline. |
| D. Uniforms with Tracking Chips | ☞ Enable schools to monitor students' whereabouts, ensuring |
| E. Brainwave-Sensing Headbands | |

both attendance and security.

⌘ Utilize EEG technology to gauge students' concentration and transmit real-time reports to teachers and parents.

Activity 2: Answer these multiple-choice questions

2:13 How can the headband measure the attention of students in the class?

- A. It uses electrical signal sensors to collect data from brain activities.
- B. It connects directly to the brain using implanted electrodes.
- C. It analyzes students' facial expressions and eye movements to determine focus.
- D. It records students' verbal responses and participation levels during lessons.

3:31 What could lead to false reading of the headband

- A. Disruptions in brain activity caused by external artifacts in the classroom
- B. Students movements or the electrodes not making proper contact with the skin
- C. The computer of teachers fails to analyze received signals accurately.
- D. The difficulties of the math problems make students lose concentration.

4:06 What can be inferred from the answers of interviewed students about the headband?

- A. All students find the device helpful in improving their focus
- B. Some students feel pressured because their parents monitor their attention scores
- C. Students believe the headband accurately measures their intelligence level
- D. Most students prefer using the headband over traditional learning methods

5:05 What are the opinions raised by Zanto about the information collected?

- A. He has opposite opinions to the children's parents
- B. He raised concerns over the information used, similar to the parents.
- C. He knows exactly where the information goes, while the parents do not
- D. He is afraid that the information can make parents less focused on their children.

POST-LISTENING ACTIVITY: *Would you prefer to learn in a class with this technology? Why or why not?*

Transcript:

(speaking in foreign language) - [Presenter] Teachers at this primary school in China-- (speaking in foreign language) know exactly when someone isn't paying attention. (speaking in foreign language) These headbands measure each student's level of concentration. The information is then directly sent to the teacher's computer and to parents.

(upbeat hip hop music) China has big plans to become a global leader in artificial intelligence. It has enabled a cashless economy, where people make purchases with their faces. A giant network of surveillance cameras with facial recognition helps police monitor citizens. Meanwhile, some schools offer glimpses of what the future of high tech education in the country might look like.

(speaking in foreign language) Classrooms have robots that analyze students' health and engagement levels. Students wear uniforms with chips that track their locations. There are even surveillance cameras that monitor how often students check their phones or yawn during classes. These gadgets have alarmed Chinese netizens.

(digital dinging) (quizzical music) (digital swishing) But, schools say it wasn't hard for them getting parental consent to enroll kids into what is one of the worlds largest experiments in AI education. A program that's supposed to boost students' grades while also feeding powerful algorithms. (speaking in foreign language) The government has poured billions of dollars into the project.

Bringing together tech giants, start-ups and schools. (upbeat electronic music) We got exclusive access to a primary school a few hours outside of Shanghai. (speaking in foreign language) To see firsthand how AI tech is being used in the classroom. For this fifth grade class, the day begins with putting on a brain wave sensing gadget.

Students then practice meditating. (speaking in foreign language) The device is made in China and has three electrodes, two behind the ears and one on the forehead. These sensors pick up electrical signals sent by neurons in the brain. The neural data is then sent in real time to the teacher's computer, so while students are solving math problems, a teacher can quickly find out who's paying attention and who's not.

(speaking in foreign language) A report is then generated that shows how well the class was paying attention. It even details each student's concentration level at 10 minute intervals. It's then sent to a chat group for parents. (speaking in foreign language) The reports are detailed, but whether these devices really work and what they exactly measure isn't as clear.

(speaking in foreign language) We were curious if the headbands could actually measure concentration. So, one of our reporters tried on the device. (speaking in foreign language) - This is a new technology with, still, fairly little research behind it. - [Presenter] Therodore Zanto is a neural scientist at the University of California San Francisco.

He was surprised to learn that this tech, called electroencephalography, also known as EEG, is being used in the classroom on children. It's usually used by doctors in hospitals and labs. - [Theodore] EEG is very susceptible to artifacts and so, if you are itchy or just a little fidgety or the EEG wasn't setup properly, so that the electrodes didn't have a good contact, effects the signal.

- [Presenter] Despite the chances for false readings, teachers told us the headbands have forced students to become more disciplined. (dramatic piano music) (speaking in foreign language) Teachers say the students now pay better attention during class and that has made them study harder and achieve higher scores.

(speaking in foreign language) But, not all students are as enthusiastic. (speaking in foreign language) This fifth grader, whom we caught dozing off in class, told us his parents punish him for low attention scores and that kind of data adds a new kind of pressure for students.

(speaking in foreign language) Companies we interviewed said the data can go to government funded research projects.

We spoke to parents who were unclear about where the data ended up and they didn't seem to care too much. Zanto says, there's likely no privacy protection at all. - [Theodore] The classroom is you're trying to make an assessment of an individual student, you really can't anatomize it. (dramatic electronic music) - [Presenter] Experts and citizens alike are sounding alarms about various aspects of the country's huge push into artificial intelligence. These classrooms are laboratories for future generations and while these new tools may potentially help some two hundred million students raise their grades, just how this all works out won't be apparent until they become adult citizens. (upbeat electronic music)

ANSWER KEY:**Activity 1:****A. Facial Recognition:**

- Facilitates a cashless society by allowing individuals to complete transactions using facial recognition.

B. Surveillance Cameras:

- Track students' phone usage and instances of yawning to assess their level of focus and discipline.

C. Robots Classrooms:

- Evaluate students' well-being and participation, offering instant insights into their attentiveness.

D. Uniforms with Tracking Chips:

- Enable schools to monitor students' whereabouts, ensuring both attendance and security.

E. Brainwave-Sensing Headbands:

- Utilize EEG technology to gauge students' concentration and transmit real-time reports to teachers and parents.

Activity 2: A – B – B – A



Listening Practice: How could veganism change the world?
(*The economist*)

PRE-LISTENING ACTIVITY: Discussion

- Do you eat meat?
- Have you ever felt bad or guilty when you eat meat?
- Have you ever considered going vegetarian?

WHILE-LISTENING ACTIVITY

Exercise 1: Choose the correct answer from what you hear from the audio

1. What will NOT happen by 2050 according to the audio?
 - a) Both the population and the amount of food needed for human survival will increase.
 - b) The environmental impact of the food system will be more serious
 - c) The overall amount of emissions will reach the maximum rate..
 - d) The veganism booming will reduce the greenhouse gas emission significantly
2. What is the primary aim of the Vegetarian Butcher?
 - a) To convince people to stop eating meat entirely and adopt a vegan lifestyle
 - b) To replicate the sensory appeal of meat using plant-based ingredients for meat enthusiasts
 - c) To replace traditional crops with soy, lupin, wheat, and peas in global farming
 - d) To make plant-based food available only to those who dislike the taste of meat
3. What does the speaker mean when he compares the effect of being vegan and the size of Africa?
 - a) A vegan diet would only require as much land as the African continent.
 - b) The land similar to Africa's size currently used for animal farming could be freed.
 - c) Africa would be free from growing pastures for animals
 - d) Veganism would lead to desertification, similar to some regions in Africa.
4. What conclusion can be drawn from the views expressed about dietary change and the meat industry?
 - a) The non-preference towards meat production can lead to a reduction in meat consumption.
 - b) The unmatched preference between producers and farmers makes it impossible to change to plant-based alternatives.
 - c) A successful shift to more sustainable diets depends on both consumer demand and systemic changes.
 - d) Past experience has proven that the possibility to change to vegetarians would be highly likely.
5. What is Jaap's perspective on the future of meat production?
 - a) The disappearance of certain farm animals in the future is similar to the past incident.
 - b) The speaker is not interested in the idea that slaughtering animals will disappear.
 - c) The only animals to be used for meat production in the future will be chickens and pigs.
 - d) Technological farming is more efficient than traditional animal-based methods..

Exercise 2: Matching the information

What do these figures mean?

1. 40%	A. The predicted drop in deaths if people globally adopted a plant-based diet.
2. 18%	B. The share of the planet's surface area taken up by food production.
3. 20%	C. The fraction of total energy intake that comes from livestock farming.
4. $\frac{3}{4}$	D. The estimated cut in pollution from the food sector if everyone stopped eating meat.
	E. The estimated increase in food demand by 2050 due to population growth.
	F. The percentage of the world's farmland currently used for animal agriculture.

POST-LISTENING ACTIVITY: Debate

Divide students into small groups. Assign roles or let them choose positions:

- *Pro-veganism*: Argue how a vegan world would benefit the planet, health, and society.
- *Traditional diet defenders*: Support maintaining current dietary habits, including meat.

Prompt:

“To what extent should the world move toward veganism to solve environmental, ethical, and health issues?”

Each group should prepare 2–3 key arguments and respond to at least one counterpoint.

Script:

By 2050, the world's population could approach ten billion, and around 60% more food could be needed to feed everyone. The environmental impacts of the food system are daunting. It's responsible for about a quarter of our greenhouse gas emissions, and uses about 70% of all freshwater resources, and it occupies about 40% of the Earth's land surface. Food-related emissions could increase to 50% by 2050, and fill up the total emissions budget that we have in order to avoid dangerous levels of climate change.

Interest in vegan food has been booming across the rich world. A major study has put the diet to the test, analyzing an imagined scenario in which the world goes vegan by 2050. If everybody went vegan by 2050, researchers estimated that food-related greenhouse gas emissions could be reduced by three quarters. Cows are the biggest emission contributors, bogs in their digestive systems produce methane, and deforestation for their pasture releases carbon dioxide. These gasses warm the planet.

If cows were a country, they'd be the third largest greenhouse gas emitter. One farmer, Jaap Korteweg, comes from a long line of farmers in the Netherlands. Korteweg now runs the Vegetarian Butcher. He says, “My goal is to be the biggest butcher in the world. We do it for meat lovers, but if you don't like meat, don't buy our products. The Vegetarian Butcher's

mission is to develop plant-based meat products that have the same experience as meat but without an animal.”

The ingredients used are different - soy, lupin, wheat, peas.

“We look to the meat product we want to copy, and look for the right ingredients to get the same experience.”

Farmed animals are land-hungry. Over 80% of the world’s farmland is used for animal production, but it produces only 18% of the world’s calories. You need to feed a cow about ten kilograms of mostly grains for it to grow by one kilogram; for pigs that’s about six kilograms, and for chickens three to four kilograms. So, a lot of food is wasted as feed for animals that we would then eat. Growing animal feed means more land per calorie of food is needed to produce beef than broccoli. Two-thirds of all agricultural land is used as pastures. If people went vegan, the size of the continent of Africa would be freed. A well-balanced vegan diet, more varied with less calories, could save lives.

If the world went vegan in 2050, estimates indicate that premature mortality and all-cause mortality could be reduced by about 20%. This could make the global economy healthier too. The money used to treat certain diseases associated with diets, coronary heart disease or stroke, cancer, and diabetes, is about \$1 trillion in 2050 that could be saved. That would be about 3% of all global healthcare-related costs. Global meat consumption is growing around the world by almost 3% a year since 1960.

According to Jaap, “Nobody likes the way we treat animals in factory farms and nobody likes a situation that is not good for our health, nor good for the environment, but we all like meat very much.” He believes, “If the consumers want it and the market wanted it, they’re happy to change. Meat companies don’t own the farmers, so it is easy to change from chickens or pigs to plant-based meat.” Affordable and accessible alternatives could yet see the rich world hit peak meat and head down the other side.

Furthermore, if our research is to be believed, predominantly plant-based diets could get us probably three-quarters of the way there. The government can play a crucial role by setting the right dietary guidelines. They can adopt procurement policies where it’s clear that the standard foods that are ordered are plant-based, healthy, and sustainable. For the vegetarian butcher, plant-based meat is just the next step in a long history of developments in the farming world. “It’s always changing in in the agriculture world. A hundred years ago, there were millions of draft horses to transport or to plough. Now, they are threatened with extinction because we don’t need workhorses anymore.” The future will use machines to produce our meat, and slaughter animals will be threatened with extinction too. “We only have room for wild chicken and wild pigs. And that’s the future, I hope.”

ANSWER KEY:

Exercise 1: 1-D / 2-B / 3-B / 4-C / 5-A

Exercise 2: 1-B / 2-C / 3-A / 4-D



Listening: 10,000 years of branding explained in 6 minutes
Debbie Millman (*Big Think*)

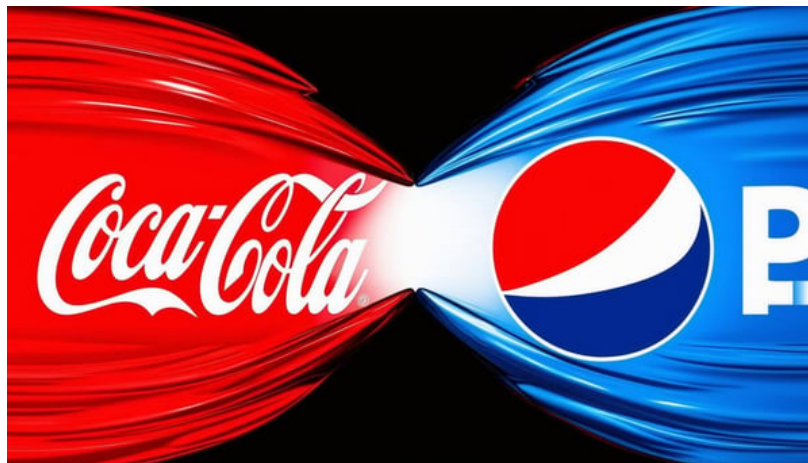
POST-LISTENING ACTIVITY: Understanding the term “branding”

What comes to your mind when you read this characteristic? Choose one in the two brands given:

- a. **Samsung vs Apple:** The creativity and simplicity and design



- b. **Coca Cola vs Pepsi:** Family connection, bonding moment



- c. **Nike vs. Under Armour:** Performance, Speed



Why do you choose that brand? What do you think “branding” is?

WHILE-LISTENING ACTIVITY:

You will hear a talk by Debbie Millman, a brand designer, talking about how “branding” has evolved over history. Listen to her talk and decide whether the following statements are

TRUE The information you hear aligns with the statement

FALSE The information you hear contradicts the statement

NOT GIVEN The information you hear has no relation to the statement

1. Consumers today are more interested in the design of a product’s appearance than in the values of the company behind it.
2. Debbie Millman believes that branding is not a modern practice but a community-driven activity that dates back long ago in history.
3. The traditional branding style has remained largely unchanged over the past two centuries.
4. Nike’s campaign with Colin Kaepernick initially received universal praise from the public.
5. Black Lives Matter, Me Too, and the pink Pussyhat are described as movements that demonstrate the bottom-up branding.
6. According to Millman, branding can only be successful if it generates large financial profit.

POST-LISTENING ACTIVITY:

Work in group. Build you own brand based on the five pillars of branding: the 5Ps. Then present it to the class.

Company Name: **Industry:**

Brand Pillars	Details / Notes:
Purpose	
Perception	
Personality	
Position	
Promotion	

Transcript

Design and branding are part of every single thing that we do as humans. It's a way of signaling to others non-verbally who we are, what we believe in, what is important to us. There was a time when a different form, a different flavor, a different bottle shape—those things really did excite people.

But people have so much more power than they've ever had before. (Q1) **They want to understand and know that the things they're buying are coming from companies they feel are worthy of contributing to**, and that's something we have really never seen before. That has created a real democratization of design and branding.

Hi, I'm Debbie Millman, and I am a brand designer. I am an educator and I am the chair of the Masters in Branding program at the School of Visual Arts in New York City. My most recent book is called *Why Design Matters*, which is based on my long-running podcast *Design Matters with Debbie Millman*. Design and branding are some of our earliest behaviors as humans. (Q2) **As far back as 10,000 years ago, we started to construct symbols to communicate our beliefs, and we began to do this all over the planet**. I consider those early constructions very bottom-up—we created these symbols for each other, by each other, for free.

It's really only in the last 250 or so years that the model of bottom-up branding was tipped and turned when corporations began to appropriate that behavior to create widespread recognition for branded products. Whether it's a religion, political platform, or sugar-free beverage, all of these constructions use branding in exactly the same way—to create more recognizable consensus. But it's really only in the last 10 years that we've begun to see that top-down model begin to flip back to bottom-up again. And that is really the thing that excites me almost more than anything today. Branding is no longer just a tool of capitalism. Branding has become a profound manifestation of the human spirit.

People aren't as interested in different anymore. They're looking much more critically to see what organizations stand for. A really good example of an organization that is taking some risks with communicating what they believe is what Nike has done with Colin Kaepernick. When Nike first introduced the idea that they were supporting Colin Kaepernick, quite a lot of people were up in arms. But that initial wave of displeasure was fleeting, and what we saw long-term was a majority of people were actually very supportive of Nike communicating their beliefs through the behavior of the brand.

And then we also began designing our movements in this bottom-up way. One of the most powerful and successful has been Black Lives Matter. It has all the tenets of branding: a name, a hashtag, a website, a logo, and passionate belief. But it's much more than a brand. What this movement has done is question, challenge, and provoke behavior of change. We've also seen that happen with the pink Pussyhat. We've seen that happen with Me Too. Certain embedded behavior is no longer being tolerated, and we've seen behavior transformed. We really do have the power to change the future of this planet, just with the sheer decisions that we're making about what we buy and what we choose to contribute to.

The markers of success or failure in branding are really evident—it's in how many people believe you. Anybody that is thinking about creating a brand, the first question has to be: why? Why do we need this thing, idea, belief, product? Why? The second question has to be: what is the benefit? People are going to be giving you money for this product, or they are going to be giving you a piece of their soul if it is a movement. What is the benefit for humanity? And if you have sound strategic answers to both of those questions, then you have something that you can begin to build on—to create something that has meaning both for the planet and for humanity.

ANSWER KEY:

1 – TRUE / 2 – TRUE / 3 – FALSE / 4 – FALSE / 5 – TRUE / 6 – NOT GIVEN

Listening: Vietnam War journalist reflects on 50th anniversary of fall of Saigon | ABC NEWS



PRE-LISTENING ACTIVITY:

Work in groups. Arrange the events in the timeline of the Vietnam War in the correct order.



French Defeat at Dien Bien Phu



Geneva Accord Signed



Gulf of Tonkin



Paris Accord Signed



Tet 1968



The Fall of Saigon

WHILE-LISTENING ACTIVITY:

1. What did David Brill believe when he left Saigon?

- A. The result of the First World War would repeat itself.
- B. The tremendous tragedies had happened during the war with high casualties
- C. Vietnam War would put an end to the conflict around the world.
- D. The Western government would learn a lesson about the loss in Saigon.

2. According to Brill, what makes footage of war truly powerful?

- A. Capturing the technical details of combat operations.
- B. Showing the aftermath and human suffering caused by war.

- C. Filming the biggest explosions and firefights.
- D. Documenting the political leaders' speeches.

3. What message does Bill want to convey when he mentions the story of a comrade girl with an artificial leg?

- A. The undying spirit of the Vietnamese Communist people.
- B. The regret of what Western people had done in Vietnam
- C. The advanced medical technology in Vietnam at the time.
- D. The brutality of the war on Vietnamese children.

4. What did Brill realize after visiting North Vietnam in 1973?

- A. The domino theory about communism was largely exaggerated.
- B. North Vietnamese forces were planning global expansion.
- C. Not many Westerners were allowed to go to North Vietnam.
- D. The people had unbelievable skill in repairing his broken camera.

5. Why is Brill's invitation to the 50th anniversary symbolic to him?

- A. It shows Vietnam's recognition of Australian media.
- B. It represents an opportunity to correct misunderstandings about the war.
- C. It is a history lesson to the 130 conflicts that are happening today.
- D. It is the first time journalists are allowed back into the country.

Complete the summary using **NO MORE THAN TWO WORDS** from the audio.

David Brill, an Australian cinematographer, traveled to Vietnam to attend the 50th anniversary marking the fall of Saigon. Reflecting on the war, Brill recalled the staggering human cost, mentioning (1) _____ Vietnamese civilians, 50,000 Americans, and 500 Australians who sacrificed their lives during the conflict. Throughout his career, Brill emphasized the belief that powerful war reporting should focus on human suffering rather than violence alone, which is his (2) _____. He recalled the story of a child, whom Prime Minister Gough Whitlam referred to as the (3) _____, a moment that reinforced the moral questions surrounding Australia's involvement. Brill said that the (4) _____ of the Vietnamese people is the reason why foreign forces could never truly defeat them. He was brought up to think that communists are all (5) _____, **but it was his** experiences in North Vietnam that changed everything, as he found kindness and hospitality instead.

POST-LISTENING ACTIVITY:

In pairs, one student plays the role of the journalist, the other is an interviewer. Use these or similar questions:

- What do you remember most vividly from the fall of Saigon?
- How did the experience change your life?
- What lessons should younger generations learn from the Vietnam War?

Then prepare an interview and film it at home.

Transcript:

Well, this week marks 50 years since the end of the Vietnam War. Ceremonies will be held to mark the fall of Saigon, which saw the government of South Vietnam surrender to North Vietnamese forces. A delegation of journalists from Australia and other countries has made the trip to Vietnam for the commemorative events.

And one of them is Tasmanian cinematographer David Bril, who went to Vietnam as a cameraman and captured extraordinary and powerful images of the conflict. I spoke to him before he jetted off and began by asking how he felt ahead of the anniversary. I feel um quite emotional cuz it was a big moment for me. I've been covering the Vietnam War for the ABC for four corners since 1970 and there I was for the end of it.

I went back for the news department and to see that war come to an end. 22 million Vietnamese officers, 50,000 American troops, 500 Australian troops, let alone all the mental problems that uh returning soldiers had in America. And of course here in discarded equipment, even ran to the tanks some disaster that was. And as we were leaving on a C30 a couple of days before the actual fall of Saigon, um I was looking out the back of the C130s, we took off and I really believed this this is the end of all wars.

Like they said about the first world war to end of all wars. Well, look what's happened since. I really believed after Vietnam we would learn something but obviously we didn't. You mentioned you went there with Four Corners, a program that we still know and love today, particularly here at the ABC. Now, news gathering has changed, David, but what hasn't changed is the ability of people like you to really move us by the pictures that are captured and that is so powerful.

How do you reflect on that when you look back at what you saw and what you were able to capture? Well, I tried to capture when I was there the people, the suffering of the people. My line is that anybody can film guns going off or a big explosion. But what does it really mean? It's after the explosion, the suffering of people, refugees, etc.

I remember once in Vietnam when I was there with Mike, the great Mike Willis and sound recorders Robert Sillos doing a long four corners piece. We had time on Four Corners to try to explain what was going on, which was a great advantage. Thank heavens for the ABC that we've got programs like Four Corners.

And I remember being on the outskirts of Saigon and at this makeshift hospital and there was this little girl who was then eight, this is back in 1973, who had a leg blown off when she was three. Her parents were killed in the war. She came in on her grandmother's back for the first time to be fitted with an artificial leg. As I said, she got the leg blown off when she was three. She had no one to play with.

And she was the most beautiful child. And she kept staring at me with the camera. And I thought to myself, this is just so powerful. This says more than guns going off. This is the consequences of war. So I built this segment up, the segment up of her being fitted with the artificial leg.

And when she started to walk holding on to the bars, she had a slight smile on her face. And it was the first time in her life she had her independence. And to me that was very powerful.

And there is um I don't know whether it's true because I didn't hear it from Prime Minister Goff Whittam, but I heard it from a good friend of mine, Tom Uren.

And Goff Whittam said to Tom, "Did you see that little girl, comrade, in Vietnam? What are we doing there?" And that stuck with me to this day. And that's the power I think of good television, good film making. To me, the camera is just an extension of what to get the message across to working with words and pictures. You've had an incredible career and as a cinematographer.

How do you look back on that time on on the fall of side gone as you're about to see a lot of people from a long time ago and as well a country that has changed so much? Well, it has changed so much for the better. I mean, I the second time I went to Vietnam, I knew in my bones that we could never win this war because of the determination of the Vietnamese.

And uh I was fortunate enough with another one of the great ABC correspondents, John Penington. We both worked on Four Corners. John and I were lucky enough to get into North Vietnam in 1973. Were one of the some of the few Westerners ever to go to North Vietnam and they were so wonderful to us. And I couldn't believe that I was brought up to think these are dreadful communists.

They're going to take over the world. The do the domino theory. Well, it really woke me up. All they wanted was their country for themselves to be left alone, you know, to get rid of the French, to get rid of the Americans, to get rid of us and and have their own country. So, and the by the way, listen, the camera broke down in Hanoi and there they are fixing my camera for me, the so-called enemy.

It really and I was a young man. And it was really a wakeup to me to realize that we're just people in this world and there's got to be a better way uh than war. So by going back invited by the Vietnamese government for the celebrations of the uh the fall of Saigon and end of that war. It's not just the the 50 years.

It's a symbolic thing to look at and learn from the mistakes that we made then and are still making today with all the wars. Right now, as you and I speak, there's something like 130 conflicts and wars going on around the world. It's worth remembering and also remembering the situation that is still ongoing.

David Bril, I could talk to you for a very long time, but thank you so much for speaking to us. Thank you very much for having me. It's a great pleasure. And David is of course in Vietnam with that group of journalists and uh really a really significant event this week. Incredible man. Really interesting. We could have talked for like half an hour.

He's a great talker. Yeah.

ANSWER KEY:

Exercise 1: 1-A / 2-B / 3-B / 4-A / 5-C

Exercise 2: 22 million / my line / comrade girl / determination / dreadful