

# Teaching Showcase Session 2

## 1. Project-Based Learning in Large Classes: A Grade 7 English Teaching Showcase

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### Target Teacher Audience

Secondary school teachers working with elementary English learners, teachers managing large classes (40+ students), educators with heavy teaching loads, and instructors seeking methods to design project-based lessons based on textbooks.

### Showcase Description

This showcase presents an overview of the project-based design unit for Grade 7, titled “No Rules, No Orders”. It focuses particularly on the final lesson, which covers the product design. This lesson was taught at Xinghua Experimental School in Hangzhou, Zhejiang Province, for a class of 45 elementary English learners aged 12 to 13.

**Materials and Methodology:** To reduce the burden on teachers when implementing project-based learning in their daily teaching, this unit's project-based learning is aligned with the content of the textbook, requiring only minor adaptations and scenario creation based on the original materials. As the final part of the project design, this lesson tests the learning outcomes of the project and provides an opportunity to create a real-world product (a class rules poster). All that students need is a piece of paper for the poster, some markers, and some decorative stickers. The methodology is closely related to Task-Based Language Teaching and Communicative Language Teaching. In this lesson, students naturally integrate listening, speaking, and writing practice through group work. Evaluation and reflection are important parts of this lesson as well.

**Challenges and Adaptations:** There are two main challenges. First, with over 40 students, teachers need to pre-determine the most appropriate group size and within-group task allocation to ensure effective collaboration. Second, students tend to make class rules superficially—they are likely to only write the rules they can easily express, rather than those that are truly needed. The teacher needs to emphasise the importance of class rules in solving problems and achieving goals for the class. Therefore, I expanded on the description of “goals” in the textbook. Additionally, I introduced principles of poster design and public slogan creation to help students make their class rules more visually appealing when displayed on posters.

**Student Responses:** Students were eager to participate in the classroom activities and excited to discuss with their group members what makes a good class rule poster. They showed great enthusiasm for formulating new class rules and evaluating other groups' rule posters. By the end of the lesson, most students had grasped how to use modal verbs in rules and the basic principles of visual presentation in posters. Students recognized the importance of rules in campus life and learned to actively seek solutions when facing problems in daily life.

This approach offers secondary school teachers practical methods for designing project-based learning that is suitable for large classes using textbooks.

### Key Takeaways for Teachers

- Methods to integrate real-world applications with language learning
- Strategies for managing large classes of elementary learners by assigning group tasks
- How to adapt a textbook unit into a comprehensive project-based learning program

## 2. Five-Senses Poetry Exploration: An AI-Enhanced Interdisciplinary English Teaching Showcase

### 刘朱伟

This lesson, featured with interdisciplinary theme teaching, is a fusion of three subjects like English, Chinese and music. Designed to display the beauty, it centers on the cultivation of cross-culture awareness and the development of literature appreciation. I use Five-Senses Integration Pedagogy to show the beauty of poems each of which is selected according to its seasonal characteristics. Also I make full use of AI tools to design class activities throughout the lesson to help students explore the beauty.

### Target Teacher Audience

"Secondary English teachers interested in interdisciplinary approaches, educators seeking innovative ways to integrate Chinese culture with English literature, teachers comfortable with multiple AI tools, instructors wanting to develop students' cross-cultural awareness and poetry appreciation skills and lecturers who have a genuine passion for the English translation of the classic Chinese poems."

### Showcase Description

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**Essential lesson context:**

This showcase presents a Grade 9 English lesson on “Seasons” taught at Zhangjiagang Experimental School in Jiangsu province in late March 2025. It targets Grade 8 or 9 English learners with basic seasons vocabulary, but limited ability to write effectively and speak confidently.

**Key methodology:**

Interdisciplinary approach,

Five-Senses Integration Pedagogy (I used pictures, songs, perfume, video, sounds of frogs and cicadas, touch of spring breeze to describe the things, scenes and feelings.)

**Main AI tools and their specific purposes:**

1. “Napkin” -to give a Brainstorm structure as a warming-up activity;
2. “jimeng”-to create videos of lotus described by the Chinese poem to enjoy the beauty of lotus;
3. “qiyuai” - to demonstrate images depicted by the Chinese poems to prepare for Cinquain creations;

**Primary challenges and my adaptations:**

“How to choose proper poems and present them in an orderly way” “How to prepare students for writing Cinquain poems”

I adapted by letting students brainstorm the seasons vocabulary first, then review the poem “Seasons of the Year”. Next, I classify the eight poems into four chapters (Hope of Spring, Melody of Summer, Harvest of Autumn, Joy of Winter) and use “Jimeng” for visual presentation; Also I organize students to work individually, in pairs or groups for free talk, listening, matching, reading, filling in blanks, guessing, smelling, writing and singing.

**Student responses and outcomes:**

100% of Students used "jimeng" to create pictures for the poem. 83% of them succeeded in writing Cinquain poems and two students presented their work in class. 4 students summarized how to use the five senses to explore the beauty of different seasons. Five sang the seasonal song created by AI.

**Transferability for other teachers:**

This approach offers practical solutions to junior high teachers to promote cross-cultural communication, appreciate the beauty of poems in imagery and rhymes and spread the beauty of Chinese classical poems.

**Key Takeaways for Teachers**

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- Step-by-step methods for using AI tools (Napkin for brainstorming, Jimeng for visual creation) to enhance poetry appreciation through multimedia experiences"
- Step-by-step approach to integrating Chinese cultural content with English literature"
- Practical Five-Senses Pedagogy implementation for poetry instruction"
- Methods for guiding students in Cinquain poem writing using cultural inspiration"

### 3. Supporting Struggling Readers: AI Tools in Scientific Text Comprehension

袁讯

#### Target Teacher Audience

Junior high English teachers working with first-year junior high students who have weak vocabulary and reading comprehension skills, educators using People's Education Press textbooks, teachers managing large classes (40+ students), and instructors exploring AI-assisted reading instruction.

#### Showcase Description

This lesson case presents a Grade 7 reading teaching lesson from the English textbook of the People's Education Press in China, which was taught at Shishi Tianfu High School in Chengdu, Sichuan Province in May 2025. This class consists of 48 students who have weak vocabulary and poor reading comprehension skills.

**Materials and Methodology:** The theme of the unit is "A Day to Remember" which contains different types of texts talking about people's unforgettable experiences. This article, as a supplementary reading material, is a diary entry that tells the experience of the author Lisa's observation of a total solar eclipse. It includes a record of the author's daily activities as well as a description of the process of the total solar eclipse phenomenon occurring. I used the generative AI tool DeepSeek to conduct a comparative analysis of the language feature, text type and structure of the three texts in this unit so that students could transition from the two texts they had already learned to this new article. To visually structure the article, two flowcharts were designed: one about the activities in time order, and the other referring to the total solar eclipse process. Chinese cultural terminology was used to deepen the understanding of the scientific phenomenon and the cultural meaning behind it.

**Challenges and Adaptations:** The main challenge was retelling the process of a total solar eclipse as

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students were unfamiliar with scientific vocabulary. I asked the students to look up the professional terms in advance to reduce reading their reading burden. And I used vivid drawings to visualize the positional relationship between the moon and the sun, and had students use gestures to demonstrate the process. At the same time, I provided pronunciation support and encouraging feedback during the students' retelling. At last, cultural terminology was used to deepen their reading experience and understanding.

**Student Responses:** Students with upper and middle language proficiency (80%) could accurately and fluently describe the process of a total solar eclipse and demonstrate the positional relationship between the sun and the moon with gestures. Students with lower language proficiency levels (20%) could describe the entire process completely with the pronunciation assistance and picture prompts. 85% of the students had a relatively high level of concentration.

### Key Takeaways for Teachers

- Step-by-step methods for using AI tools to conduct comparative discourse analysis in group reading lessons.
- Practical scaffolding strategies for supporting weak readers in understanding complex scientific texts.
- Methods for making abstract scientific concepts accessible through visual demonstrations and cultural terminology integration.