



Diocesan Boys' School Primary Division



Exploring the use of Artificial Intelligence for Self-Directed English Language Learning

Harnessing the Power of AI to Help Students Think Deeper

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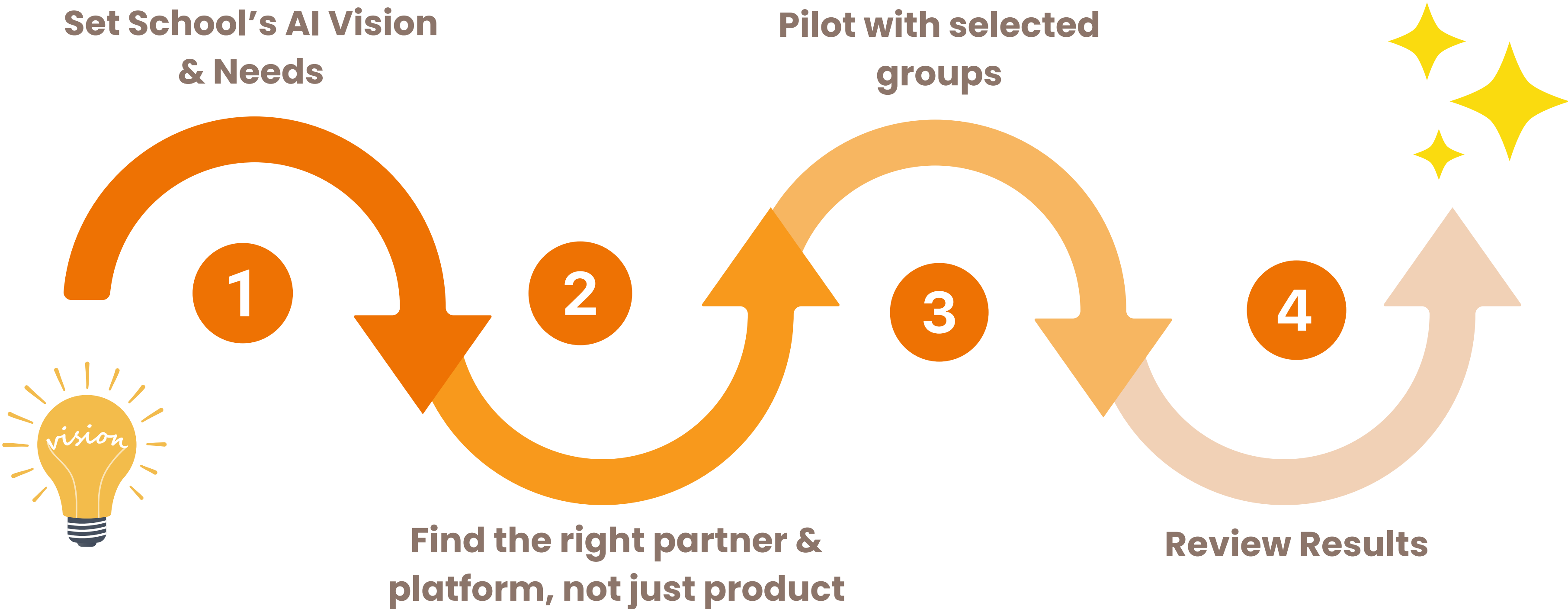
21st March, 2025

 **goodclass.ai**

Launching Roadmap



Diocesan Boys' School Primary Division



Source: Goodclass.ai



Writing



Use the Writing Planning Tool and Mindmap for effective pre-writing planning.



Enhance writing with the Feedback Tool and create books with the Story Book Generator to share with peers.

Speaking



Use the Pronunciation Assistant for feedback to refine pronunciation and improve clarity.



Practise speaking with the Conversation Assistant to enhance fluency and articulate thoughts effectively.

AI Tutor



Ai Chatbot tutor to provide 24x7 support for students' learning needs



Reading



Daily Comprehension Tool to match student reading levels.



Vocabulary Builder Tool expands students' word knowledge, boosting language proficiency.

Listening



Improve listening skills with exposure to diverse accents and contexts.



AI-Generated Dialogue Exercises offer varied conversational practice.

How to think deeper?

1) Planning Writing

[VIEW DEMO](#)

2) Understanding characters

[VIEW DEMO](#)

3) Understanding Story Structure

*When students are interested in the topic, they will engage in **self-directed learning** even when they are at home*

Developing students' writing ideas during the planning stage – Descriptive



A Day in Ocean Park (Travel Journal / Diary / Descriptive essay)



Q1: How to prompt students to think deeper when planning their writing?

VISION



HEARING



SMELL



TASTE



TOUCH



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Q1: How to prompt students to think deeper when planning their writing?



Outline for "A Day in Ocean Park"

Thesis Statement

My visit to Ocean Park was an unforgettable school event full of exciting rides, adorable animals, and fascinating experiences about underwater life.

Introduction

- Start with a fun opening sentence: "Have you ever spent a day filled with excitement, learning, and adorable animals?"
- Introduce the topic: A special school event where we visited Ocean Park.
- Briefly mention the highlights: riding the cable car, seeing cute penguins, and meeting a diver to learn about marine life.
- End with your thesis statement.

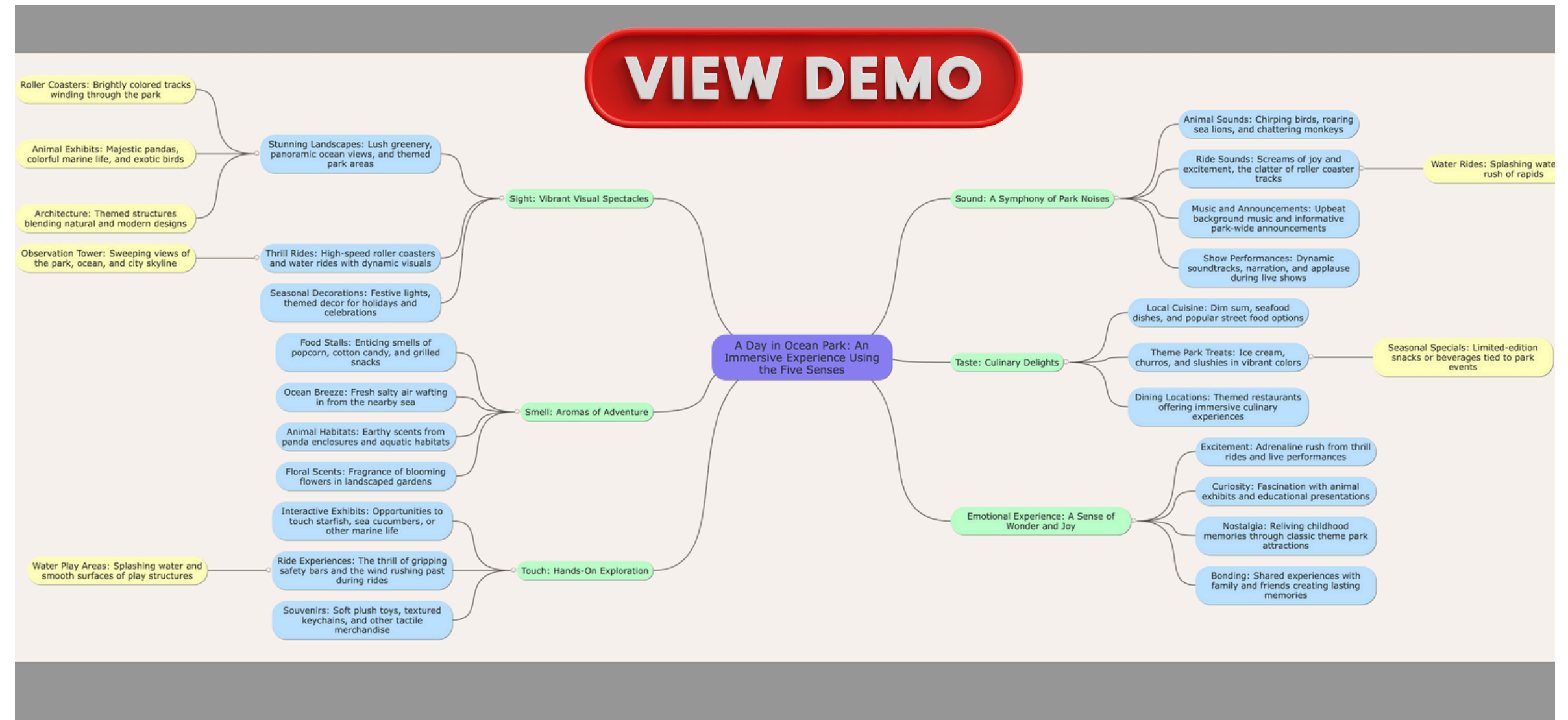
Body Paragraphs

Paragraph 1: The Exciting Cable Car Ride

- Describe the cable car ride: the view of the ocean, the thrill of being high up, and the fun with friends.
- How did you feel? Excited? Nervous?
- What did you see from the cable car? (e.g., the park, the sea, or maybe even dolphins!)

Paragraph 2: The Adorable Penguins

- Describe your visit to the penguin exhibit.
- What did the penguins look like? (e.g., "They were small, black and white, and waddled cutely.")
- Why did you find them cute and lovely? (e.g., the way they swam or played.)
- Did you learn something interesting about penguins? (Ask yourself: What do penguins eat? Where do they live?)



pick one example for each sense and jot down notes in planning sheet



Plan Your Essay!

Turn your messy thoughts into clear essay outlines.



Mind Map Generator

Create mind maps for brainstorming, problem solving, and note-taking

Beta



images generated by goodclass.ai

goodclass.ai

After finished writing

receive feedback at home at own pace

Marking Assistant

Generate curriculum-aligned feedback for student answers efficiently

Toggle Layout

Feedback Corrections Analytics (Eng)

Question

Journal entry of boggart training

Student's Answer

Input the student's answer here or upload a document/image containing the answer (Example, The main theme is...).

Screenshot 2024-09-30 at 5.12.33 PM.png

Screenshot 2024-09-30 at 5.12.42 PM.png

Subject

Languages

Grade Level

Primary 6 (HK)

Curriculum

Not specified

Additional Information/Instructions

Example: Use bullet points, present information in a table, etc.

Alert! Please enter text or upload a file.

Note: Please review AI-generated results for accuracy before using it.

Generate

Daily Credits left: 51

Feedback

Overall:

This journal entry is engaging and creatively captures the experience of facing a boggart, reflecting an understanding of the lesson while narrating a vivid personal experience.

Content

Good:

The student effectively captures the essence of a boggart training class with humor and imagination, making the entry both enjoyable and informative.

The narrative shows a clear understanding of the lesson's objectives, specifically the use of the spell "Riddikulus" to transform a boggart.

To be improved:

Consider expanding on the emotions felt after the boggart transformed, providing more insight into personal growth or learning from the experience.

The title could be more engaging; consider a title like "Overcoming Fear: My Boggart Training Experience" to grab the reader's interest.

Language and Style

Good:

The piece uses descriptive language effectively to convey the tension and humor of the situation, enhancing reader engagement.

The sentence structure varies enough to maintain a good flow, with sentences like "Suddenly, a huge snake popped out of nowhere" effectively building suspense.

To be improved:

Review the use of articles and prepositions for grammatical accuracy. For example, "by use the magic word" should be "by using the magic word."

Ensure the correct use of tenses and conjunctions to improve the narrative flow. Consider rewriting the sentence "Instantly, I was petrified and helpless and my face was extremely pale." to "Instantly, I felt petrified and helpless, as my face turned extremely pale."

Organisation

Good:

The journal entry is logically organized, with a clear introduction, body, and conclusion that guides the reader through the experience.

Each paragraph transitions smoothly, maintaining the reader's interest and providing a coherent narrative structure.

To be improved:

Ensure that topic sentences effectively introduce the main idea of each paragraph; for instance, the transition from describing events to reflecting on the experience could be more distinct.

Fact-Checking and Examples

Good:

The use of fictional content is well-integrated, with details like the magic phrase "Riddikulus" accurately reflecting fictional lore.

Short writing 1: Journal Entry of Boggart Training

Today, in Defense Against the Dark Arts class, we learned how to protect ourselves from a boggart.

During the lesson, we learnt how to defend against a boggart by use the magic word "Riddikulus" and I also learnt about many students' fear and also had a great time laughing at the boggart after it was turned into something "riddikulus".

When it was my turn to face the boggart, it floated up the air and started swirling and changing its form as if it was reading my mind.

petrified and helpless and my face was extremely pale. At that time, there were butterflies in my stomach and I had no idea what to do. As fast as light, the snake opened its mouth and slithered towards me. Frightened, I closed my eyes and waved my wand. Screaming at the top of my voice, I said, "Riddikulus!"

The snake stopped and started shrinking and shrinking, turning into a box with a picture of a snake as its cover and landed on the teacher's desk. It flipped itself open and started flying, showing a dangling snake snake, while continuously bumping itself on the wall. The scene was very

Toggle Layout

Feedback Corrections Analytics (Eng)

Jacoe Cheung 4th Class: GDX Date: 26th Short writing 1: Journal Entry of Boggart Taming Today, in Defense Against the Dark Arts class, we learned how to protect ourselves from a boggart. During the lesson, we

learnt how to defend against a boggart by use the magic word "Riddikulus"

Needs Improvement: The phrase "by use" is grammatically incorrect. It should be replaced with "by using" to ensure proper sentence structure.

and also had a great into something

When it was my turn to face the boggart, it floated up the air and started swirling and changing its form as if it was reading my mind.

Suddenly, a huge snake popped out of nowhere. It coiled up and hissed, showing its long fangs, which was dripping with venom. It looked straight at me, posed in an attacking position. Instantly, I was petrified and helpless and my face was extremely pale. At that time, there were butterflies in my stomach and I had no idea what to do. As fast as light, the snake opened its mouth and slithered towards me. Frightened, I closed my eyes and waved my wand, screaming at the top of my voice, I said, "Ridiculous." The snake stopped and started shrinking and shrinking, turning into a box with a picture of a snake as its cover and landed on the teacher's desk.

It flipped itself open and started flying, showing a dangling snake snake,

while continuously bumping itself on the wall. The scene was very hilarious and we all started laughing our heads off.

Copy

Like

Dislike

Export

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Q2: How to understand the characters better?

Reader/ Literature Studies **Character: Mr. Julius Solway**

Restart by Gordon Korman

- An ex-war hero who resides in an elderly home
- Develops friendship with the main character Chase Ambrose while he was performing community service to make up for his misconduct
- Agrees to be interviewed by Chase for the National Video Journalism Contest

Q2: How to understand the characters better?

Traditional Approach: Hotseating

Are you happy with....?

How does ... make you feel?

Why didn't you ?

Why did you?



Explain why you acted in that way?

What do you think about?

Q2: How to understand the characters better?

How about:

Interactive Character Interviews (Grade 6)

- **Before the interview:** Prepare list of questions to ask the characters
- **During the interview:** Jot down the ideas and compile an interview article (around 300–400 words)
- **After the interview:** Present their interview results in class



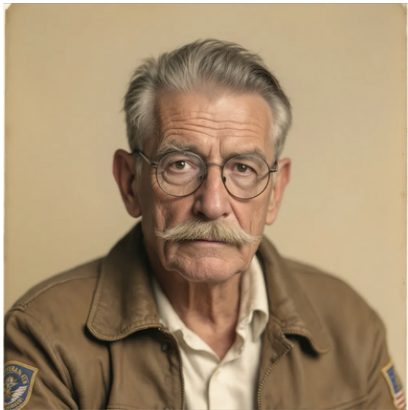


English Reader: Restart by Gordon Korman

Selected 4 main characters and built 4 agents



Chase Ambrose



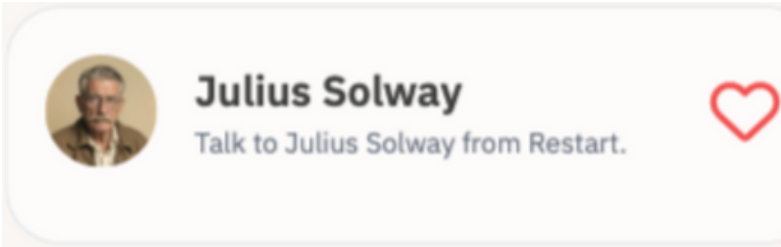
Mr. Julius Solway



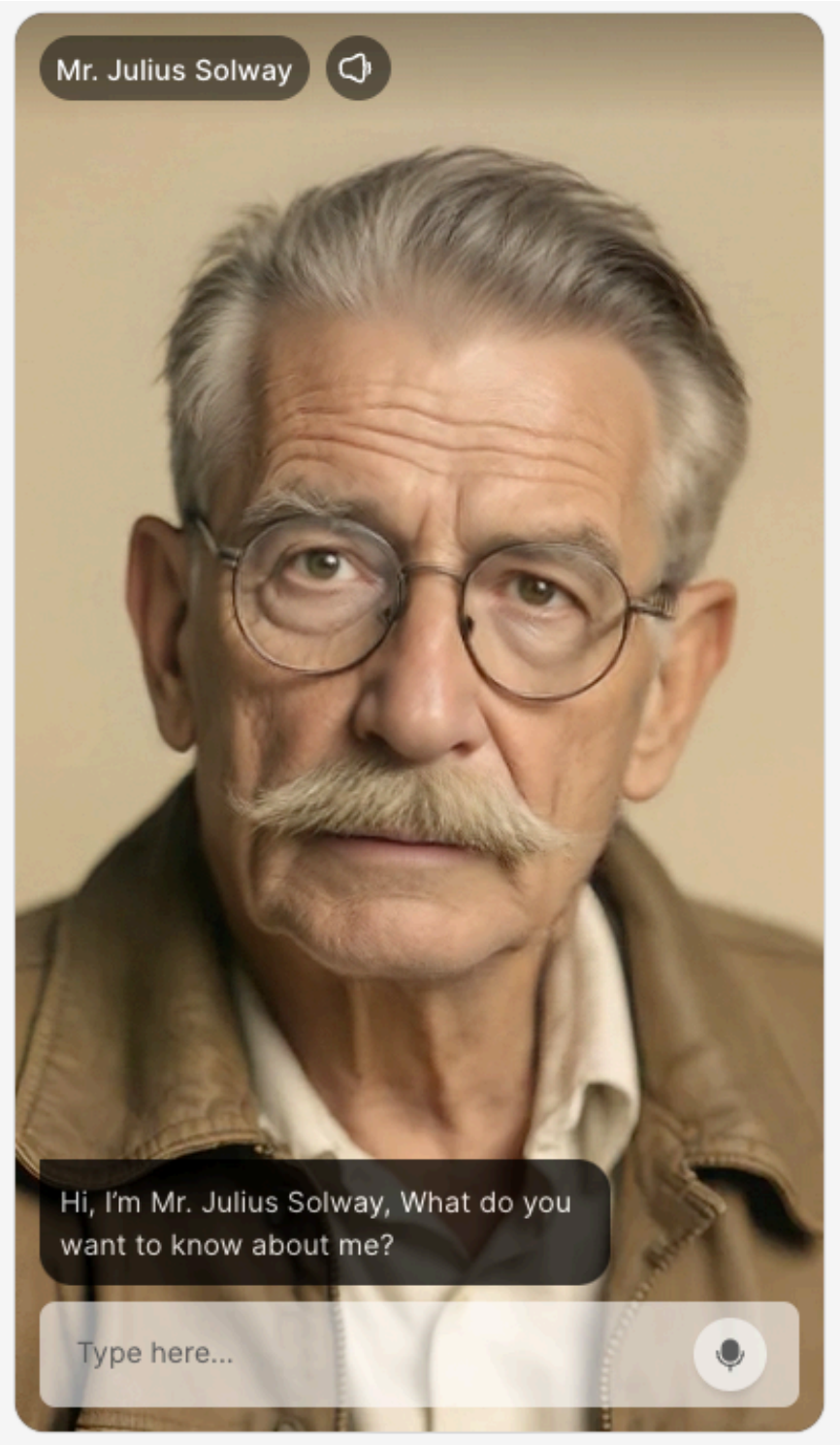
Brendan Espinoza



Joel Weber

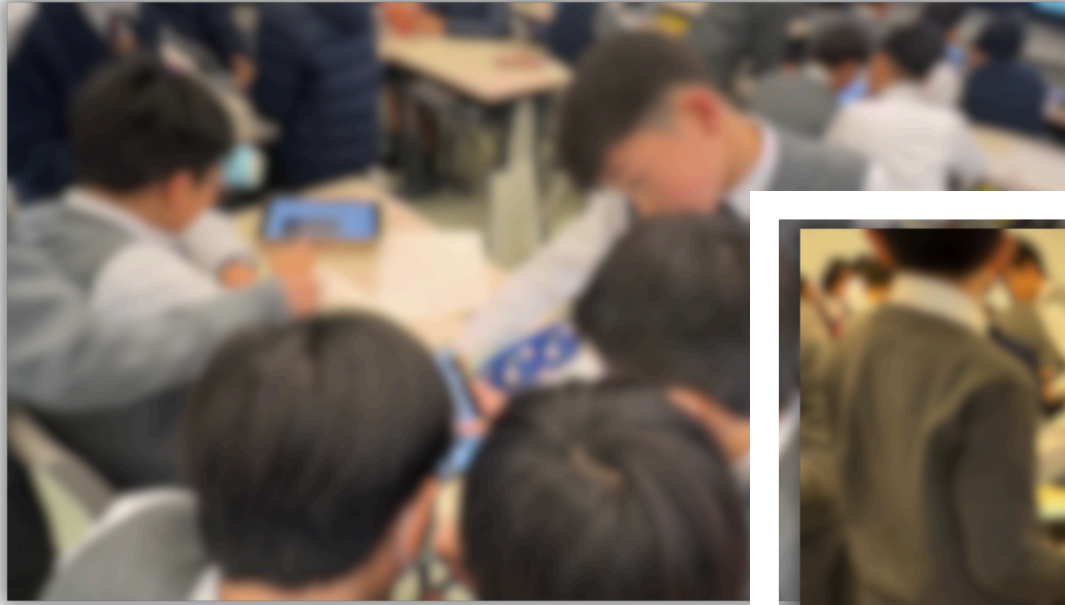


VIEW DEMO



images generated by goodclass.ai

Student can Interview their target characters at school or at home



Group 7

Diocesan Boys' School Primary Division

Name: _____ Class: GPX Date: 1-10-23

Ques

1. How does it feel to be bullied?
2. How did you feel about the changes Chase after he got arrested?
3. What video competitions is he competing in?
4. What does he have for his YT video?
5. Why do you think you keep getting bullied?

Ans

1. Being bullied can be really tough. It can make you feel sad and alone. But I always try to remember that bullies often act that way because they might be going through their own struggles. It's important to stay strong and reach out for help.

2. After Chase got arrested and saved me from being bullied, I was initially skeptical about his actions because of our history. However, I saw more positive changes, when he helped me clean up after school, I start to believe in transformation.

3. - school festival

4. Create a video about making giant pizzas and slanging with school

5. - different interests
- unique personality
- people may not appreciate

Group 3

Diocesan Boys' School Primary Division

Name: _____ Class: _____ Date: _____

Ques

1. Why do you join the video club?
2. What do you think of Chase?
3. What is the personality of your best friend?
4. Why do you like YouTube videos?
5. Why are you ~~convinced~~ nervous?

Ans

1. Answer: Hi, I am Brandon Espinoza, how are you? I joined the video club because I love being creative and making video. It's a place where I can express myself and work with others who share the same passion for filmmaking. It's a great way to showcase my technical skills and teamwork!

2. Answer: Chase, Andre has really grown on me. At first, I was skeptical because of our past, but I've seen him change and I believe in giving people second chances. He's shown a lot of courage and determination, and I'm proud to call him a friend now. It just shows that people can change for the better if given the opportunity.

- Critical thinking and analysis
- Active listening, perspective-taking and interview skills
- Communication and writing skills
- confidence in public speaking
- **Values** learnt through character's actions and development


Write a story and come up with an original ending



Language Arts- The Three Little Pigs

A

Do you recall the fairy tale "The Three Little Pigs"? Let's watch a video to refresh our memory!



B

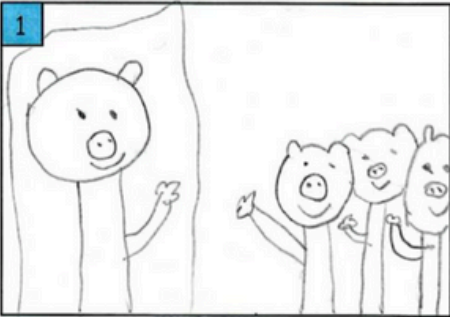
Now, retell the story using a comic strip and act it out with your friends if time allows!

1. Write at least one sentence to describe what happened in the pictures. You may use the words from the word box.

2. For the boxes with sentences provided, draw a picture to match the description.

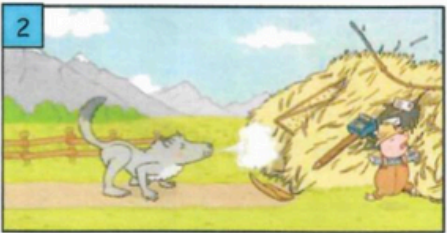
blew	sticks	straw	brick	strong
huffed	puffed	however	but	built

1



One day, the three little pigs waved goodbye to their mother and left home to build their own houses.


2



A big bad wolf went and blew off the first little pig's house. It was made of straw.

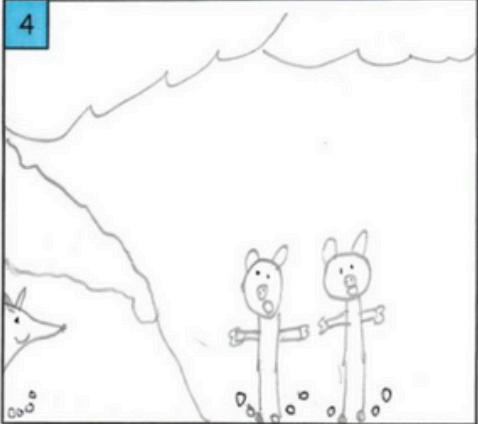
31

3



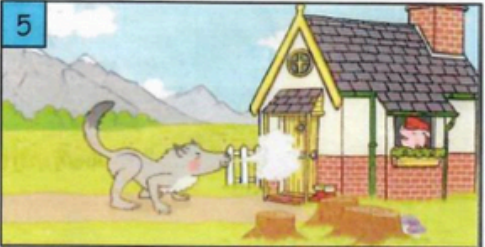
The wolf blew the second house, which was made of wood. The pigs ran off with the wolf sprinting behind them.

4



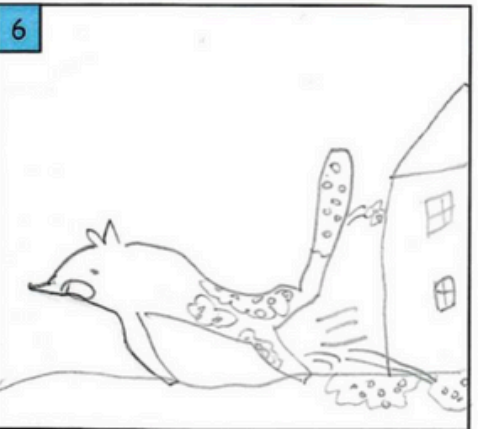
The first and second little pigs ran to their brother's house, which was made of bricks. The big bad wolf followed them!

5



The wolf ran to the third house and blew the house but it didn't work. The wolf then thought up an idea. He wanted to climb down the chimney.

6



The big bad wolf climbed down the chimney and fell into a pot of stew, which burnt his tail. He ran away and was never to be seen.

32

TSA Writing Paper

Flipped Fairy Tales

Q3) How to understand the story structure better?

Q3) How to understand the story structure better?

How about....

making an actual storybook?



Q3) How to understand the story structure better?

Making a Story Book (Grade 2)

Activity:

- Students are encouraged to write their own story based on a well-known story
- Generate it into a story book with illustrations and share with friends and family



Objectives:

- Promote creativity and story-telling writing skills
- Build confidence in story-telling with friends and family
- **Understanding story structure better**
- **Cultivating values and morals through delivering the story**





Storybook Generator

Generate interactive storybooks with AI-generated illustrations



Once upon a time, three little pigs lived happily in a sunny meadow. They decided to build their own houses to stay safe and cozy.

Page 1 of 8

The Three Little Pigs and the Friendly Wolf

1



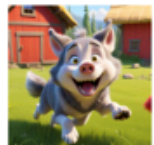
Once upon a time, three little pigs lived happily in a sunny meadow. They decided to build their own houses to stay safe and cozy.

2



The first pig built a house of straw, the second pig built a house of sticks, and the third pig worked hard to build a strong house of bricks.

3



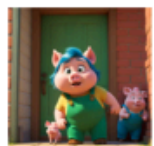
One day, a big bad wolf came to the straw house. He huffed and puffed and blew it down! The first pig ran to his brother's stick house.

4



The wolf then went to the stick house. He huffed and puffed and blew it down too! The two pigs ran to their brother's brick house.

5



When the wolf reached the brick house, he huffed and puffed, but no matter how hard he tried, he couldn't blow it down.



The first pig built a house of straw, the second pig built a house of sticks, and the third pig worked hard to build a strong house of bricks.

Page 2 of 8




The pigs invited the wolf inside and asked why he was trying to blow their houses down. The wolf admitted he was lonely and just wanted friends.

Page 6 of 8




Harness the power of AI to help students think deeper...


Q1: How to prompt students to think deeper when planning their writing?



Plan Your Essay!


Turn your messy thoughts into clear essay outlines.

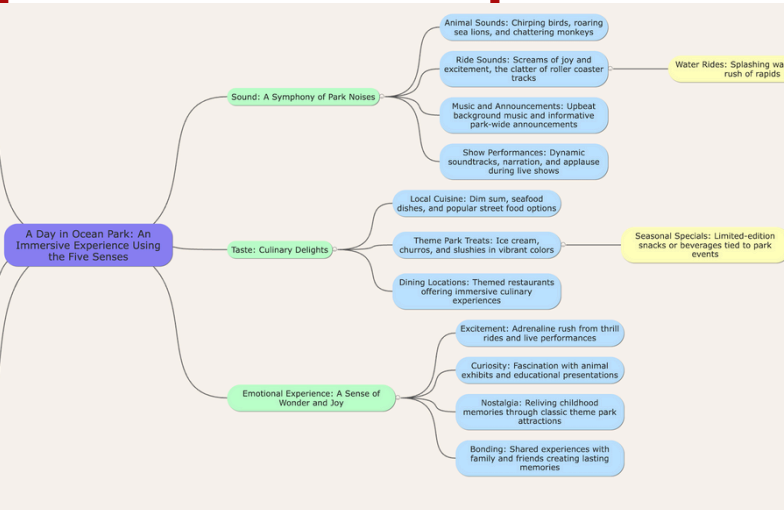





Mind Map Generator

Create mind maps for brainstorming, problem solving, and note-taking






Q2: How to understand the characters better?




Julius Solway

Talk to Julius Solway from Restart.






Q3) How to understand the story structure better?



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Once upon a time, three little pigs lived happily in a sunny meadow. They decided to build their own houses to stay safe and cozy.