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

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A. INTRODUCTION

1. Rationale of the study

The rapid development of artificial intelligence (AI) is changing education, especially in meeting the needs of gifted students. These learners require special instruction, faster content, and challenging tasks beyond regular curricula. However, traditional reading and listening materials often lack the depth and flexibility needed to fully engage gifted students. From my experience teaching gifted English learners, many standard English language teaching (ELT) textbooks and resources do not provide the complex content, connections between subjects, or opportunities for independent learning that gifted students need.

Although teachers are committed to supporting gifted learners, they face challenges in creating differentiated reading and listening tasks. Limited time, resources, and training make it difficult to design activities that encourage deep thinking and go beyond basic understanding. As a result, preparing effective and interesting tasks for gifted students is often time-consuming and demanding. AI-powered tools offer promising support for teachers in this area. These technologies allow educators to quickly adjust reading levels, personalize listening materials, and create interactive tasks that match the skills and interests of gifted learners. By using AI, teachers can tailor lessons to individual learning styles and speeds, which helps keep students motivated and engaged. Moreover, AI can speed up curriculum development by automatically generating reading passages and listening exercises that promote critical thinking. It also provides real-time feedback and adaptive challenges, helping students learn at their own pace with proper support. AI tools also make lesson planning and assessment easier, giving teachers more time to focus on students.

Given these benefits, this research aims to explore how AI applications can help teachers design better reading and listening tasks for gifted students, improving their learning experiences and outcomes.

2. Aims and objectives of the study

This study aims to discover the role of AI applications in assisting teachers in designing reading and listening tasks tailored to gifted students in English language classrooms. The main objectives are:

- to examine current trends in reading and listening task design in Vietnamese English exams and their implications for gifted learners
- to identify challenges teachers face in designing differentiated reading and listening tasks for gifted students
- to explore AI tools that support task design tailored to the needs of gifted learners in ELT
- to provide practical lesson samples that apply AI tools for differentiated reading and listening instruction for gifted students.

3. Research questions

The research questions are as follows:

- What are the current trends in the design of reading and listening tasks in Vietnamese English examinations, and how do these trends affect the learning experiences of gifted students?
- What specific challenges do teachers encounter when designing differentiated reading and listening tasks to meet the needs of gifted learners in English language teaching?
- Which AI tools are currently available to support the design of reading and listening tasks tailored to the abilities and interests of gifted students in English language learning?
- How can AI tools be effectively applied to develop practical lesson samples that provide differentiated reading and listening instruction for gifted learners?

4. Methodology

This research follows a qualitative approach. The author studied articles, reports, and online sources about AI use in language teaching and gifted education. Several AI tools were tested to explore how they can support task design. In addition, feedback was gathered from English teachers at my school to understand their experiences and opinions. All this information was used to write the paper and suggest practical ideas for teaching gifted students.

B. DEVELOPMENT

1. The overview of the Listening and Reading sections in exams in Vietnam

In recent years, the Listening section of exams in general and of Vietnam's National Excellent Student Exam in particular has clearly become more challenging and

academically focused. The tasks now often resemble those found in exams like IELTS or TOEFL, with audio clips that include university lectures, interviews, and radio broadcasts on topics such as science, history, or education. Students are not just asked to catch simple facts – they are expected to understand main ideas, draw inferences, and pick up on the speaker's tone or purpose. What makes it even trickier is that the speakers use different accents, from British to American to Australian, requiring students to be flexible and well-trained in listening comprehension. The audio is usually played only once and at a fairly quick pace, so there is little room for hesitation. Students really need to stay focused and develop the habit of taking quick, effective notes.

The Reading section has also become noticeably more demanding. Instead of short, straightforward passages, students now face longer texts taken from science journals, essays, or cultural articles. These texts are not just about gathering information - they challenge students to think critically. They have to interpret the author's attitude, recognize implied meanings, and understand how ideas are structured. Vocabulary has also become more difficult, with an emphasis on context-based meaning, fixed expressions, and idioms. It is no longer enough to memorize definitions; students need to be able to apply their vocabulary knowledge flexibly and accurately.

Because of these shifts, the way students prepare also needs to change. For Listening, it helps to regularly expose themselves to authentic English - things like TED Talks, BBC news reports, or academic podcasts - not just to improve comprehension, but also to get used to different accents and natural speech patterns. With Reading, students should practice skimming and scanning, but they also need to spend time analyzing how arguments are built and how tone is conveyed. Vocabulary building is essential, especially through reading and keeping a vocabulary journal. Perhaps most importantly, students should train their critical thinking skills. That means asking questions like "What is the author really trying to say?" or "Why did they use this example?" These are the kinds of habits that can make a real difference - not only in the exams but in their broader academic journey.

2. Challenges in designing Reading and Listening tasks for gifted students

2.1 Cognitive demands and differentiation

Designing appropriately challenging tasks for gifted students is one of the most demanding aspects of differentiated instruction as gifted students require tasks that involve ambiguity or open interpretation, multiple possible solutions or responses, and integration of knowledge across disciplines. They also ask for the activities that promote motivation through choice, autonomy, and intellectual challenge. Traditional assignments that emphasize rote learning or repetitive tasks fail to engage them. Instead, enriching activities that allow self-selection of topics, creative responses, and opportunities for discussion help sustain their interest and enjoyment in reading and listening. Without such engagement, gifted students may become disinterested or refuse to participate fully. This results in increased workload for teachers who must redesign content to meet their needs.

2.2 Limitations of traditional teaching materials

Many textbook-based reading or listening tasks emphasize surface-level understanding: matching headings, identifying main ideas, or finding specific information. These tasks may not engage learners in evaluating author's bias or tone, encourage inferencing beyond the literal, and allow for student-generated questioning or text transformation. While gifted students can handle advanced vocabulary and abstract concepts, tasks should also scaffold their comprehension and encourage metacognitive strategies. Moreover, listening materials are often limited in accent exposure, cultural diversity, or speaking speed, failing to mirror authentic communicative situations that gifted learners often crave. In addition, simply giving more difficult texts is insufficient. Gifted learners need instruction on how to engage critically with complex materials, not just exposure to them.

2.3 Time constraints for teachers

Differentiation, while ideal in theory, is difficult to achieve in practice - especially for teachers with large class sizes or limited planning time. Designing parallel tasks or individualized materials for gifted students requires extensive sourcing of high-level input, time to modify tasks to increase cognitive depth, and skills in scaffolding advanced thinking processes. In fact, teachers frequently report that designing parallel tasks or individualized materials for gifted students is extremely time-consuming. The process

involves not only sourcing high-level content but also modifying tasks to increase cognitive depth and scaffolding advanced thinking processes. The complexity of managing differentiated activities grows exponentially as class size increases. In large groups, providing individualized attention and organizing multiple learning pathways becomes logistically challenging, often leading teachers to default to whole-class instruction. Insufficient training in differentiation strategies further compounds the issue. Many educators feel ill-equipped to design and implement advanced tasks for gifted learners, especially under time pressure.

3. AI tools supporting Reading and Listening task design

3.1. AI tools for Reading task creation

Effective AI tools to assist teachers in designing reading tasks for gifted students combine personalization, adaptability, and cognitive challenge to meet the advanced needs of these learners. Based on recent research and educational practices, here are some of the most effective AI tools and their key features:

3.1.1. ChatGPT (OpenAI)

ChatGPT excels at generating thematic reading passages in various styles such as narrative, opinion, or reports. Teachers can prompt it to create texts at advanced CEFR levels (B2–C2) and request the inclusion of rhetorical devices, irony, or implied meanings. This allows gifted students to engage with complex language and nuanced content, promoting critical thinking and deeper comprehension. Additionally, ChatGPT can generate multi-level comprehension questions that stimulate higher-order thinking.

3.1.2. Quillbot and Rewordify

Quillbot supports paraphrasing and rephrasing, enabling teachers to enrich or simplify existing texts to suit gifted learners' reading levels and interests. Rewordify focuses on vocabulary simplification, making challenging texts more accessible without losing essential meaning. These tools help tailor texts to students' abilities while maintaining cognitive depth.

3.1.3. Twee and Diffit

These AI platforms allow teachers to upload or paste reading texts and automatically receive vocabulary glossaries, gap-fill exercises, and multiple-choice or open-ended

comprehension questions. The generated assessments align with Bloom's Taxonomy, ranging from factual recall to creative problem-solving, which supports differentiated learning and scaffolds advanced thinking.

3.1.4. MagicSchool AI

MagicSchool AI offers ready-to-use text-based lesson templates that teachers can customize by selecting reading levels and target skills. This reduces preparation time while ensuring tasks are appropriately challenging and engaging for gifted students.

3.1.5. Canva's AI-Powered Tools

Though primarily a design platform, Canva's AI features enable students to transform reading content into visually engaging presentations or projects. This supports gifted learners in synthesizing and communicating complex ideas, enriching their reading experience through multimodal expression.

Below is the summary of the AI tools that are useful for educators in designing reading tasks.

Tool/Type	Key Features	Benefits for Gifted Students
ChatGPT	Thematic text generation, advanced language	Complex texts, critical thinking, multi-level questions
Quillbot / Rewordify	Paraphrasing, vocabulary simplification	Tailored reading levels, vocabulary support
Twee / Diffit	Auto-generated glossaries, exercises, quizzes	Differentiated assessments, scaffolded thinking
MagicSchool AI	Customizable lesson templates	Time-saving, skill-targeted tasks
Canva AI Tools	Visual content creation	Enhances comprehension through creative projects

Table 1. Effective AI Tools for Designing Reading Tasks for Gifted Students

In conclusion, for gifted students, AI tools that combine personalized text generation, adaptive vocabulary support, and multi-level assessment creation are most effective in designing reading tasks. Tools like ChatGPT provide rich, complex texts that challenge advanced readers, while platforms such as Quillbot and Rewordify allow teachers to adjust text difficulty efficiently. Automated assessment tools like Twee and Diffit help scaffold comprehension and critical thinking, and MagicSchool AI streamlines lesson customization. Finally, Canva's AI features enable gifted learners to deepen their understanding by creatively presenting reading content. Together, these AI tools empower teachers to create engaging, differentiated, and cognitively demanding reading experiences while saving valuable planning time.

3.2. AI tools for Listening task creation

The most effective AI applications for creating advanced listening activities combine authentic content, adaptive difficulty, interactive features, and real-time feedback. Based on current research and educational technology reviews, the following AI tools stand out for their ability to support advanced listening task design:

3.2.1. Veed.io/ Loom

Veed.io and Loom are valuable tools that enables teachers to create customized video-based listening activities. Gifted learners need more than basic comprehension; they benefit from tasks that involve analysis, inference, and critical thinking. As a result, these tools allow the use of authentic spoken language in varied contexts, which is essential for gifted students who need exposure to complex auditory input.

Veed.io allows teachers to edit authentic videos (like TED Talks or interviews), add subtitles or prompts, and customize materials to different ability levels. It also supports student creativity by enabling them to produce their own multimedia content, deepening engagement and autonomy. Loom, in contrast, is ideal for quickly recording teacher-made content, such as explanations or reflections, which can be used as listening input. Its simplicity allows for easy integration into flipped or asynchronous lessons. Students can respond with summaries, reflections, or questions, encouraging deeper listening and interaction. Together, these platforms help overcome challenges like limited time and large class sizes, making it easier to implement high-level listening tasks tailored to gifted learners.

3.2.2. Otter.ai

Otter.ai uses AI-powered transcription to convert spoken language into accurate text. This dual modality supports advanced learners by allowing them to follow along with transcripts, review difficult passages, and analyze vocabulary and phrasing. Otter.ai facilitates self-paced learning and deeper comprehension by integrating listening with reading.

3.2.3. Netflix (as an AI-enhanced listening tool)

Surprisingly, Netflix has been identified as one of the most effective and efficient AI-supported applications for improving English listening skills. Its vast array of authentic video content exposes learners to real-life conversations, informal language, and diverse accents. The AI-driven recommendation system helps students find content that matches their proficiency and interests, making it a powerful tool for advanced listening practice.

3.2.4. AI adaptive listening platforms

Some AI platforms use machine learning algorithms to adapt the pace, difficulty, and speaking style of listening tasks based on the learner's progress. These systems simulate real-life conversations, including background noise and interruptions, enhancing learners' ability to comprehend rapid, informal, and context-rich speech. This adaptive approach is particularly effective for gifted students who require tailored challenges to maintain engagement and growth.

Examples of AI Adaptive Listening Platforms that use machine learning to tailor listening tasks based on learners' progress and needs include:

- Duolingo uses AI to gamify language learning, including listening exercises. Its AI chatbots simulate real-life conversations with varying speeds, accents, and informal speech, adapting to each learner's level. This makes it effective for gifted students who need exposure to complex auditory input and interactive practice.
- Quizlet Learn incorporates AI to create adaptive study sets and flashcards that evolve based on student progress. For listening tasks, it can personalize audio-based exercises by selecting content that matches the learner's proficiency and adjusting difficulty as they improve, keeping gifted students engaged and challenged.

- Knewton, an adaptive learning platform, analyzes students' strengths and weaknesses to create personalized learning paths. It adjusts the pace and complexity of listening activities accordingly, ensuring gifted students are challenged appropriately. Knewton's AI-driven system helps identify knowledge gaps and recommends targeted assignments to improve listening skills.

3.2.5. Listening.com

Listening.com converts academic papers, documents, and websites into clear, lifelike audio, allowing teachers and students to engage with complex texts auditorily. Its advanced AI voices accurately pronounce technical vocabulary and remove extraneous text, providing a focused listening experience. Features like one-click note-taking support multitasking educators and help students capture key ideas during listening activities.

3.2.6. Google speech-to-text and other transcription tools

Google Speech-to-Text and similar AI transcription tools allow learners to transcribe audio and compare it with original scripts. This helps identify comprehension gaps and improve listening accuracy. Such tools are valuable for creating exercises where students analyze discrepancies between spoken and written language, enhancing their critical listening skills.

The summary of the useful AI tools in listening task design is as follows:

AI Application	**Key Features**	**Benefits for Advanced Listening Tasks**
Veed.io/ Loom	Video messaging, authentic spoken language	Interactive, context-rich, promotes critical listening
Otter.ai	AI transcription, text-audio integration	Supports review, vocabulary analysis, self-paced learning
Netflix	Vast authentic video content, AI recommendations	Exposure to real-life language, informal speech, accents

Adaptive AI Platforms	Machine learning-based task adaptation	Personalized difficulty, simulates real conversations
Listening.com	Converts documents to lifelike audio, note-taking	Engages with complex texts auditorily, multitasking aid
Google Speech-to-Text	Audio transcription and script comparison	Identifies comprehension gaps, enhances accuracy

Table 2. Effective AI Tools for Designing Listening Tasks for Gifted Students

In conclusion, for creating advanced listening activities, AI tools that offer authentic content, adaptive difficulty, and interactive feedback are most effective. Platforms like Loom and Otter.ai provide rich, multimodal listening experiences, while Netflix offers engaging real-world language exposure enhanced by AI recommendations. Adaptive AI systems tailor tasks dynamically to learner progress, crucial for gifted students. Additionally, transcription tools like Google Speech-to-Text support detailed analysis and comprehension monitoring. Together, these AI applications empower educators to design sophisticated listening tasks that develop high-level auditory skills.

3.3. Recommendations for teachers

AI offers significant potential to enhance task design for gifted learners, but its effectiveness depends on thoughtful and purposeful use by educators. For English teachers working with gifted students, successful AI integration requires more than just awareness - it calls for careful selection, adaptation, and ongoing professional development.

3.3.1. Selecting and evaluating AI tools

Teachers must critically evaluate AI tools to ensure they align with educational goals and support higher-order thinking, especially when designing cognitively demanding tasks. Important criteria include whether the tool adapts content complexity (e.g., B1–C1 levels), produces accurate and age-appropriate outputs, offers customization options, and maintains user-friendly interfaces. Additionally, language support for nuances like idioms and tone, as well as data privacy protections, are

essential. Suggested tools vary by purpose, such as ChatGPT and MagicSchool for reading text generation, Otter.ai for listening materials, Quillbot and Rewordify for vocabulary enrichment, and Twee for quiz design.

Criteria	Questions to Consider
Educational value	Does the tool support learning goals and higher-order thinking?
Level adaptability	Can it adjust content complexity (e.g., B1–C1)?
Output quality	Are the generated texts accurate, coherent, and age-appropriate?
Customization options	Can teachers personalize topics, question types, or skill focus?
Ease of use	Is the interface intuitive for teachers and/or students?
Language support	Does it support English nuances (idioms, register, tone)?
Data privacy	Is student data collected, stored, or shared by the platform?

Table 3. Evaluation Criteria for AI Tools

Purpose	Suggested Tools
Reading text generation	ChatGPT, MagicSchool, Diffit
Listening material adaptation	Veed.io, Otter.ai
Vocabulary enrichment	Quillbot, Rewordify, Wordtune
Quiz/Comprehension design	Twee, MagicSchool AI
Transcription/Subtitles	Whisper AI, Veed.io, YouTube Studio

Table 4. Suggested Tools by Purpose

3.3.2. Training and professional development

Effective AI use depends on teachers' readiness, which involves not only technical skills but also critical pedagogy and creativity. Institutions should support educators through workshops on AI prompt design, peer-sharing communities, and sessions on AI literacy that address bias, accuracy, and ethical use. Observing model

lessons and encouraging low-stakes experimentation with AI - such as generating warm-ups or vocabulary games - can build confidence. Teachers are encouraged to adopt a mindset of curiosity, treat AI as a co-designer rather than a crutch, and view AI outputs as drafts to be refined. Empowering students to critically engage with AI-generated content is also vital.

3.3.3. Guidelines for responsible AI use in gifted classrooms

Gifted students are often independent learners and comfortable with digital tools, so teachers need to help them use AI tools in a responsible way. This means teachers should explain the learning goals before students use AI and check the AI-generated content to make sure it is good quality. Students also need to learn how to properly mention AI as a source when they use it. It is important to balance creativity with the use of AI, so students do not rely on AI for all their thinking. Teachers should encourage students to think carefully about the answers AI gives. They can ask questions that help students reflect on the information, such as what assumptions are made, what is fact or opinion, and how the AI work can be improved. Ethical and privacy issues are also important. Students should avoid putting personal information into AI platforms and use tools that have clear privacy rules. Teachers should talk openly about problems like bias, wrong information, and plagiarism to help students understand these risks.

3.3.4. Vision for an AI-enhanced gifted classroom

An ideal AI-integrated classroom is learner-centered, allowing students to explore ideas deeply and independently. AI should creatively scaffold learning by providing varied texts, voices, and prompts, while teachers retain pedagogical control, using AI to enhance rather than replace their expertise. Ethical awareness is critical, with both students and teachers making informed, conscious decisions about AI use.

3.3.5. Practical support: Sample teacher prompt bank

To assist teachers in leveraging AI effectively, a bank of sample prompts to guide task creation should be public so that all teachers can have access to this useful resource. These prompts help teachers harness AI's potential to create engaging, differentiated, and cognitively challenging learning experiences for gifted learners. Together they can create sample prompts including enriching texts to higher CEFR levels with rhetorical features, generating critical thinking questions, summarizing podcasts with discussion prompts, and designing cross-skill tasks combining reading and listening for advanced students.

Here are a few example prompts teachers can reuse with tools like ChatGPT:

Purpose	**Prompt Example**
Enrich a text	"Rewrite this A2 article about plastic pollution at a B2–C1 level with rhetorical questions and expert quotes."
Generate critical questions	"Create five 'evaluate' and 'analyze' level questions for a C1-level article on space tourism."
Listening task creation	"Summarize this 6-minute podcast and generate three opinion-based discussion questions."
Cross-skill integration	"Design a task that combines reading and listening about climate change for advanced high school students."

Table 5. Suggested prompts

In summary, the integration of AI in gifted education must be deliberate and reflective. Selecting appropriate tools, investing in professional development, promoting responsible use, and maintaining ethical standards are key to maximizing AI's benefits for advanced reading and listening task design. This balanced approach empowers teachers and students to innovate while safeguarding educational quality and integrity.

4. Some practical AI-assisted lesson plans in the classroom for gifted students

4.1. Reading lessons

4.1.1. Sample Lesson Plan 1: Climate Change Editorial

Grade: High School (Gifted Learners)

Topic: Climate Change Editorial

Duration: 60 minutes

AI Tools Used: ChatGPT, Twee, Quillbot

Lesson Overview

Teachers use ChatGPT to generate a thematic editorial on climate change at an advanced CEFR level (B2–C2), including rhetorical devices and statistics. To ensure vocabulary alignment, ChatGPT also creates a glossary of key words and definitions

directly based on the editorial text. Twee is then used to design vocabulary exercises and tiered comprehension questions, using the ChatGPT-generated glossary as input. Quillbot supports text simplification or enrichment tailored to individual student needs.

Step-by-Step Procedure and AI Tool Use

Step 1: Editorial Text (Generated by ChatGPT)

- **Prompt example:**

"Write a 500-word editorial on climate change aimed at CEFR level C1 students. Include rhetorical questions, statistics, and at least two examples of irony or implied meanings."

This prompt will produce a complex, engaging editorial suitable for gifted learners.

Example excerpt: ***Climate Change: A Call to Action***

Climate change is undeniably one of the most critical challenges facing humanity today. Despite overwhelming scientific evidence, some policymakers continue to minimize its urgency. How can societies progress when leaders ignore the facts? The irony is stark: governments often proclaim environmental protection while simultaneously supporting industries that exacerbate pollution. Recent statistics reveal that global carbon emissions have increased by 2% annually over the past decade, a trend that threatens the very future of our planet. Without immediate and decisive action, future generations will inherit an environment in peril, struggling against the consequences of our inaction.

Step 2: Vocabulary List with Definitions (Generated by ChatGPT)

- **Prompt example:**

"From the editorial you just wrote, list 10 key vocabulary words with simple definitions suitable for B2–C1 learners."

This prompt ensures the vocabulary list directly matches the editorial content.

Example:

Word	Definition
Undeniably	In a way that cannot be denied or disputed
Minimize	To reduce something to the smallest possible amount

Word	Definition
Policymakers	People who create rules or laws
Irony	A situation where the opposite of what is expected happens
Exacerbate	To make a problem worse
Statistics	Numerical data or facts
Decisive	Showing the ability to make decisions quickly and effectively
Peril	Serious danger or risk
Consequences	Results or effects of actions
Inaction	Failure to take action

Step 3: Vocabulary Exercises (Twee-style)

- Copy the vocabulary list generated by ChatGPT.
- Go to Twee's vocabulary tools: https://twee.com/tools/essential-vocabulary
- Paste the vocabulary words and definitions into Twee's exercise generators (gap-fill, matching, sentence creation).
- Generate exercises that directly relate to the editorial's vocabulary, ensuring alignment and relevance.

Example:

Matching Exercise: Match the word to its definition.

1. Irony 2. Decisive	a. People who create rules or laws b. Serious danger or risk c. To make a problem worse

3. Peril 4. Policymakers 5. Exacerbate	d. A situation where the opposite of what is expected happens e. Showing the ability to make decisions quickly and effectively

Gap-fill Exercise: Complete the sentences with the correct vocabulary word.

- The government's _____ on climate change has caused frustration among scientists.
- Rising carbon emissions _____ the effects of global warming.
- The _____ of ignoring climate change could be catastrophic.
- _____ must act swiftly to implement effective environmental policies.
- The editorial highlights the _____ of the current situation.

Sentence Creation: Write your own sentence using the word "consequences."

Step 4: Tiered Comprehension Questions

Example:

- **Remembering:** *What percentage have global carbon emissions increased annually over the past decade?*
- **Understanding:** *Why does the author describe the government's actions as ironic?*
- **Analyzing:** *How does the use of rhetorical questions affect the tone of the editorial?*
- **Evaluating:** *Do you think the editorial presents a convincing argument? Why or why not?*
- **Creating:** *Propose a policy that could reduce carbon emissions effectively.*

Step 5: Text Differentiation with Quillbot (Optional)

- Use Quillbot to create a simplified version for students needing support or an enriched version with more complex vocabulary and sentence structures for advanced learners.

- Go to https://quillbot.com and select the Paraphrasing Tool or Summarizer.
- Input Text: Paste the original editorial excerpt into the input box.
- Choose Paraphrasing Mode: For *simplification*, select Fluency or Simple mode (if available). For *enrichment*, select Creative or Formal mode.
- Generate Paraphrased Text: Quillbot will reword the text by replacing synonyms, restructuring sentences, and adjusting complexity while preserving meaning.

Example:

- **Simplified Version (for B1–B2 learners):**

Climate change is one of the biggest problems people face today. Even though there is a lot of scientific proof, some leaders say it is not urgent. How can countries move forward if leaders ignore the facts? It is strange that governments say they protect the environment but still support companies that cause pollution.

- **Enriched Version (for C2 or advanced learners):**

Climate change unquestionably represents one of the paramount challenges confronting humanity in the contemporary era. Despite incontrovertible scientific consensus, certain policymakers persist in downplaying its immediacy. How can societal advancement be achieved when those in power disregard empirical evidence? The irony is pronounced: governments vociferously advocate for environmental stewardship while concurrently endorsing industries that significantly aggravate ecological degradation.

Classroom Activities

- **Introduction (10 min):** Present the ChatGPT editorial to the class.
- **Vocabulary Support (10 min):** Students review the ChatGPT-generated glossary and complete Twee exercises based on this glossary.
- **Reading and Annotation (20 min):** Students read the editorial, annotate rhetorical devices, and discuss implied meanings.
- **Comprehension and Critical Thinking (15 min):** Students answer tiered comprehension questions created using Twee or manually, ensuring alignment with the editorial.

- **Reflection (5 min):** Record a podcast about “Climate change”

4.1.2. Sample Lesson Plan 2: Cultural Identity in a Globalized World

Grade: High School (Gifted Learners)

Topic: Cultural Identity in a Globalized World

Duration: 60 minutes

AI Tools Used: ChatGPT, Diffit, Rewordify, MagicSchool AI

Lesson Overview

Teachers use ChatGPT to generate a complex editorial on cultural identity and globalization at CEFR level B2–C2, including rhetorical questions and nuanced examples. Diffit is then used to generate a text-specific vocabulary list and tiered comprehension questions aligned with Bloom’s Taxonomy. Rewordify assists in analyzing and optionally simplifying or enriching the text for diverse learner needs. MagicSchool AI provides customizable lesson templates and additional question types to support differentiated instruction.

Step-by-Step Procedure and AI Tool Use

Step 1: Editorial Text (Generated by ChatGPT)

- **Prompt example:**

"Write a 500-word editorial on cultural identity in a globalized world aimed at CEFR level C1 students. Include rhetorical questions, examples of cultural blending, and discuss challenges to preserving identity."

Example excerpt: Cultural identity remains a cornerstone of personal and communal belonging, yet globalization poses complex challenges to its preservation. How can individuals maintain their unique heritage amid the rapid exchange of ideas and customs? While globalization fosters cultural blending and mutual understanding, it also risks diluting traditions and languages. For instance, the dominance of global media often sidelines local narratives, creating tension between global citizenship and cultural roots. Is it possible to embrace global interconnectedness without sacrificing one’s cultural identity? The answer lies in conscious efforts to celebrate diversity while adapting to change.

Step 2: Vocabulary List with Definitions (Generated by Diffit)

- Copy the full editorial text generated by ChatGPT and paste it into **Diffit** (https://diffit.co) to generate a vocabulary list and comprehension questions.
- Diffit automatically extracts key vocabulary from the text and provides simple definitions aligned with the content.

Example:

Word	**Definition**
Cornerstone	An important part that something depends on
Preservation	The act of keeping something in its original state
Globalization	The process of countries and people becoming connected
Cultural blending	The mixing of different cultural traditions and ideas
Diluting	Making something weaker or less effective
Dominance	Having power or control over others
Narratives	Stories or accounts of events
Tension	A feeling of stress or conflict
Interconnectedness	Being linked or connected with others
Diversity	A range of different things or people

Step 3: Vocabulary Exercises (Using Diffit and Rewordify)

- **Using Diffit:** Diffit provides vocabulary exercises such as matching, gap-fill, and multiple-choice questions based on the generated vocabulary list. The teacher can select and customize these exercises for his students.

Example:

Matching Exercise: Match the word to its definition.

1. Cultural blending 2. Preservation 3. Dominance 4. Narratives 5. Tension	a. Stories or accounts of events b. The act of keeping something in its original state c. The mixing of different cultural traditions and ideas d. A feeling of stress or conflict e. Having power or control over others

Gap-fill Exercise: Complete the sentences with the correct vocabulary word.

a. Globalization often leads to _____ of cultural traditions.

b. The _____ of local languages is a concern in many communities.

c. There is growing _____ between global citizenship and cultural roots.

d. Media dominance can overshadow local _____ .

e. Efforts toward cultural _____ are essential for diversity.

- **Using Rewordify:** Paste the editorial text into **Rewordify** (https://rewordify.com) to:
    - Identify complex vocabulary and see simpler synonyms inline.
    - Create a simplified version of the text for learners who need support or to highlight advanced vocabulary for gifted learners.

*Example: Cultural identity remains a **cornerstone** [important part] of personal and communal belonging, yet globalization poses **complex** [complicated] challenges to its **preservation** [keeping safe]. How can individuals maintain their unique heritage amid the rapid exchange of ideas and customs? While globalization fosters cultural **blending** [mixing] and mutual understanding, it also risks **diluting** [weakening] traditions and*

*languages. For instance, the **dominance** [control] of global media often **sidelines** [ignores] local **narratives** [stories], creating **tension** [stress] between global citizenship and cultural roots.*

Step 4: Tiered Comprehension Questions (Generated by Diffit and MagicSchool AI)

- **Diffit** generates tiered questions aligned with Bloom's Taxonomy.
- **MagicSchool AI** can be used to create additional discussion prompts and lesson templates.

Example:

Remembering: *What is cultural blending?*

Understanding: *Why does globalization pose challenges to cultural identity?*

Analyzing: *How does global media influence local cultures according to the editorial?*

Evaluating: *Do you think globalization threatens cultural diversity? Explain your view.*

Creating: *Suggest ways individuals can preserve their cultural identity while embracing globalization.*

Step 5: Text Differentiation with Rewordify (Optional)

- **Use Rewordify** to create simplified or annotated versions of the editorial for students who need support or to highlight complex vocabulary for enrichment.
- **How to use:**
    1. Go to https://rewordify.com.
    2. Paste the editorial text into the input box.
    3. View the simplified text or the original text with complex words highlighted and simplified synonyms shown.
    4. Use this version to scaffold reading or to prompt vocabulary discussions.

Example:

Simplified version for B1–B2 learners: Cultural identity is important for people to feel they belong. But globalization makes it hard to keep traditions. How can people keep their culture when many new ideas come in? Globalization mixes cultures, which can be good, but it can also make traditions weaker.

Enriched version for C1–C2 learners: Cultural identity constitutes the foundational element of individual and collective belonging, yet the phenomenon of globalization introduces multifaceted challenges to its sustained preservation. How might individuals safeguard their heritage amid the relentless influx of global ideas and customs? While globalization engenders cultural syncretism and fosters intercultural empathy, it simultaneously threatens the erosion of indigenous traditions and languages. The preeminence of global media narratives frequently marginalizes localized stories, engendering a dialectic tension between cosmopolitanism and cultural rootedness.

Classroom Activities

- **Introduction (10 min):** Present the ChatGPT editorial to the class.
- **Vocabulary Support (10 min):** Students review the Diffit-generated vocabulary list and complete exercises. Use Rewordify's simplified or annotated text as needed.
- **Reading and Annotation (20 min):** Students read the editorial, annotate rhetorical devices, and discuss implied meanings and examples.
- **Comprehension and Critical Thinking (15 min):** Students answer tiered questions generated by Diffit and MagicSchool AI.
- **Reflection (5 min):** Personal reflection essay: "What makes up my cultural identity?"

4.2. Listening lessons

4.2.1. Sample Lesson Plan 1: The Future of Work in the AI Era

Grade: High School (Gifted Learners)

Topic: The Future of Work in the AI Era

Duration: 60 minutes

AI Tools Used: ChatGPT, Veed.io, Otter.ai, Loom

Lesson Overview

Teachers generate a rich, authentic listening script about AI's impact on the future of work using ChatGPT. They then create an accessible video with subtitles and visual supports using Veed.io, generate an accurate transcript with Otter.ai for dual-modality

learning, and record personalized explanation or reflection videos with Loom to deepen understanding and engagement.

Step-by-Step Procedure and AI Tool Use

Step 1: Generate Listening Script with ChatGPT

- **Prompt example:**

"Write a 5-minute expert talk transcript on the future of work in the AI era aimed at CEFR level C1 students. Include rhetorical questions, statistics, and balanced views on opportunities and challenges AI presents for workers."

Example excerpt: In the coming decades, artificial intelligence is expected to transform the workplace dramatically. How will workers adapt when machines take over routine tasks? While AI promises increased productivity and new job opportunities in tech and creative fields, it also threatens job security for many in manual roles. Statistics show that automation could replace up to 30% of current jobs by 2030. The challenge lies in reskilling the workforce to thrive alongside AI, ensuring no one is left behind.

Step 2: Produce and Edit Video with Veed.io

- Upload the ChatGPT-generated audio or record a narration of the script to Veed.io .
- Use the auto-subtitle feature to generate captions automatically.
- Edit subtitles for accuracy and timing.
- Add text highlights on key vocabulary or rhetorical questions to focus student attention.
- Insert visual aids such as charts or icons illustrating AI's impact on jobs.
- Export the finished video for classroom use or sharing.

Step 3: Generate Transcript and Vocabulary Support with Otter.ai

- Upload the video/audio to Otter.ai to generate a detailed transcript.
- Otter.ai will transcribe the audio with timestamps and speaker identification.
- Review and correct any transcription errors.

- Export the transcript as text to share with students.
- Use the transcript to:

- Provide students with a text version to support dual input (listening + reading).
- Highlight challenging vocabulary and phrases.
- Create gap-fill or cloze exercises by removing key words.
- Enable students to follow along while listening for better comprehension.

- Otter.ai's synced audio-text interface allows students to listen and read simultaneously, enhancing comprehension.

Step 4: Create Personalized Follow-Up Videos with Loom

- Use **Loom** to record short videos that:

- Explain difficult vocabulary or complex concepts from the listening text.
- Model note-taking strategies or critical thinking questions related to the topic.
- Provide personalized feedback or extension tasks for gifted learners.

- Share Loom videos for asynchronous review or flipped classroom activities.

Classroom Activities

- **Introduction (10 min):** Teacher introduces the topic and plays the Veed.io video with subtitles.
- **First Listening & Reading (15 min):** Students watch/listen with transcript from Otter.ai, taking notes on key vocabulary and ideas.
- **Vocabulary Focus (10 min):** Review vocabulary highlighted in Veed.io and Otter.ai transcripts; complete gap-fill or matching exercises.
- **Second Listening with Discussion (15 min):** Watch video again; discuss rhetorical questions and implications of AI on work.
- **Reflection & Extension (10 min):** Watch Loom videos for vocabulary or concept clarification; students write or discuss responses.

4.2.2. Sample Lesson Plan 2: Fake News and Media Literacy

Grade: High School (Gifted Learners)

Topic: Fake News and Media Literacy

Duration: 60 minutes

AI Tools Used: ChatGPT, Netflix, Adaptive AI Platforms, Listening.com, Google Speech-to-Text

Lesson Overview

Teachers use Netflix to select authentic documentary clips on fake news and media literacy. They then use Google Speech-to-Text to generate accurate transcripts for dual-input learning. Adaptive AI Platforms are employed to create interactive, differentiated comprehension and critical thinking tasks. Listening.com provides leveled listening exercises and vocabulary support aligned with the topic.

Step-by-Step Procedure and AI Tool Use

Step 1: Select Authentic Listening Content from Netflix

- Choose a relevant documentary or episode segment on fake news or media literacy from Netflix. Select a 5-7 minute clip that includes examples of misinformation, its impact, and strategies to identify it. Link: https://www.netflix.com/title/81254224
- Prepare the clip for classroom use by noting start and end times.

Step 2: Generate Transcript Using Google Speech-to-Text

- Upload the Netflix clip's audio (extracted if needed) to Google Speech-to-Text.
- Generate an accurate transcript with timestamps.
- Review and correct any errors in the transcript.

Example excerpt:

Social media platforms use algorithms that prioritize engagement, often promoting sensational or misleading content. This can lead to widespread misinformation, affecting public opinion and democracy.

- Provide the transcript to students to support dual input (listening + reading), enhancing comprehension.

- Extract key vocabulary and phrases from the transcript for pre-teaching such as *al gorithms*, *sensational*, *misinformation*, and *democracy*

Example:

Word	**Definition**
Misinformation	False or inaccurate information spread unintentionally
Disinformation	False information spread deliberately to deceive
Verification	The process of checking if something is true
Bias	A tendency to favor one perspective over others
Echo chamber	An environment where a person only encounters beliefs similar to their own
Fact-checking	The act of verifying facts for accuracy

Step 3: Create Adaptive and Differentiated Tasks with Adaptive AI Platforms

- Upload the transcript and/or video clip into an Adaptive AI Platform (such as Edpuzzle, Listenwise, or similar).
- Design interactive tasks, including:

- Multiple-choice and open-ended comprehension questions.
- Critical thinking prompts about the consequences of fake news.
- Vocabulary exercises targeting key terms from the transcript.
- Tiered questions aligned with Bloom's Taxonomy to challenge gifted learners.

Example:

Multiple-choice questions: *"What do social media algorithms prioritize?"*

Open-ended questions: *"How does sensational content contribute to misinformation?"*

Critical thinking prompts: *"Discuss the impact of fake news on democratic processes."*

Vocabulary exercises targeting highlighted terms: Complete the sentences with the correct vocabulary word:

a. _____ is the act of confirming whether information is accurate.

b. People in an _____ often hear only opinions that reinforce their own beliefs.

c. _____ can be accidental, while _____ is spread intentionally to deceive.

d. _____ refers to misleading headlines designed to attract clicks.

Tiered Questions Aligned with Bloom's Taxonomy:

Remembering: What is the difference between misinformation and disinformation?

Understanding: Explain why fact-checking is important in evaluating news sources.

Applying: Given a news article, identify at least two clues that suggest it might be fake news.

Analyzing: Compare the effects of satire and propaganda on public perception.

Evaluating: Evaluate the impact of social media algorithms on the spread of fake news.

Creating: Design a social media post or infographic that educates others about media literacy.

- Use the platform's adaptive features to adjust question difficulty based on student responses and provide instant feedback.

Step 4: Supplement Listening and Vocabulary Practice with Listening.com

- Use Listening.com to assign additional leveled listening exercises on media literacy and fake news.
- These exercises reinforce vocabulary and listening skills in a structured, scaffolded way.

Example:

Vocabulary task: Match words like *sponsored content*, *native advertising*, and *propaganda* to definitions.

Comprehension question: *"Why is sponsored content considered misleading?"*

- Encourage students to compare the Netflix clip with Listening.com exercises to deepen understanding.

Classroom Activities

- **Introduction (10 min):** Discuss the concept of fake news and media literacy; activate prior knowledge.
- **First Listening (15 min):** Watch the Netflix clip with transcript support from Google Speech-to-Text.
- **Vocabulary Focus (10 min):** Pre-teach and review key vocabulary extracted from the transcript.
- **Interactive Task Completion (15 min):** Students complete adaptive comprehension and critical thinking tasks on the AI platform.
- **Reflection and Discussion (10 min):** Facilitate a class discussion on how fake news affects society and strategies to verify information.

C. CONCLUSION

In recent years, English reading and listening examinations in Vietnam have become more rigorous and academic in nature. Tasks now require students to understand complex ideas, recognize tone and inference, and engage with authentic materials similar to those found in international exams such as IELTS or TOEFL. While these developments may better reflect real-world language use, they also present new challenges - especially for gifted students, who require more depth, critical thinking, and flexibility than traditional materials often provide.

Teachers are aware of these needs but frequently face practical difficulties. Designing differentiated reading and listening tasks requires time, creativity, and access to appropriate resources. With large class sizes and limited professional training in gifted education, many teachers struggle to provide the level of challenge and personalization that gifted students need.

This study has shown that artificial intelligence (AI) tools can play a valuable role in addressing these challenges. Applications such as ChatGPT, Twee, Veed.io, and

Otter.ai offer practical support by helping teachers generate advanced texts, adapt listening materials, and design varied and meaningful activities. These tools not only save time but also allow for greater personalization, supporting different learning styles and encouraging students to engage more deeply with content.

However, the use of AI must be thoughtful and responsible. Teachers need to evaluate tools carefully, receive ongoing training, and guide students in using AI ethically and effectively. When integrated with care, AI should not replace the teacher but rather support and enhance their role in the classroom.

In conclusion, AI applications can assist educators in designing high-quality, differentiated reading and listening tasks for gifted learners. With the right balance of technology and pedagogy, AI can help make language learning more engaging, intellectually stimulating, and responsive to the diverse needs of today's students.

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