

Self-Directed English Language Learning: Exploring the Synergy of AI and Human Insights

Open Classroom Lesson Observation at Ying Wa College
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Background Information of the Lesson Design

School-based curriculum

Transferable skills alongside preparation for the DSE

Empower students to become independent learners

Aligns with the EDB's optimisation of the senior form English Language Curriculum

- Integration of the former elective modules into the core curriculum
- Meaningful classroom practices that foster critical thinking, digital literacy, and learner autonomy

Three Major Domains of Teaching Excellence

Encouraging Ownership
of Learning

Self-Directed Learning
Study Plan

Learning-Oriented Assessment
Enriched with Systemic
Functional Linguistics

Innovative Multi-Modal
Methods



Pedagogical Rationale and Curriculum Alignment

Connection to the School-Based Curriculum:

- Thematic focus on workplace and university admission contexts (e.g., reflective writing, goal-setting, personal statements)
- Integration of field-tenor-mode analysis for genre-specific writing
- Embedding self-directed learning through reflection and iterative improvement
- Multimodal learning with tools like AI, gamification, and collaborative e-learning platforms
- Alignment with 21st-Century Skills
- Preparing students for real-world contexts by integrating English proficiency with lifelong learning strategies and digital literacy

Overview of Lesson Design and Flow

1. Revisiting prior knowledge and tasks
2. Goal-setting: SMART goal refinement
3. AI and human peer feedback: Evaluating advice and revising drafts
4. Collaborative writing improvement
5. Reflecting on key takeaways and relevant values

Overview of Lesson Design and Flow

Pre-demonstration lesson: *(done before today's lesson)*

1. Students' reflection on their English learning experience
2. Analysis of the Field-Tenor-Mode requirements of the reflective writing task
3. Collaborative brainstorming of language features
4. Writing the first draft of the reflective letter to future self

Overview of Lesson Design and Flow

Demonstration lesson: *(this lesson)*

1. Review of previous writing tasks
2. Identifying learning challenges and seeking advice from AI and human peers
3. Discussion of insights on the advice from AI and human peers
4. Evaluation and improvement of written work with human-AI collaboration
5. Consolidation

Key Features of the Lesson

Self-directed English Language Learning Empowerment

- Reviewing and applying understanding of SMART goals through a reflective writing activity
- Encouraging collaborative evaluation and feedback to build a supportive learning community

Integration of AI for English Language Education

- AI as a tool for self-reflection, feedback, and learning enhancement
- Ethical and strategic use of AI for crafting prompts and evaluating advice

Gamification of Learning

- Use of the Excel-based Life Simulation Game to reward participation and foster engagement

Learning-Oriented Assessment with Genre Analysis

- Analysis of the genre-based requirements through the Field-Tenor-Mode framework
- Formative feedback practices to enhance students' reflective writing and critical thinking

Lesson Objectives

Three major domains:

1. Language Skill Development
2. Self-Directed Learning Competence
3. Multimodal Learning with AI application in English Language Education

1. Language Skill Development

To enhance students' overall language proficiency by integrating writing, speaking, listening, and reading in authentic and reflective contexts. This includes:

- Applying the Field-Tenor-Mode (FTM) framework to produce contextually appropriate and coherent texts, while improving students' awareness of purpose, audience, tone, and register.
- Encouraging collaborative discussions and active engagement to foster effective communication and deeper comprehension of diverse perspectives.

To incorporate Learning-Oriented Assessment (LOA) into language learning by:

- Guiding students to evaluate their own and peers' work systematically using clear success criteria focused on content, language, and organisation.
- Facilitating iterative improvement through cycles of feedback from teachers, peers, and AI, enabling students to address areas of weakness like tone, structure, and coherence.

2. Self-Directed Learning Competence

To nurture students' autonomy and ownership of their learning journey by:

- Promoting reflective goal-setting and self-monitoring through the use of SMART goal frameworks.
- Consolidating prior learning experiences to help students connect their past achievements to their current DSE preparation and broader life goals.
- Encouraging metacognitive practices by having students critically evaluate feedback (both human and AI-generated) to enrich their understanding of giving quality advice to themselves and their peers in the supportive peer learning circle.

3. Multimodal Learning with AI application in English Language Education

To integrate multimodal learning strategies and AI tools into the lesson by:

- Using AI tools to develop digital literacy and AI literacy, with an emphasis on ethical usage and effective prompt engineering to enhance the English language learning experience.
- Engaging students in gamified activities (e.g., the “Life Simulation Game”) and collaborative platforms (e.g., PollEverywhere) to create dynamic, technology-enhanced learning experiences.
- Encouraging critical thinking by guiding students to evaluate and compare AI-generated outputs with human feedback, fostering a deeper understanding of the potential and limitations of AI in reflective writing and learning.





Anticipated Challenges

Potential challenges for students:

- Applying reflective thinking to refine SMART goals
- Crafting effective prompts for AI
- Balancing AI and human feedback for meaningful revisions

Some Focuses of Observation & Reflection

1. Reflection on the continued English learning process
2. Students' critical engagement with AI-generated feedback
3. The effectiveness of peer feedback and collaboration
4. Students' ability to refine SMART goals and revise writing
5. Teacher's facilitation of self-directed learning and critical thinking



Snapshots from the Pre-demonstration Lesson

Your Task: A Reflective Letter to Your Future Self

You will write a reflective letter to your post-DSE self that includes:

- Reflections on your HKDSE preparation and English learning journey
- SMART goals for applying English in future contexts (e.g. university & career)
- A motivational and personal message to your future self

Key Focuses:

- Self-directed learning
- Peer support
- SMART goal-setting

Hands-on Trial of the k12gpt.ai Platform

This will be the AI platform used in the demonstration lesson today.

You can give it a try too by following the steps below:

Go to k12gpt.ai

Log in using the student accounts (given to you during registration when you entered the hall, while stock lasts due to the number of guests; you can still observe students' participation meanwhile)

Join the 6D classroom → Class code: JIWHEU

Try to use the chat prompts in the AI chatroom (e.g. those demonstrated today)

Field-Tenor-Mode Analysis of the Writing Task

Field	Tenor	Mode
Congratulate yourself on escaping gratitude on the hard work and dedication of myself your expectation Comfort yourself after <u>dse</u>	I, as a F6 student write it to myself The one who receive is the future self Future self (Receives the letter) Me (Writer of the letter)	informal informal informal (literally to yourself) Letter informal You may challenge yourself by writing in a formal tone Informal letter

Reviewing SMART Goals

What are SMART goals?

specific
measurable
result-oriented
time-bound
Attainable but challenging

What are your SMART goals in your English language learning journey?

listen to at least one taylor swift song every day

learn one vocab each day

watch football games and listen to the commentators

watch YouTube to learn British accent

listening to more English YouTube videos

Use English to communicate with foreigners while travelling

Target Language Features of the Reflective Letter

Brainstorm useful language for the reflective writing task in the table below.

Language feature categories	Example language features	Why are they related to this writing task?
future tense	<u>i will</u> try to improve my english!!!	because ur writing to your future self and u gotta make some commitments 🧑🔥🧑🔥
Future tense	I will get good grades in DSE	To show your determination to ur future self
present perfect tense	He has been working in this school since 2003	ur writing will be including your continuous effort in these years
Showing appreciation	Im proud of you	To encourage my future self
Present tense	I play basketball every day	
future	I sincerely hope that you will become a sigma male	
descriptive writing on emotions	your heart is finally unleashed from the chains and locks of <u>dse</u>	you need to tell your future self about what <u>are you</u> feeling now.
appreciative tone	I'm really proud of your resilience and hard work during the DSE period.e	Be grateful for your accomplishments
rhetorical questions	<u>do you</u> regret choosing any elective subjects?	



Open Classroom



Post-lesson Reflection and Debriefing Session

Quick survey:

What aspect(s) of the lesson caught your attention the most?

1. Self-directed English language learning + SMART goals
2. Learning-oriented assessment with peer evaluation and writing improvement
3. Multimodal learning strategies (e.g. collaborative e-learning platforms, AI, gamification)

Reflection on Key Observations

1. Reflection on the continued English learning process
2. Students' critical engagement with AI-generated feedback
3. The effectiveness of peer feedback and collaboration
4. Students' ability to refine SMART goals and revise writing
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Reflection on Anticipated Challenges

Potential challenges for students:

- Applying reflective thinking to refine SMART goals.
- Crafting effective prompts for AI.
- Balancing AI and human feedback for meaningful revisions.

Examples of teacher's strategies:

- Scaffolding activities to guide students through complex tasks broken down into manageable steps.
- Monitoring student-student / student-AI dynamics and providing guidance.
- Encouraging critical evaluation of both AI and peer feedback.

Discussion on Highlighted Pedagogical Strategies

- How does this lesson exemplify self-directed learning and learning-oriented assessment?
- What are the strengths and limitations of using AI in the classroom?
- How can gamification and collaboration further enhance student engagement?

Transferability of Strategies to Other Contexts

Will you apply similar strategies in your own teaching contexts?

Some potential guiding questions to ponder:

1. How can self-directed learning be integrated into other subjects or levels?
2. What are some ways to adapt the use of AI and gamification for different learning objectives?
3. How can these strategies be scaled for larger or more diverse classrooms?



What are some
potential challenges
and solutions?

Challenges Related to Self-Directed Learning

Setting Realistic SMART Goals

- Some students may struggle to set precise, actionable goals due to limited understanding of their own learning needs.
- Possible lack of experience in connecting their writing goals to real-world contexts.

Self-Motivation and Initiative

- Some students may lack the intrinsic motivation or discipline to take ownership of their learning tasks.
- External distractions or reliance on teacher guidance might hinder their ability to work independently.

Evaluating Learning Strategies

- Students may find it challenging to review and reflect on the effectiveness of their chosen strategies for achieving their goals.
- Limited confidence in questioning or modifying their approaches can impede growth in SDL competence.

Balancing Feedback Sources

- Striking a balance between AI feedback, peer feedback, and personal reflection could be overwhelming for students, especially when required to critically evaluate feedback across sources.
- Students might over-rely on AI-generated suggestions without critically assessing their relevance.

Challenges for Teachers

Ensuring all students, particularly less motivated ones, are meaningfully engaged in self-directed tasks.

Providing adequate scaffolding without undermining the autonomy the lesson seeks to promote.

Managing time effectively to support reflective practices while covering the necessary curriculum.

Possible Solutions

Incorporate more scaffolding exercises for goal-setting, such as guided examples or collaborative goal-planning.

Introduce step-by-step frameworks for students to evaluate their learning strategies (e.g., reflective questions or rubrics).

Create opportunities for low-stakes practice in balancing AI and peer feedback, such as smaller, iterative tasks before the main reflective writing activity.

Suggestions for Adaptation

Use similar SDL frameworks (e.g., goal-setting, reflective practices) in project-based learning or inquiry-based subjects.

Adapt AI tools to different writing genres (e.g., argumentative essays, creative writing).

Incorporate gamified elements like progress tracking or reward systems to foster engagement in other subjects.



How are the responses?

Learning from AI and Peers

You will be seeking support from the generative AI bot and your human peers.

Part 1: Interaction with the AI chatbot (k12gpt.ai) as a learning counsellor (choose the "**Counsellor for challenges arising from learning**" chat template on k12gpt.ai)

- Formulate prompts based on your identified English learning challenges.
- Interact with the AI counsellor to seek advice on their English learning challenges.
- Share on the collaborative Google Docs task sheet the prompts and responses from the AI.

Part 2: Interaction with human peers

- Share your English learning challenges with your neighbours. Seek advice from each other.
- Compare it with the suggestions from AI.

Prompt 1: Hello. I am facing the stress from the upcoming HKDSE exam, particularly the English Language papers. For Paper 2 writing, I feel that I cannot predict the questions and I do not know how I can prepare for it. I am so lost. What should I do?

k12gpt.ai using gpt4o-mini (with customisation)

Hello! I want you to know that it's completely normal to feel stressed and lost when facing such an important exam like the HKDSE. Many students experience similar feelings, especially when it comes to subjects like English Language, where the unpredictability of the questions can be overwhelming. It's great that you're reaching out for support.

First, let's take a moment to acknowledge how you're feeling. It sounds like you're feeling anxious about your preparation and uncertain about how to approach the writing section. That's a tough spot to be in, but I'm here to help you work through it.

Can you share a bit more about what specific aspects of Paper 2 writing you find most challenging? For example, is it the types of prompts, the writing style, or perhaps time management during the exam? Understanding your concerns better can help us find some practical strategies together.

Remember, you're not alone in this, and with some guidance, you can develop a plan that works for you.

poe.com using gpt4o-mini (without customisation)

It's completely normal to feel stressed about exams, especially a significant one like the HKDSE. Here are some strategies to help you prepare for the English Language Paper 2 writing component:

1. Understand the Format:

Familiarize yourself with the types of tasks (e.g., essay, letter, report) you may encounter. Review past papers to get a sense of the format and expectations.

2. Practice Regularly:

Set aside time each week to practice different types of writing. Use prompts from past papers or create your own based on current events or topics of interest.

3. Expand Your Vocabulary:

Read a variety of texts (articles, stories, essays) to expose yourself to different styles and vocabularies. Keep a vocabulary journal to note down useful phrases and expressions.

4. Seek Feedback:

Share your writing with teachers, peers, or family members. Constructive feedback can help you identify areas for improvement.

5. Study Model Answers:

Analyze high-scoring model answers to understand what makes them effective. Pay attention to structure, argument development, and language use.

6. Organize Your Ideas:

Practice brainstorming and outlining your ideas before you start writing. This can help you organize your thoughts and improve the clarity of your writing.

7. Time Management:

During practice sessions, time yourself to get used to the exam conditions. This will help you manage your time effectively on exam day.

8. Stay Informed:

Read news articles, opinion pieces, and essays on contemporary issues. This will help you develop informed opinions and examples to use in your writing.

9. Relaxation Techniques:

Incorporate stress-relief practices, such as deep breathing, exercise, or mindfulness, to manage anxiety leading up to the exam.

10. Stay Positive:

Maintain a positive mindset. Remind yourself that preparation will help you feel more confident.

Conclusion:

Preparation is key, but so is taking care of your mental health. Make a study plan that balances practice with relaxation. You've got this!

Prompt 2: I find the question topics too unpredictable, and the actual text type required is sometimes not clearly mentioned in the question.

k12gpt.ai using gpt4o-mini (with customisation)

Thank you for sharing that with me. It sounds like the unpredictability of the topics and the ambiguity in the question formats are really contributing to your stress. It's understandable to feel overwhelmed when you don't have a clear idea of what to expect.

Let's break this down a bit. One approach you could consider is to familiarize yourself with common themes and text types that have appeared in past exams. While you can't predict the exact questions, understanding the types of topics that frequently come up can help you feel more prepared.

Here are a few steps you might find helpful:

Review Past Papers: Look at previous HKDSE English Language Paper 2 questions. Identify any recurring themes or types of texts (like letters, articles, or reports) that you can practice writing. This can give you a sense of what to expect.

Practice Different Text Types: Since the text type isn't always clear, practice writing various forms of texts. Set a timer and write a short piece for different prompts, focusing on different styles (e.g., a letter to the editor, a narrative, or a report). This will help you become more adaptable.

Create a Writing Plan: Develop a flexible writing plan that includes brainstorming ideas for different themes. For example, you could create a list of potential topics (like friendship, technology, or environmental issues) and jot down points or arguments you could use for each.

Seek Feedback: If possible, share your practice writings with a teacher or a friend who can provide constructive feedback. This can help you identify areas for improvement and build your confidence.

Stay Calm and Positive: Remember to take breaks and practice self-care. Stress can make it harder to think clearly, so finding ways to relax can help you perform better.

How do you feel about these suggestions? Do any of them resonate with you or seem feasible to try? I'm here to support you as you navigate this!

poe.com using gpt4o-mini (without customisation)

It's understandable to feel overwhelmed by the unpredictability of exam questions. Here are some strategies to help you navigate this uncertainty:

1. Familiarize with Common Topics:

Review past exam questions to identify recurring themes or topics. Common areas include education, technology, environment, and social issues.

2. Practice Versatile Writing:

Work on various text types (e.g., essays, letters, reports) so you feel comfortable adapting to whatever is asked. Focus on:

Essays: Presenting arguments clearly.

Letters: Adopting appropriate tone and style.

Reports: Structuring information logically.

3. Analyze Question Phrasing:

Pay attention to how questions are worded. Look for keywords that indicate the required format. For example, "discuss" might suggest an essay, while "describe" could indicate a report or letter.

4. Develop a Flexible Outline:

Create a general outline template that can be adapted to different text types. This can help you quickly organize your thoughts, regardless of the specific question.

5. Practice with Random Prompts:

Use random writing prompts to simulate exam conditions. This will help you become more adaptable and improve your ability to think on your feet.

6. Mock Exams:

Set up mock exams with friends or study groups. This will give you practice under pressure and help you become more comfortable with the unpredictable nature of the questions.

7. Focus on Key Skills:

Work on developing strong skills in:

Argumentation: Being able to present and defend a viewpoint.

Critical Thinking: Analyzing and evaluating different perspectives.

Clarity and Coherence: Ensuring your writing is easy to understand and logically structured.

8. Stay Updated:

Keep informed about current events and popular topics. This can provide you with relevant examples and ideas to use in your writing.

9. Time Management Practice:

During your practice sessions, simulate the exam time constraints. This will help you get used to thinking and writing quickly.

Conclusion:

While the unpredictability of the questions can be challenging, being versatile and prepared will help you handle whatever comes your way. Focus on building your skills, and remember that practice will increase your confidence on exam day. Good luck!

Prompt 3: I know you are trying to help, but I just want to give up.

k12gpt.ai using gpt4o-mini (with customisation)

I truly appreciate your honesty, and I want you to know that it's completely okay to feel this way. The pressure of exams can be incredibly overwhelming, and it's normal to feel like giving up at times. You're not alone in feeling this way, and it's important to acknowledge those feelings.

When you're in a tough spot, it can be hard to see a way forward. Let's take a moment to breathe and reflect on what you're experiencing. What do you think is making you feel like giving up? Is it the pressure, the workload, or something else? Sometimes, just talking about it can help lighten the burden a little.

If you're willing, we can explore what might help you feel a bit more motivated or find a way to cope with these feelings. Remember, it's okay to take a step back and give yourself some grace during this challenging time. You are capable of navigating this, and I'm here to support you in any way you need.

poe.com using gpt4o-mini (without customisation)

I understand that feeling overwhelmed can make it seem easier to give up, but it's important to remember that you're not alone in this. Here are some thoughts to consider:

1. Take a Break:

It's okay to step back for a moment. Give yourself some time to relax and recharge. A short break can help clear your mind.

2. Talk About It:

Sharing your feelings with friends, family, or a teacher can provide support and perspective. Sometimes, just talking about what you're going through can lighten the load.

3. Set Small Goals:

Instead of focusing on the big picture, set small, achievable goals. Completing one practice writing task or reviewing a single topic can help you feel a sense of accomplishment.

4. Focus on Progress, Not Perfection:

Remember that improvement takes time. Celebrate the small victories along the way, even if they seem minor.

5. Visualize Success:

Try to visualize yourself successfully completing the exam. Positive thinking can boost your confidence and motivation.

6. Reconnect with Your Why:

Think about why you're pursuing this goal. Reflecting on your motivations can help reignite your passion and commitment.

7. Seek Support:

If feelings of hopelessness persist, consider talking to a counselor or someone who can provide additional support.

Conclusion:

It's okay to feel frustrated, but don't give up on yourself. Every step you take, no matter how small, brings you closer to your goal. Take it one day at a time, and remember that you have the strength to get through this. You can do it!

Writing Evaluation

Remember the reflective letters collected from the previous lesson?

We will collaboratively evaluate a couple of samples now.

- Peer evaluation
- AI's evaluation (choose the "**Writing evaluator bot**" chat template on k12gpt.ai)

Evaluate the work based on the following learning focuses (LFs):

LF1: How well does it reflect on the English learning journey?

LF2: How "SMART" are the goals set for the future?

LF3: Is a positive and motivational tone used?

LF4: How coherent and cohesive is the letter?

Share your responses on the collaborative Google Docs task sheet.

Prompt 1: Can you offer some feedback on my writing?

Thank you for sharing your writing! It's a creative and engaging piece that captures a conversational tone. I appreciate the effort you put into making it personal and motivational. Let's break down the feedback according to the HKDSE rubric: Content, Language, and Organisation.

Content (C: 5/7)

Your piece effectively communicates a motivational message to your future self, which is a strong point. The use of informal language and slang creates a relatable tone. However, to enhance the content, consider the following:

Specificity: While you mention goals like "academic writing" and "presentation skills," providing specific examples or experiences could strengthen your message. For instance, you could mention a particular essay topic you want to excel in or a presentation you hope to deliver.

Depth: You touch on various aspects of English proficiency, but expanding on how you plan to achieve these goals would add depth. For example, what specific strategies will you use to improve your vocabulary or presentation skills?

Language (L: 5/7)

Your language is vibrant and engaging, which suits the informal tone of the piece. However, there are areas for improvement:

Consistency in Tone: While the informal tone is appealing, ensure it remains consistent throughout. Phrases like "killin' it" and "vibin'" are great, but balancing them with slightly more formal expressions could enhance clarity.

Grammar and Syntax: There are minor grammatical issues, such as "snaggin' those English proficiency certs" which could be more formally stated as "obtaining English proficiency certificates." Additionally, consider varying your sentence structure for better flow.

Organisation (O: 4/7)

The overall structure of your writing is clear, but it could benefit from more logical progression:

Paragraphing: Consider breaking your writing into paragraphs. Each paragraph could focus on a specific aspect of your message (e.g., goals, skills, mindset). This would enhance readability and help the reader follow your thoughts more easily.

Transitions: Use transitional phrases to guide the reader through your ideas. For example, phrases like "Moving on to..." or "Additionally..." can help connect your thoughts and create a smoother flow.

Suggestions for Improvement

Expand on Your Ideas: Add specific examples and strategies to illustrate your goals and how you plan to achieve them.

Refine Your Language: Aim for a balance between informal and formal language. Review your sentences for grammatical accuracy and consider varying your sentence structures.

Enhance Organisation: Break your writing into clear paragraphs and use transitions to improve the flow of ideas.

Overall, you have a solid foundation with a unique voice. By addressing these areas, you can elevate your writing to a higher level. Keep up the great work, and I look forward to seeing your revisions!

Prompt 2: Can you suggest more specific areas of improvement?

Absolutely! Here are more specific areas of improvement for your writing, broken down into the three domains: Content, Language, and Organisation.

Content

Goal Specificity: Instead of saying "set some lit goals," specify what those goals are. For example, you could say, "Set a goal to write a research paper on a topic that fascinates you, such as climate change or technology in education."

Examples of Skills: When you mention "presentation skills," consider including a specific scenario. For instance, "Practice presenting in front of friends or family to build confidence before your first university presentation."

Personal Reflection: Add a personal touch by reflecting on a past experience that shaped your English skills. For example, "Remember that time you struggled with a group project? Use that experience to improve your collaboration skills in the future."

Language

Word Choice: While informal language can be effective, consider using a mix of informal and formal vocabulary. For example, instead of "rockin' that English game," you might say, "excelling in English communication."

Avoid Slang Overuse: While phrases like "killin' it" and "vibin'" add personality, they can detract from the overall clarity. Try to limit slang to maintain a balance. For instance, you could replace "keep rockin' on" with "continue to strive for excellence."

Grammar and Syntax: Pay attention to sentence structure. For example, "Nail that professional communication, 'cause networking and collaboration are where it's at" could be revised to "Focus on mastering professional communication, as networking and collaboration are essential skills."

Organisation

Paragraph Structure: Divide your writing into distinct paragraphs. For example:

Introduction: Briefly introduce your purpose.

Goals: Discuss specific goals for your English skills.

Skills Development: Elaborate on how you plan to develop these skills.

Mindset: Conclude with a motivational note about perseverance and growth.

Transitions: Use transitional phrases to connect your ideas. For example, after discussing goals, you might say, "In addition to setting goals, it's crucial to develop specific skills that will help you achieve them."

Conclusion: End with a strong concluding statement that encapsulates your message. For instance, "Stay committed to your journey, and remember that every step you take brings you closer to your dreams."

Next Steps

Revise Your Draft: Incorporate these specific suggestions into your writing. Focus on adding depth to your content, refining your language, and improving your organisation.

Read Aloud: After revising, read your piece aloud to check for flow and clarity. This can help you identify areas that may still need improvement.

Seek Feedback: Consider sharing your revised draft with peers or teachers for additional perspectives.

By focusing on these specific areas, you can enhance the overall quality of your writing and make it more impactful. Keep up the great work, and I look forward to seeing your revisions!

Prompt 3: Can you give me the revised sample?

I appreciate your enthusiasm for improvement, but I cannot provide a direct revised sample of your writing. Instead, I encourage you to use the feedback and specific areas of improvement I provided to make your own revisions.

Here's a structured approach to help you create your revised piece:

Introduction: Start with a brief introduction that sets the tone for your message. For example:

"Hey Future Self, I hope this message finds you thriving and achieving your dreams."

Goals: Clearly outline specific goals you want to achieve in your English skills.

"As you embark on your university journey, set concrete goals like writing a research paper on a topic that excites you, such as climate change."

Skills Development: Discuss how you plan to develop these skills with specific examples.

"To enhance your presentation skills, practice presenting in front of friends or family to build confidence before your first university presentation."

Mindset: Emphasize the importance of a growth mindset and learning from experiences.

"Remember that time you struggled with a group project? Use that experience to improve your collaboration skills in the future."

Conclusion: End with a motivational statement that encapsulates your message.

"Stay committed to your journey, embrace every opportunity to learn, and remember that each step brings you closer to your dreams."

By following this structure and incorporating the specific suggestions, you can create a revised version that is more focused, clear, and impactful. I believe in your ability to make these improvements, and I look forward to seeing your next draft! If you have any questions or need further guidance, feel free to ask.

Reflection on Broader Implications

How does this lesson prepare students for future academic and professional challenges?

What role should AI play in education moving forward, particularly in fostering SDL competence?

How can we continue to nurture critical thinking, digital literacy, and learner autonomy?

How can these be integrated into students' lifelong English learning journey?

Sharing of teaching resources

1. Encouraging Ownership of Learning: Self-Directed Learning Study Plan
2. Contextualizing Learning Outcomes: Learning-Oriented Assessment
Enriched with Systemic Functional Linguistics
3. Leveraging Technology in English Language Education: Innovative
Multi-Modal Methods