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THE PEDAGOGICAL IMPACT OF AI-GENERATED AUTHENTIC LISTENING TASKS ON STUDENTS' LISTENING COMPREHENSION COMPETENCE

Allaberganova Shoxruza Xayrulla qizi
Teacher at Foreign Philology Department
Urganch State Pedagogical Institute
shokhruzaallberganova98@gmail.com

Abstract

This article examines the pedagogical impact potential of artificial intelligence-generated authentic listening tasks on university students' English listening comprehension competence. Since no original experimental dataset is reported, the study adopts an analytical-model design that defines authenticity, identifies task-development criteria and proposes a measurable intervention for subsequent classroom testing. The analysis integrates CEFR-oriented listening outcomes, metacognitive listening principles, UNESCO guidance on responsible AI use and recent studies of AI-generated listening materials. Findings show that AI can support situationally meaningful dialogues, academic mini-lectures, interview simulations and problem-based audio tasks that promote listening for gist, detail, inference and communicative response. Authenticity, however, cannot be reduced to realistic voice production: it also requires credible purpose, audience, discourse conventions and cultural appropriateness. A four-dimensional authenticity framework and a pre-test/post-test implementation plan are proposed. The article concludes that AI-generated tasks can strengthen listening competence when teachers validate voice quality and context, sequence tasks strategically, and combine generated recordings with human speech and reflective communication.

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Keywords: Artificial intelligence; authentic listening tasks; listening comprehension competence; EFL; higher education; task design

АННОТАЦИЯ

В статье рассматривается потенциальное педагогическое воздействие аутентичных заданий по аудированию, создаваемых с помощью искусственного интеллекта, на компетенцию понимания англоязычной речи на слух у студентов высшей школы. Поскольку оригинальные экспериментальные данные в исследовании не приводятся, используется аналитико-модельный подход, направленный на определение аутентичности, разработку критериев заданий и построение измеримой модели последующей экспериментальной апробации. Анализ объединяет дескрипторы аудирования CEFR, метакогнитивные принципы обучения аудированию, рекомендации UNESCO по ответственному применению ИИ и современные исследования ИИ-материалов для аудирования. Установлено, что ИИ способен поддерживать создание содержательных диалогов, академических мини-лекций, имитаций интервью и проблемных аудиозаданий, направленных на понимание общего смысла, деталей, имплицитной информации и последующую коммуникацию. При этом аутентичность не сводится к естественности голоса: она требует достоверной цели, аудитории, дискурсивных норм и культурной уместности. Предложены четырёхкомпонентная модель аутентичности и план реализации с входным и итоговым тестированием.

Ключевые слова: искусственный интеллект; аутентичные задания по аудированию; компетенция аудирования; английский как иностранный; высшее образование; проектирование заданий

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ANNOTATSIYA

Maqolada sun'iy intellekt yordamida yaratilgan autentik tinglab tushunish topshiriqlarining oliy ta'lim talabalarida ingliz tilidagi tinglab tushunish kompetensiyasiga ko'rsatishi mumkin bo'lgan pedagogik ta'siri tahlil qilinadi. Tadqiqotda muallifga tegishli tajriba-sinov ma'lumotlari keltirilmaganligi sababli, autentiklik tushunchasini aniqlash, topshiriq yaratish mezonlarini belgilash va keyingi auditoriya sinovi uchun o'lchanadigan model ishlab chiqishga qaratilgan analitik-model yondashuvi qo'llanildi. Tahlil CEFRga asoslangan tinglab tushunish natijalari, metakognitiv tinglash tamoyillari, UNESCOning mas'uliyatli SI bo'yicha tavsiyalari va SI asosidagi audio materiallarga oid zamonaviy tadqiqotlarni birlashtiradi. Natijalar SI mazmunli dialoglar, akademik mini-ma'ruzalar, intervyu simulyatsiyalari va muammoli audio topshiriqlarni ishlab chiqishga yordam berishini ko'rsatadi. Shu bilan birga, autentiklik faqat tabiiy ovoz bilan cheklanmaydi; u ishonchli maqsad, auditoriya, diskurs me'yorlari va madaniy muvofiqlikni ham talab etadi. Maqolada to'rt o'lchovli autentiklik modeli hamda pre-test va post-test asosidagi joriy etish rejasi taklif etiladi.

Kalit so'zlar: sun'iy intellekt; autentik tinglab tushunish topshiriqlari; tinglab tushunish kompetensiyasi; chet tili sifatida ingliz tili; oliy ta'lim; topshiriq loyihalash

INTRODUCTION

The development of listening competence requires more than exposure to isolated audio passages. University learners need to listen in order to make decisions, evaluate opinions, understand lectures, negotiate meaning and participate in professional or intercultural exchanges. For this reason, authenticity has become an important principle in listening pedagogy. A task is pedagogically authentic

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when the listener has a credible reason to process spoken meaning and to respond in a way that resembles language use beyond the test paper.

Artificial intelligence enables teachers to generate topic-specific dialogues, interview simulations, announcements and short academic talks quickly. Such accessibility can assist teachers working in contexts where existing audio recordings do not fully correspond to students' academic interests or future employment. Yet AI-generated speech may only appear authentic on the surface. A synthetic voice can reproduce words while lacking emotional nuance, culturally credible interaction or natural pragmatic meaning.

Recent university research gives grounds for cautious pedagogical development. Ha (2025) documented positive student perceptions of structured AI-generated listening material but also identified voice and naturalness concerns. Xiao (2025) demonstrated positive learning outcomes in an AI-supported listening intervention. These studies indicate that the key variable is not technology alone but the quality of the task design surrounding it.

The purpose of this article is to formulate a framework for designing and examining AI-generated authentic listening tasks in university English education. It addresses three questions: what constitutes authenticity in an AI-supported listening task; which task types may develop listening competence; and how can their impact be assessed in a later empirical implementation?

MATERIALS AND METHODS

This study uses analytical modelling. Theoretical and empirical publications were examined to identify dimensions of listening authenticity, AI-related opportunities and risks, and assessment procedures that can be operationalised in an EFL course. The analysis relied on the CEFR Companion Volume for listening outcomes, Vandergrift and Goh (2012) for metacognitive listening pedagogy, UNESCO guidance for responsible AI practice, and recent evidence concerning AI listening tools (Ha, 2025; Xiao, 2025; Jantakoon et al., 2025).

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The analytical procedure consisted of categorising authenticity indicators, mapping each indicator to a task-design feature, and constructing a classroom intervention framework. Because the article does not report collected student scores, the results describe pedagogically justified products and measurement procedures rather than claimed causal gains. (Maratova, 2025).

RESULTS

A Four-Dimensional Framework of Authenticity

Table 1. Framework for assessing authenticity of AI-generated listening tasks

Dimension	Definition	AI-task design indicator
Situational authenticity	The listening event reflects a plausible real-life or academic situation.	Dialogue, lecture or interview has a credible setting and objective.
Linguistic authenticity	Language includes realistic organisation, discourse markers and appropriate speed.	Script contains natural interaction and is reviewed before audio generation.
Intercultural authenticity	The task respects cultural plurality and invites interpretation.	Content avoids stereotypes and includes perspective-taking.
Response authenticity	Learners use the understood message to communicate or act.	Post-listening task requires decision, summary, response or negotiation.

The framework establishes that an audio track is not authentic merely because it sounds fluent. For example, an AI-generated airport announcement may be linguistically clean, but it develops meaningful competence only if students listen to identify required action, make a decision and explain it. Similarly, an intercultural university dialogue should not treat culture as a list of facts; students should infer different expectations and propose a respectful communicative response.

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Types of AI-Generated Authentic Listening Tasks

Table 2. Suggested task bank for university EFL listening

Task type	Target listening process	Communicative follow-up
Academic mini-lecture	Identify thesis, supporting details and transitions.	Produce notes and give a one-minute oral summary.
International group-project dialogue	Infer misunderstanding, emotion and resolution.	Role-play an alternative resolution.
Professional interview simulation	Recognise qualifications, views and implied evaluation.	Select a candidate and justify the decision.
Campus announcement	Extract dates, rules and actions required.	Create a checklist or respond with questions.
Problem-solving podcast segment	Compare viewpoints and evidence.	Discuss a solution in groups.

Proposed Intervention and Measurement Plan

To investigate impact empirically, the framework may be implemented over eight weeks with two comparable university EFL groups. Both groups should work towards the same CEFR-oriented listening outcomes and receive similar instructional time. The experimental group would use the validated AI-generated authentic task bank, whereas the comparison group would use standard course recordings and teacher-selected materials. This is a proposed design only; actual results must be inserted after implementation.

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Table 3. Proposed empirical measurement plan

Measurement point	Instrument	Indicator
Before intervention	Parallel listening pre-test	Baseline performance in gist, detail and inference.
Weekly lessons	Task observation checklist and learning log	Engagement, strategy use and difficulty patterns.
After intervention	Parallel listening post-test	Change in listening competence.
After intervention	Perception questionnaire and focus-group prompts	Perceived authenticity, usefulness and limitations.
Quality audit	Teacher audio evaluation sheet	Naturalness, accuracy and cultural suitability.

A scoring rubric should separate comprehension of global meaning, extraction of factual detail, interpretation of implied meaning and ability to communicate a response based on what was heard. This prevents assessment from being restricted to multiple-choice recognition and aligns the study with the broader competence orientation of the CEFR.

DISCUSSION

The analysis suggests that AI has a valuable role in expanding the availability of context-sensitive listening material. A teacher may produce scenarios connected with education, tourism, academic mobility or professional communication and revise them rapidly according to students' needs. This advantage is important in higher education, where students require language linked to their field and to international engagement.

However, authenticity remains a pedagogical judgement. AI-generated speech that is monotonous, overly clean or culturally superficial can misrepresent the complexity of spoken interaction. Ha's (2025) findings confirm that learners notice such limitations. Consequently, AI audio should be validated by the teacher and balanced with podcasts, interviews, recorded human speech and

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classroom communication. Students can also be invited to critique whether a generated task sounds natural and culturally appropriate, thereby developing critical digital literacy.

The proposed intervention avoids unsupported claims. It transforms the title's focus on impact into a researchable structure that can later produce OAK-appropriate empirical results: a defined task model, a measurable listening outcome, documented implementation and transparent data analysis. This approach is preferable to reporting unverified improvements.

CONCLUSION

AI-generated authentic listening tasks can be pedagogically valuable when authenticity is understood through situation, language, culture and response rather than voice quality alone. The article proposes a four-dimensional authenticity framework, a university-level task bank and an empirical implementation plan. For Uzbek higher education, this model may help teachers connect listening instruction with academic and intercultural communication while maintaining human quality control and ethical AI practice. The next stage is classroom testing with real pre-test, post-test and perception data.

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