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



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CHAPTER 1. INTRODUCTION

1.1. Rationale of the study

In recent years, artificial intelligence (AI) has significantly transformed education worldwide, reshaping teaching methodologies and enhancing personalized learning experiences. AI-powered applications are increasingly being utilized to generate adaptive learning materials. In Vietnam, the integration of AI in education is gaining momentum with the aim to support both teachers and students in learning languages. English-gifted students have unique academic needs that go beyond standard curricula. In English language learning, they require more challenging and engaging materials that foster critical thinking, deep comprehension, and advanced listening skills. Traditional teaching methods may not fully cater to their capabilities, leading to a gap in instructional design that could be addressed through AI-driven solutions. AI applications can assist teachers in generating customized listening tasks that align with students' proficiency levels, cognitive abilities, and learning preferences.

Understanding the potential benefits and challenges of AI-assisted task design is crucial for optimizing its effectiveness in teaching the gifted. Therefore, this study aims to explore how some AI apps can enhance the teaching of listening skills for gifted students in gifted high school in Vietnam, providing insights into their practical implementation and pedagogical implications.

1.2. The aim of the study

The study was conducted to explore the use of AI applications in assisting teachers in designing listening tasks for gifted students specializing in English. Specifically, it seeks to examine how AI-powered tools can enhance the quality, adaptability, and effectiveness of listening materials tailored to the advanced linguistic and cognitive abilities of gifted learners. The study also aims to identify the benefits and challenges of integrating AI in task design, providing insights into its practical implementation in Vietnam's educational context.

1.3. Scope of the study

This study was conducted with the participation of grade-10 students in English-major classes to investigate the effectiveness of AI-powered tools in designing and adapting listening tasks to enhance students' listening skill.

1.4. The significance of the study

This study offers valuable guidance on AI applications to create more engaging, personalized, and challenging listening tasks tailored to gifted students' needs. Thus, the integration of AI into task designing equips teachers with strategies for effective teaching listening skill. The study also includes a collection of various samples and tasks for reference that teachers and students can make use of in their teaching and learning process.

CHAPTER 2. LITERATURE REVIEW

2.1. Characteristics of effective listening tasks

Listening is widely recognized as a critical skill in language acquisition and cognitive development, particularly for gifted students who exhibit advanced linguistic and analytical abilities (Richards, 2015). The design of effective listening tasks requires careful consideration of their characteristics to ensure they are engaging, purposeful, and aligned with learners' needs.

One of the foundational principles in designing listening tasks is authenticity. According to Field (2008), tasks should expose learners to real-world input that mirrors how language is used outside the classroom. Authentic materials, such as interviews, podcasts, and casual conversations, enhance learners' ability to process spoken language naturally and foster pragmatic understanding. Field emphasizes that tasks must replicate communicative intent, thus preparing learners for spontaneous interaction. Another important characteristic is cognitive challenge. As Vandergrift and Goh (2012) discuss, tasks must offer an appropriate level of difficulty to sustain motivation and support listening skill development. They recommend including metacognitive scaffolding—such as pre-listening predictions, while-listening monitoring, and post-listening reflection—to help learners become more aware of their strategies and improve self-regulation. Finally, interactivity is increasingly recognized as essential in listening tasks. According to Gilmore (2007), interactional listening, where learners respond or negotiate meaning during or after the task, enhances comprehension and retention. Interactive listening tasks simulate real-life communication and provide opportunities for feedback and repair, essential components in language acquisition.

In summary, effective listening tasks are authentic, cognitively engaging, goal-driven, and strategically scaffolded. These characteristics ensure that learners not only comprehend input but also develop the strategies necessary for real-world communication.

2.2. The role of technology in enhancing listening task design for gifted students

The integration of technology into language education has transformed the way teachers design and deliver listening tasks, offering innovative solutions to meet the needs of gifted students. Traditional audio resources, such as cassette tapes and CDs, have evolved into digital tools, including artificial intelligence (AI)-driven platforms, speech recognition software, and adaptive learning systems. These advancements enable teachers to create listening tasks that are authentic, engaging, and appropriately challenging for gifted learners, who often require materials that align with their advanced cognitive and linguistic abilities (Renzulli, 1978). AI technologies have emerged as powerful tools for designing personalized listening tasks.

AI-driven tools, such as text-to-speech systems (Google Text-to-Speech), speech recognition platforms (ELSA Speak), and adaptive learning applications (MagicSchool.ai, Twee, TedEd...), allow teachers to generate or curate audio content tailored to students' proficiency levels and interests. For instance, AI can produce dialogues simulating real-world scenarios, such as academic discussions or professional interviews. Additionally, AI-powered platforms can analyze students' listening performance in real-time, providing immediate feedback on comprehension and pronunciation, which enhances the learning experience by fostering self-regulated learning (Chapelle, 2003). These tools also enable teachers to incorporate diverse accents, interdisciplinary topics such as science, literature, and cognitively demanding tasks, which are critical for sustaining the engagement of gifted learners.

2.3. Challenges in Listening Task Design

The first challenge lies in balancing task authenticity with linguistic accessibility. While authentic materials expose learners to natural language, they may contain colloquialisms, reduced forms, and background noise that hinder comprehension, especially for lower-proficiency learners. Gilmore (2007) emphasizes that the inclusion of authentic materials should be guided by pedagogical purpose, not realism alone. Finding or adapting listening input that is both realistic and pedagogically appropriate remains a significant obstacle for teachers.

Another challenge is the design of meaningful and measurable task outcomes. According to Nunan (2004), tasks should involve a communicative goal that reflects real-world use. However, in listening, the product of comprehension is often internal and less visible than in speaking or writing tasks. This makes assessment and feedback more complex, especially when relying solely on closed-ended comprehension questions, which may not fully capture a learner's understanding.

Finally, time constraints further complicate the design process. Creating interactive and scaffolded listening tasks—such as those with pre-listening activities, guided questions, or post-listening reflections—requires significant planning and preparation. For teachers working with gifted students, who often require tasks that integrate higher-order thinking skills, the workload is even greater. Limited access to ready-made resources tailored to gifted learners exacerbates this issue, leaving teachers to rely on manual creation.

CHAPTER 3: APPLICATION

Having discussed the challenges and potential in the previous chapter, the author – as a teacher realizes the need for innovative solutions to make task design process easier while meeting the demands of curriculum. AI applications, with their capacity for automation, customization, and data-driven insights, offer a promising avenue to address these obstacles. This study seeks to explore how AI can alleviate the burdens of designing listening tasks, providing practical support for teachers in fostering meaningful learning experiences for gifted students.

3.1. Role of AI applications in language education

Artificial Intelligence (AI) has become an increasingly influential force in language education, offering tools and systems that extend beyond traditional instruction.

One of the central contributions of AI in language education is its ability to personalize instruction. As noted by Heffernan and Otoshi (2020), AI-powered systems can analyze learner data in real time and tailor content based on individual needs, proficiency levels, and learning goals. This responsiveness is particularly beneficial in listening instruction, where learners often require differentiated support with speed, vocabulary, and comprehension strategies.

AI also supports authenticity and interactivity in listening tasks. Applications such as chatbots, AI-based virtual assistants, and speech-based learning platforms create opportunities for learners to engage in simulated conversations and practice real-time comprehension (Chun et al., 2016). These environments mirror spontaneous language use and encourage active listening in contexts similar to those found outside the classroom.

Moreover, AI can assist teachers in designing and adapting listening tasks. For example, automated tools can generate transcripts, highlight key vocabulary, and assess learner responses through speech recognition technologies. As Xu and Warschauer (2020) point out, such tools reduce the time and effort required to prepare listening materials, allowing teachers to focus on pedagogical decisions rather than technical preparation.

To effectively support teachers in designing listening tasks for gifted students, this section presents detailed procedures leveraging AI applications to simplify and enhance

the task creation process. The following steps focus on practical implementation, drawing on the capabilities of selected AI tools—MagicSchool.ai, Twee, and TedEd —each chosen for their ability to generate engaging, customized, and challenging materials.

3.2. Procedures

3.2.1. Procedure 1: Designing listening tasks using YouTube videos and MagicSchool.ai

A step-by-step guide is provided as follow for teachers to design a listening task for gifted students using a YouTube video (e.g., a TED) as the primary resource and MagicSchool.ai to generate tailored questions. The process leverages the video’s script and the AI tool’s capabilities to create three question types—Multiple Choice, True or False, and Free Response—while allowing customization of question length and complexity to suit advanced learners.

Step 1: Select a YouTube Video and define learning objectives

- Choose a TED Talk or similar YouTube video that aligns with the curriculum and interests of gifted students (a talk on innovation, global issues, or science). Other suggested sources from YouTube are Vox, Khan, National Geographic, BBC Reel, The Joe Rogan Experience and Freakonomics.
- Ensure the content is authentic, intellectually stimulating, and contains advanced vocabulary or nuanced ideas to challenge advanced learners.
- Define specific listening objectives, such as identifying main arguments, analyzing the speaker’s tone, or evaluating supporting evidence.

Step 2: Extract the video script

- Access the video’s transcript directly from YouTube’s auto-generated or uploaded script feature (available under video settings).
- Review the script for accuracy, making manual corrections if necessary to ensure it matches the audio content.
- Highlight key sections of the script that align with the learning objectives, such as impactful quotes, complex arguments, or thematic transitions (such as “Now, let’s turn to...” or “This brings us to...”)

Step 3: Input script into MagicSchool.ai

- Log into MagicSchool.ai (in teacher mode) and select the YouTube Video Questions tool.
- Upload or paste the video script into the box, specifying the grade level, the desired question types (Multiple Choice, True or False, and Free Response) and number of questions

Step 4: Generate and customize questions

- Use MagicSchool.ai to create a set of questions:
 - Multiple Choice: Design questions with four options to test comprehension of main ideas or
 - True or False: Create statements to assess understanding of facts or perspectives
 - Free Response: Develop open-ended questions to encourage analysis or reflection
- Adjust the length and complexity of questions equivalent to grade level and even edit questions and answers by yourself via the platform's customization features to match students' linguistic and cognitive abilities.
- Ensure questions incorporate scaffolding (starting with factual questions before progressing to analytical ones).

Step 5: Link answers to video timestamps

- Review the AI-generated answers key provided by MagicSchool.ai, which include specific timestamps indicating where the relevant information appears in the video (for example "The answer is at 2:35").
- Verify the accuracy of timestamps by cross-checking with the video and script to ensure alignment.
- Modify answers if needed to clarify or deepen the challenge (rephrasing to prompt higher-order thinking).

a. Sample 1:

Step 1: A listening task based on a TED Talk titled “A simple way to break a bad habit” by Judson Brewer (<https://www.youtube.com/watch?v=-moW9jvvMr4>)

Step 2: Video script (can be accessed directly from YouTube):

The screenshot shows a YouTube video player interface. The video title is "A simple way to break a bad habit | Judson Brewer | TED". The video has 271K likes and 13,586,920 views. A transcript is displayed on the right side of the player, showing the following text:

0:12 When I was first learning to meditate,
 0:14 the instruction was to simply pay attention to my breath,
 0:17 and when my mind wandered, to bring it back.
 0:20 Sounded simple enough.
 0:22 Yet I'd sit on these silent retreats,
 0:25 sweating through T-shirts in the middle of winter.
 0:29 I'd take naps every chance I got because it was really hard work.
 0:32 Actually, it was exhausting.
 0:35 The instruction was simple enough
 0:37 but I was missing something really important.
 0:40 So why is it so hard to pay attention?

Step 3: In this step, I choose the level of 12th grade. Although my focus is on 10th grader, I want to increase the difficulty as they are major in English.

The screenshot shows the MagicSchool AI interface. The user is using the "YouTube Video Questions" tool. The settings are as follows:

- Grade level: 12th grade
- Question Type: Multiple choice
- Number of Questions: 5

The "YouTube Transcript" field contains the following text:

0:12 When I was first learning to meditate,
 0:14 the instruction was to simply pay attention to my breath,
 0:17 and when my mind wandered, to bring it back.
 0:20 Sounded simple enough.
 0:22 Yet I'd sit on these silent retreats,
 0:25 sweating through T-shirts in the middle of winter.
 0:29 I'd take naps every chance I got because it was really hard work.
 0:32 Actually, it was exhausting.
 0:35 The instruction was simple enough
 0:37 but I was missing something really important.
 0:40 So why is it so hard to pay attention?

The "Generate" button is visible at the bottom of the transcript field.

Step 4	<i>Choose the answer (A, B, C or D) which fits best according to what you hear</i>	<i>Decide whether the following statements are T (True) or F (False)</i>
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1. What was the initial instruction for the speaker learning to meditate? A. Focus on sounds B. Pay attention to breath C. Think about tasks D. Visualize calming images 2. What percentage of people might daydream during a talk? A. 10% B. 25% C. 50% D. 75% 3. What term describes the learning process with positive and negative reinforcement? A. Behavioral conditioning B. Cognitive dissonance C. Reward-based learning D. Mindfulness training 4. What did the speaker suggest instead of forcing attention? A. Distracting ourselves B. Being curious about experiences C. Trying harder to focus D. Ignoring feelings 5. What is the ultimate goal of mindfulness according to the speaker? A. To quit smoking instantly B. To become disenchanted with old habits	1. The speaker finds meditation to be an easy task. 2. The brain's reward-based learning process is only related to food. 3. Mindfulness training can help people quit smoking by encouraging them to be curious about their cravings. 4. The speaker suggests that cognitive control is always effective in preventing unhealthy habits. 5. Mindfulness involves being interested in one's momentary experiences rather than trying to avoid them.
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	C. To focus only on positive thoughts D. To ignore cravings completely	
Step 5	Answer Key: 1. B (0:14) 2. C (0:50) 3. C (1:11) 4. B (3:12) 5. B (6:04)	Answer Key: 1. False (0:12) 2. False (1:11) 3. True (3:45) 4. False (5:11) 5. True (6:16)

- b. Sample 2:** A listening task based on a Vox video titled “How AI could help us talk to animals” by Joyce Poole (https://www.youtube.com/watch?v=7PgSanU_VpQ)

Task 1: Choose the answer (A, B, C or D) which fits best according to what you hear

- What does Joyce Poole study?
 - African elephants and their communication
 - African elephants and their habitat
 - Asian elephants and their migration
 - African elephants and their diet
- What did the statistical model developed by Mickey Pardo analyze?
 - Weather patterns
 - Acoustic information from elephant calls
 - Human speech
 - Physical traits of elephants
- How did AI researchers train models for animal sound recordings?
 - By using only human voices
 - By using recorded animal sounds
 - By analyzing text data
 - By using visual images

4. What potential do self-supervised models have according to AI researchers?
 - A. They can only analyze human language
 - B. They can improve animal communication understanding
 - C. They are not useful for animal studies
 - D. They require more human input
5. What does Aza Raskin want to achieve with animal communication models?
 - A. To prove animals can talk like humans
 - B. To translate animal communication without examples
 - C. To replace human communication
 - D. To create robots that communicate with animals
6. What do researchers hope to learn from studying animal communication?
 - A. How to control animal behavior
 - B. The importance of animals in human life
 - C. More about shared experiences with animals
 - D. The history of animal evolution

Answer Key:

1. A (0:25)
2. B (1:05)
3. B (3:05)
4. B (4:40)
5. B (5:17)
6. C (8:35)

Task 2: Listen again and decide whether the following statements are T (True) or F (False)

1. Joyce Poole has been studying African elephants for over 50 years.
2. AI researchers believe that large language models cannot be used for interspecies communication.
3. The cocktail party problem refers to the difficulty of understanding animal vocalizations in noisy environments.

4. Supervised learning models are limited by the knowledge humans have about animal communication.
5. Animals solely communicate through vocalizations and do not use other senses.
6. Researchers are currently collecting data on animal sounds to improve AI models for communication.

Answer Key:

1. True (0:25)
2. False (1:42)
3. True (2:36)
4. True (4:28)
5. False (6:22)
6. True (8:19)

3.2.2. Procedure 2: Designing listening tasks using YouTube videos and Twee

This procedure outlines another way to create a listening task using a YouTube video and Twee (<https://app.twee.com/>), an AI-powered tool that generates ABCD questions (Multiple Choice), True/False statements, and Open Questions based on a one-minute video extract. By leveraging Twee's ability to tailor questions to CEFR levels (A1-A2, B1-B2, C1-C2), Grade (10–12), or Age, teachers can design authentic and challenging tasks that foster students' critical thinking and comprehension.

Step 1: Select a youtube video and define objectives

- Choose a YouTube video, such as a TED Talk, National Geographic documentary, or Vox explainer, that aligns with the curriculum and engages students with complex themes (sustainability, technology...).
- Define listening objectives, such as understanding key arguments, identifying tone, or analyzing evidence, to challenge advanced cognitive skills.
- Ensure the video has clear audio and script reference.

Step 2: Access twee and input video link

- Navigate to **<https://app.twee.com/>** and log in or create an account to access the “Audio and Video Question Creator” tool.

- Copy the YouTube video's link from the browser's address bar.
- Paste the link into Twee's designated field for video input, ensuring a stable internet connection for processing.

Step 3: Select a one-minute video extract

- Use Twee's trimming feature to select a one-minute segment of the video that contains rich and relevant content for the listening task
- Preview the extract to confirm it aligns with the learning objectives and includes clear, authentic language suitable for students.
- Note the timestamps of the selected segment (for example 2:00–3:00) for reference during question design.

Step 4: Set question levels and language

- Choose the appropriate level for gifted students:
 - CEFR: Select C1-C2 for advanced proficiency, ensuring questions test higher-order skills like inference or evaluation.
 - Grade: Choose Grade 10–12 to match high school academic expectations.
 - Age: Select an age range to align with teenage learners.
- Set the video's language (English) manually or use Twee's "Detect automatically" option to streamline the process.

Step 5: Generate and customize questions

- In Twee, select the desired question types: ABCD questions (Multiple Choice), True/False statements or Open Questions
- Click "Do the magic!" to generate questions, with answers provided at the end of the task.
- Edit questions using Twee's "pen" icon to adjust wording, increase complexity, or add critical thinking elements for gifted students
- In addition, at the end of the task, there are more options for teachers to design extra tasks in which "Summary Gap Fill" is worth trying. This helps to design another type of task - *complete the sentences with NO MORE THAN THREE WORDS*

Step 6: Design pre- and post-listening activities

- Use Twee’s “Warm-Up Discussion Questions Before Listening” tool to create pre-listening prompts that activate prior knowledge (this is optional, in case there is time for this activity)
 - Develop post-listening activities, such as a debate or written reflection, to deepen engagement
 - Ensure activities leverage the one-minute extract’s content to maintain focus and challenge gifted learners’ analytical skills.
- a. **Sample 1:** A listening task based on a video from National Geographic Channel titled “What do microplastics do to my body?”
(<https://www.youtube.com/watch?v=vTRLm8wQG0Y>)

*Task 1: Choose the answer (A, B, C or D) which fits best according to what you hear
(I choose the extract from 3:03 to 4:03 for this task)*

1. What is the primary concern expressed about microplastics?
 - A. Their widespread presence in the human body
 - B. Their potential to cause environmental damage
 - C. Their negative impact on the economy
 - D. Their role in the global plastic pollution crisis
2. According to the recording, what is the current state of research on the implications of microplastics?
 - A. The implications are well-understood and widely known.
 - B. The implications are still being researched and are not yet fully understood.
 - C. The implications are limited to a few specific health conditions.
 - D. The implications are not significant and can be easily addressed.
3. Which of the following health issues has the video transcript directly linked to microplastics?
 - A. Diabetes
 - B. Immune cell death
 - C. Alzheimer's disease

D. Parkinson's disease

4. What is the key message conveyed in the video transcript regarding the issue of microplastics?

A. Microplastics are a minor problem that can be easily solved with proper waste management.

B. Microplastics are a necessary component of modern life and should be embraced.

C. Microplastics are a significant and concerning issue that requires further research and attention.

D. Microplastics are a natural and harmless part of our environment.

Correct Answers: 1. A; 2.B; 3. B; 4. C

Task 2: Listen again and decide whether the following statements are T (True) or F (False)

(I choose the extract from 3:03 to 4:03 for this task)

1. Microplastics have been detected in various human organs and bodily fluids.

2. The author claims that the effects of microplastics on health are well understood.

3. Initial research indicates a potential connection between microplastics and serious health issues.

4. The author expresses confidence in the current understanding of microplastics' implications.

5. Microplastics have been found in the brain, which raises concerns about their effects.

6. The author suggests that microplastics are harmless and pose no significant risk to human health.

7. The research on microplastics is still in its early stages, with many unknowns remaining.

Correct Answers:

1. True - The text states that microplastics are found in various human organs and bodily fluids.

2. False - The author indicates that the implications of microplastics are not yet understood.

3. True - The text mentions that initial findings suggest a potential link between microplastics and serious health issues.

4. False - The author expresses uncertainty about the understanding of microplastics' implications.
5. True - The text confirms that microplastics have been found in the brain, raising concerns.
6. False - The author does not suggest that microplastics are harmless; rather, they highlight potential health risks.
7. True - The text states that research on microplastics is still in its early years, indicating many unknowns.

Task 3: Complete the sentences with NO MORE THAN THREE WORDS

(I choose the extract from 4:11 to 5:11 for this task)

Geographic senior editor Sarah Gibbons discusses the _____(1), which serves various functions in our daily lives. At its core, plastic consists of _____(2), akin to a recipe requiring numerous ingredients to achieve different properties. The production of plastic involves tens of thousands of chemicals that modify its characteristics, such as hardness and _____(3).

Among these chemicals, BPA and others are classified as _____(4), interfering with the body's hormonal balance. These synthetic compounds can _____(5), leading to potential health issues by blocking necessary hormones or causing overproduction.

Consequently, the presence of these substances in plastics raises significant concerns regarding human health and _____(6) .

Understanding the _____(7) behind plastic is crucial for addressing its impact on our lives and ecosystems.

Correct Answers:

1. ubiquitous use of plastic
2. polymers
3. heat resistance
4. endocrine disruptors
5. mimic natural hormones

6. environmental safety
7. complex chemistry
- b. **Sample 2:** A listening task based on a video from BBC News “US President Donald Trump's tariffs put Chinese businesses 'in limbo’”
(<https://www.youtube.com/watch?v=CHKagzhBLw>)

*Task 1: Choose the answer (A, B, C or D) which fits best according to what you hear
(I choose the extract from 3:03 to 4:03 for this task)*

1. What is the main reason for President Xi Jinping's visit to Southeast Asia?
 - A. To discuss trade negotiations with the US
 - B. To promote cultural exchange and tourism
 - C. To strengthen economic and political ties in the region
 - D. To address human rights concerns in the region
2. How are the workers in China's factories being impacted by the ongoing trade war?
 - A. They are receiving higher wages due to increased demand.
 - B. They are losing their jobs and facing reduced income.
 - C. They are receiving more benefits and training from their employers.
 - D. They are organizing protests against the government's trade policies.
3. What does the phrase "the factory of the world" suggest about China's role in global manufacturing?
 - A. China's factories produce a wide variety of products.
 - B. China's factories have poor working conditions.
 - C. China's factories are the primary source of global manufacturing.
 - D. China's factories are struggling to maintain their competitiveness.
4. What is the overall message conveyed in the video about the impact of the trade war on Chinese workers?
 - A. The trade war is benefiting Chinese workers.
 - B. The trade war is having a negative impact on Chinese workers.
 - C. The trade war is not affecting Chinese workers.
 - D. The trade war is leading to improved working conditions for Chinese workers.

5. What can be inferred about the job security and income stability of the workers in the video?
- They have stable, long-term employment.
 - They are able to negotiate better working conditions.
 - They rely on a steady stream of orders to maintain their livelihood.
 - They are actively seeking alternative employment opportunities.
6. What does the detail about workers being paid based on "how many heels you can make in an hour" suggest about the nature of their work?
- A. The workers are highly skilled and efficient.
 - B. The workers are paid based on their productivity rather than hourly wages.
 - C. The workers are subjected to strict production quotas and targets.
 - D. The workers are able to earn a decent living through their work.

Correct Answers:

- 1. C
- 2. B
- 3. C
- 4. B
- 5. C
- 6. D

Task 2: Decide whether the following statements are T (True) or F (False)

(I choose the extract from 1:27 to 2:27 for this task)

- 1. The trade fair in Guangjo is being held amidst a significant economic conflict between two major nations.
- 2. The author expresses confidence that American buyers will return to the market soon.
- 3. Many businesses that previously exported to the United States are now seeking new markets.
- 4. Donald Trump as a stable and predictable leader.
- 5. The current situation has resulted in a complete halt of orders from the US market.

6. Last year, a substantial percentage of sales were made to American customers.
7. The trade fair features a wide variety of products available for purchase.

Correct Answers:

1. True - The transcript indicates that the trade fair is taking place during a trade war between the world's two largest economies.
2. False - The author does not express confidence in American buyers returning, instead suggesting uncertainty and a wait for talks to resolve the crisis.
3. True - The transcript states that many companies are now looking for alternative markets due to the situation with the US.
4. False - The author describes Donald Trump as "crazy" and suggests he frequently changes his mind, indicating instability.
5. True - The transcript mentions that there are currently no orders from the US market, indicating a complete halt.
6. True - The author refers to a percentage of sales to American customers from the previous year, indicating that there were buyers last year.
7. True - The transcript states that everything at the trade fair is for sale, implying a variety of products available.

Task 3: complete the sentences with NO MORE THAN THREE WORDS

(I choose the extract from 1:27 to 2:27 for this task)

The trade fair in Guangzhou, one of the world's largest, is happening amidst an ____ (1) trade war between the two largest global economies. Many products at the fair are typically bound for American households, but orders from the US have been canceled. Firms that once relied heavily on US sales are now in a state of uncertainty, hoping for a ____ (2) to the crisis. Some businesses have shared their frustrations with the ____ (3) of President Donald Trump, believing that his stance may change again in the near future. As a result, many companies are now seeking ____ (4), yet China's economy remains heavily reliant on exports, which continues to shape the country's ____ (5).

Correct Answers:

1. Ongoing
2. Resolution
3. unpredictable policies
4. alternative markets
5. economic outlook.

3.2.3. Procedure 3: Designing listening tasks using Ello.org

Ello.org is a free online platform offering thousands of audio and video lessons by speakers from around the world. Designed for English learners, it supports both top-down and bottom-up listening strategies and provides rich exposure to diverse accents and real-world conversational English—a perfect tool for advanced learners in specialized classes.

Step 1: *Selecting a Suitable Lesson*

- For gifted students, choose high-intermediate lessons (B2) to advanced listening lessons (C1).
- Filter lessons by:
 - Topic: (e.g., environment, education, culture)
 - Accent: Choose from American, British, Australian, Japanese, etc.
 - Media type: Audio interviews, video lessons, or news-based content

Step 2: *Explore Available Resources in the Lesson Tabs*

Once a lesson is selected, explore the **4 main tabs**:

- Script Tab
 - Full transcript of the audio
 - Ideal for gap-fill, matching, sequencing, or underline keywords tasks
- Quiz Tab
 - Pre-made multiple-choice questions
 - Use them directly or as a model to create more personalized questions
- Vocab Tab
 - Phrases in context with definitions and example sentences
 - Use for vocabulary-building tasks or create word maps

- Grammar Tab
 - Explains grammar used naturally in the conversation
 - Can be used to design follow-up grammar mini-lessons or error correction activities

Sample task:

Listening topic: Health Idioms (Level: Advanced C1)

Link: <https://elllo.org/english/1451/1497-Olga-Health-Idioms.htm>

- Listen to two people talk about health idioms and how idioms still hold true today.
- In this lesson, you can see a full script of the listening video in Script tab
- In the **Quiz section**, there are 5 ready-made multiple-choice questions with the answers at the end of the questions.

Answer these questions about the interview.

- 1) Variety is the spice of life means ...
 - a) spices are healthy
 - b) variety is good
 - c) use many spices
- 2) An apple a day keeps the doctor away means
 - a) eat healthy foods
 - b) doctors hate apples
 - c) apples have special powers
- 3) All work and no play makes Jack a dull boy means ...
 - a) busy people are boring
 - b) work is very important
 - c) you should not work too much
- 4) The early bird gets the worm means ...
 - a) Even nice people do bad things
 - b) Waking early is healthy
 - c) Sleeping too much is unhealthy

5) A stitch in time saves nine means ...

- a) one is never enough
- b) prevention is a good thing
- c) do not worry about time

- In **Vocab tab**, audio Lessons about Phrases and Vocabulary are shown:

For example:

* You can ***treat yourself*** here and there of course.

When you treat yourself, you do something nice for yourself, like buy yourself a gift.

Notice the following:

1. After a long day, I treated myself to a bowl of ice cream.
2. She treated herself to a day at a spa.

* You can treat yourself ***here and there*** of course.

In this instance, 'here and there' means something happens occasionally at different places. Notice the following:

1. You sometimes see tourists here and there.
2. Around the city, you see stray cats here and there.

Vocabulary Quiz

Variety is the spice of life

The phrase, variety is the spice of life, means that if you have variety in your life, you will have a much better life. A life without variety is boring or unhealthy.

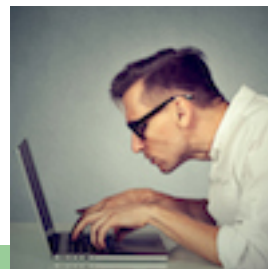


An apple a day keeps the doctor away

The phrase, an apple a day keeps the doctor away, means that if you eat healthy foods, especially fruits and vegetables, then you will be healthy and you will not need to see a doctor, or you will not get sick.

All work and no play makes Jack a dull boy

The phrase, all work and no play makes Jack a dull boy, means that it is important to relax and have fun, and that it is important to have a good life balance between work and recreation, or work and socializing.



The early bird gets the worm

The phrase, the early bird gets the worm, means that people who go to bed early and wake up early tend to be more productive and perhaps more successful than people who get up late.

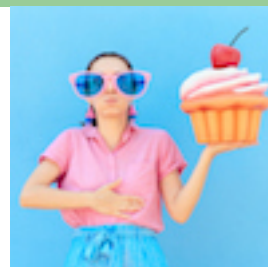


A stitch in time saves nine

The phrase, a stitch in time saves nine, means that when you are confronted with a problem, especially a health concern, you should try to fix it soon because if you do not do so, it may become a major problem.

Too much of a good thing is a bad thing

The phrase, too much of a good thing is a bad thing, means that everything can have a negative side, and that if you do too much of something, there will be a negative effect. For example, if you exercise too much, you can hurt yourself.



Vocabulary Quiz

spice • apple • Jack

bird • stitch • too much

1. An a day keeps the doctor away.
2. All work and no play makes a dull boy.
3. A in time saves nine.
4. Well, of a good things is a bad thing.
5. The early gets the worm.
6. Variety is the of life.

- In addition, in **Grammar tab**, there is a grammar exercise in which students can choose the correct word for each blank, check the score at the end. The tip is to play the video

and choose the words as you listen. This exercise can be downloaded in the form of worksheet. However, since this lesson focuses on idioms, no grammar exercises are shown.

3.2.4. Procedure 4: Designing listening tasks using TedEd’s videos and TedEd website

TED-Ed provides an excellent platform for designing engaging and interactive listening tasks using educational videos. Below is a detailed procedure for creating listening tasks using TED-Ed’s videos and built-in features. This type of practice is suitable for support students’ self-learning at home.

Step 1: Select a TED-Ed video

- Visit the [TED-Ed website](#).
- Explore TED-Ed’s diverse collection of lessons, which cover a wide range of topics, including science, history, and art. Choose a video that aligns with your learning objectives. For example, "The World's Longest Burning Fires" by Emma Bryce is a fascinating video about fire and its historical significance.
- Once you’ve selected a video, ensure it is suitable for your students' listening level. TED-Ed videos typically have clear and concise narration, making them ideal for listening comprehension tasks.

Step 2: Create a TED-Ed lesson

1. Start creating a lesson: On the TED-Ed video page, click the “Customize this lesson” button. This will open the TED-Ed Lesson Builder, where you can design your lesson plan based on the video.
2. Add a Title and Description:
 - Give your lesson a clear title, such as “Listening Comprehension: The World’s Longest Burning Fires.”
 - Write a brief description of what students will learn and what the objective of the listening task is.

3. **Embed the Video:** The TED-Ed platform automatically embeds the selected video for your lesson. This allows your students to view the video directly from within the lesson.

Step 3: Add additional features to enhance engagement

1. Add "Think" Questions:

TED-Ed also offers “Think” questions, which encourage students to reflect on the material and apply critical thinking skills. For example: "What do you think can be done to prevent the spread of long-burning fires?". There are 7 suggested multiple-choice questions which teachers can use or add more of their own.

2. "Dig Deeper" Feature:

This feature allows you to provide students with additional resources (articles, videos, or websites) to deepen their understanding. You can add links to relevant materials that support the video content, like articles about fire safety or the ecological impacts of natural fires.

3. Add "Discuss" Questions:

“Extend” questions ask students to apply what they’ve learned to real-world situations. Example: "How would you compare the world’s longest burning fires to human-made fires in terms of their environmental effects?"

Step 4: Assign and share the lesson

1. Preview and Publish:

- Once you’ve designed the lesson, click “Preview” to check how it will appear to students. Make sure everything looks good, and the questions flow well.
- When satisfied, click "Publish" to make your lesson available to your students.

2. Share the Lesson:

- You can share the lesson with your students by sending them the link or embedding it in your online classroom platform. Students can access the

TED-Ed video and the associated questions to complete the task at their own pace.

- TED-Ed also allows you to track student responses to see how well they understand the material.

Step 5: Review and provide feedback

1. Analyze Student Responses:

- After your students have completed the lesson, you can review their responses through TED-Ed's platform.
- Provide Feedback: Use the responses to gauge understanding and provide individual feedback to your students if necessary.

2. Reflection and Improvement:

- Based on the results, you can adjust your future lessons or create follow-up activities to ensure that students are mastering listening comprehension skills.

Additional procedure : Converting YouTube videos to MP3 or MP4 for listening tasks

This procedure provides a clear guide for teachers to convert YouTube videos into MP3 or MP4 files using <https://en1.y2mate.is/12/youtube-to-mp4.html>, creating authentic materials for listening tasks designed for gifted students. By transforming videos like TED Talks or documentaries into usable formats, teachers can prepare engaging audio or video content that supports complex, thought-provoking tasks.

Step 1: Choose a YouTube video

- Select a video, such as a TED Talk or National Geographic feature, that suits gifted students' interests and challenges their intellect (e.g., topics like technology or global issues).
- Ensure the video has clear audio and relevant content to meet learning goals, like analyzing arguments or understanding nuanced ideas.

Step 2: Visit the conversion website

- Go to <https://en1.y2mate.is/12/youtube-to-mp4.html> on a web browser using a computer or mobile device with internet access.
- Note the website's layout, which includes a box for pasting a YouTube link and buttons to start the process.

Step 3: Paste the video link

- Copy the YouTube video's URL
- Paste the link into the search box on the Y2mate website.
- Click "Start" or a similar button to let the tool analyze the video.

Step 4: Select MP3 or MP4 Format

- Choose MP3 for audio-only files, perfect for listening tasks focusing on speech or narration.
- Choose MP4 for video files, useful if visuals enhance the task (e.g., observing body language).
- Pick a quality option if available (e.g., 128kbps for MP3, 720p for MP4) to ensure good sound or visuals.

Step 5: Download the File

- Press the "Download" button for your chosen format.
- Wait briefly for the conversion to complete, then save the file to your device with a clear name (e.g., "TED_Talk_Sustainability.mp3").
- Check that the file downloads correctly without errors.

CHAPTER 4. CONCLUSION

4.1. Summary

This study reflects the author's efforts to explore and apply AI to design engaging listening tasks, addressing the need for authentic and challenging materials. Through persistent experimentation with tools like MagicSchool.ai, Twee,... developed practical methods to create tailored listening activities using online listening materials. Teachers, including myself, experienced reduced preparation time, allowing more focus on classroom facilitation and differentiation to meet diverse student needs. This study highlights the potential of AI to simplify and enrich listening task creation, offering teachers a valuable approach to support advanced learners in language education.

4.2. Limitations

This study, while insightful, faced several limitations that warrant consideration. Firstly, reliance on specific AI tools introduced constraints, as their functionality depended on internet access and user familiarity, potentially challenging teachers with limited technological proficiency. Secondly, Twee's restriction to one-minute video extracts occasionally hindered the inclusion of broader contextual content, which could have enriched tasks for gifted learners. These limitations suggest areas for further exploration in future research.

4.3. Suggestions for further study

This study paves the way for future explorations to optimize AI-driven listening task design for students in gifted high school. Future studies should investigate the integration of listening tasks with complementary skills, such as speaking and writing, to foster holistic language development which is crucial for gifted learners' fluency and expression. Additionally, developing accessible training resources to boost teachers' confidence with AI tools could mitigate technological barriers. These directions promise to strengthen AI's role in supporting learners and educators.

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