

Teaching Showcase Session 1

1. Integrating AI Tools in High School English Writing: An Application Letter Teaching Showcase

徐一丹

Target Teacher Audience

This session is designed for high school English teachers, educators interested in AI-assisted instruction, and those seeking effective strategies for integrating technology into traditional classroom practices. It is particularly suitable for teachers with limited resources who wish to enhance the efficiency of writing instruction, as well as those exploring how to use AI tools to provide personalized feedback on student writing and to create original listening resources.

Showcase Description

Example: This showcase presents a high school English practical writing lesson on application letters, delivered to a class of 30 Grade 12 students at Jia Xiang Foreign Language School in Sichuan Province. The students have an intermediate level of English and often struggle with unclear structure, repetitive expression, and missing key points in their writing.

Materials and Methodology: The lesson expands on the content of Unit 2 Make a Difference: The Well that Changed the World from the Foreign Language Teaching and Research Press (FLTRP) compulsory textbook for Senior High English, Compulsory Course 3. Students are tasked with writing an application letter as Li Hua to volunteer for the Ryan's Well charity project (Ryan's Well' is an international charity project focusing on solving water shortages in Africa). Using a Task-Based Learning approach enhanced by AI tools, the lesson incorporates an AI-generated listening text (converted to audio via ttsmaker) that aligns with the format of long conversations and monologues in the Chinese National College Entrance Exam (Gaokao). The audio covers the structure of application letters, key vocabulary, and essential writing points. An AI writing evaluation platform (such as Doubao or Tianxue Net) is also utilized. Key stages of the lesson include: group analysis of application letter structure, extracting useful language from the AI-generated dialogue, drafting, instant AI-powered feedback, student revisions based on AI suggestions, followed by a second round of teacher feedback and further writing. This structured discussion and multi-modal input help students acquire language knowledge and reduce writing anxiety, while the teacher uses AI to provide individualized feedback focusing on accuracy and content completeness.

Challenges and Adaptations: The main challenge was balancing technology use with the essence of language teaching, ensuring that tools do not replace critical thinking. This was addressed through teacher-guided group analysis combined with AI feedback, offering immediate support and helping students interpret AI suggestions effectively.

Student Responses: Students acquired relevant language knowledge through the listening materials, reinforced their understanding of formal letter structure via AI feedback, and improved their writing strategies and revision awareness. Many were able to transfer their learning beyond the classroom by actually applying to the “Ryan's Well” project. Post-lesson feedback showed that 85% of students had a clearer understanding of application letter components and could use core sentence patterns, lexical chunks, and vocabulary such as “I am drafting an application letter to...”, “English-proficient”, “promote the project to raise awareness and help with fundraising”, and “I sincerely hope to contribute” in their writing.

Key Takeaways for Teachers

- How to use AI to generate listening texts aligned with teaching objectives and convert them into input resources for writing lessons.
- How to integrate AI tools within a task-based learning framework to design a writing cycle of “input–output–feedback–revision”.
- How to use AI writing evaluation tools to improve feedback efficiency and guide students in data-driven self-revision.
- How to combine authentic contexts with technology-enhanced methods in practical writing instruction to increase student motivation and language application skills.

2. AI-Powered Reading Class: Exploring Cultural Craftsmanship in High School English

陈玉伟

Target Teacher Audience

High school English teachers in urban or suburban areas, educators interested in integrating AI and technology into their teaching practices, and teachers looking for innovative ways to teach reading and speaking skills through engaging and culturally rich content.

Showcase Description

This showcase presents a high school English lesson on “Masters of Time” from Unit 2 of the Foreign Language Teaching and Research Press (FLTRP) elective textbook (Book 4). The lesson was taught at Chengdu Jiexiang Foreign Language School in Chengdu on May 30th, 2025, China, targeting high school students with intermediate English proficiency. The class consisted of 50 students with varying levels of interest in English language learning.

Materials and Methodology

The lesson utilized a multimedia approach focusing on the theme of cultural heritage and craftsmanship.

Key materials included:

- A pre-recorded video clip introducing the work of clock restoration masters.
- PowerPoint slides featuring images and information about Wang Jin, a renowned clock restoration master.
- Handouts with reading passages and comprehension questions.
- AI tools (used BaiRiMeng for generating AI videos in lead-in part, DouBao AI agent for speech feedback and a software-“career image generation” for generating the future career image) for interactive activities and instant feedback.

The methodology emphasized critical thinking, discussion and reflection. Students were engaged in reading tasks that required them to summarize detailed information about Wang Jin’s work, appreciate the language used to describe the qualities of craftsmanship, and express their ideas on applying these qualities in their future careers with the help of “career image generation”. The lesson also included group work where students created speeches about Wang Jin, using the assessment of Doubao AI agent to enhance their presentations.

Challenges and Adaptations

The main challenge was maintaining student engagement and ensuring comprehension of complex reading materials. To address this, the lesson incorporated interactive elements such as group discussions, role-playing and AI-assisted feedback. Visual aids and multimedia content were used to make the material more accessible and engaging. Additionally, the lesson was structured to allow for student-led exploration and reflection, fostering a deeper understanding of the subject matter.

Student Responses

On the 4th period of May 30th 2025, 100% of the students attended this class. Generally, students showed high levels of engagement during the interactive activities and group work. They were

particularly interested in the use of AI tools for feedback and the opportunity to create their own presentations as well as the part of generating their image of the future career. By the end of the lesson, students demonstrated a clear understanding of Wang Jin's work and the qualities of craftsmanship. According to the final assessment form, about 90% of students learned how to analyze Wang Jin's character traits through close reading; about 85% of students were able to use content from the text, sentence structures, and the writing framework provided by the teacher to compose their own writing. At the same time, around 85% of students gained a deeper understanding of the qualities they would need for their future career plans. Students who had difficulties in finishing the tasks were mainly due to the limited time, lack of vocabulary and inability of analyzing long and complex sentences.

Key Takeaways for Teachers

- Step-by-step integration of AI tools (e.g., BaiRiMeng for generating AI videos in lead-in part; DouBao AI agent for speech feedback; a software called "career image generation" in WeChat for generating the future career image) with multimedia content for cultural heritage reading lessons.
- Strategies for integrating cultural themes and real-world examples into language learning.
- Techniques for fostering critical thinking and reflection in students.
- Methods for creating engaging and interactive group activities that promote student-led learning.

3. AI-Empowered Reading for Writing: High School Continuation Writing Teaching Showcase

彭英

Target Teacher Audience

High school English teachers interested in integrating AI tools into reading and writing instruction, educators seeking innovative approaches to literature teaching, and teachers wanting practical strategies for technology-enhanced continuation writing tasks.

Showcase Description

This showcase presents an AI-empowered Reading for Writing Lesson for Grade 12 students taught at Dongqu High School in Zhongshan, Guangdong Province.

The teaching material is selected from PEP Senior High School English Textbook Version 2019 Selective
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Teaching Materials and Tools

The text depicts the evolution of Claire's feelings towards Tony, which comes to an end at the climax, leaving readers in suspense. Based on the textual analysis, the lesson focused on the continuous writing. Key materials included modern teaching tools: Zhixue Network was used to provide feedback; Doubao was applied to create scenarios, assist students in reading and writing, and evaluate students' works; AntConc helped extract emotion-related vocabulary and grasp the main idea of the text; Honghe Multi-Screen Interaction was employed to display students' works.

Methodology

The methodology emphasized Multiple Evaluation Method, Situational Approach and Task-based Learning

Challenges and Adaptations

The primary challenge was to keep all the students who struggled with reading and writing engaged in the continuation writing. I adapted by using tools like AntConc and AI Agent to provide targeted support for students with academic stress. However, not all the students mastered using such tools though they were trained before. Therefore, when students struggled with AI tools, I implemented peer mentoring where tech-savvy students guided others through the process, ensuring all students could participate effectively.

Another was to guide students to think of AI-generated output critically. I adapted by guiding students to compare the performance of AI and that of students. Then the teacher made a thorough summary of the pros and cons of AI-generated output.

Student Responses

Students showed high engagement during the assessment of their works through AI Agent. Participation increased dramatically when prompt feedback was produced. 90% of students produced a good continuation writing.

This approach provides practical solutions for high school teachers seeking for innovation and willing to integrate AI into their teaching practices.

Key Takeaways for Teachers

- Strategies to get students involved in analyzing the structure, plot and language of the text.
- Techniques for using AI tools (Doubao, iFlytek Spark) to create a scenario, get feedback and assess students' works.

- Practical methods for using corpus tools (AntConc) to help students analyze the text and AI agents to support writing development.
- Use of thinking visualization tools (such as mind maps, question chains) to help students develop a deeper understanding of the text and shift from “passively reading” to “actively interpreting”.

This lesson was successfully implemented on May 14, 2024 with immediate positive response from students.