

HKBU LANG 0036 Learning Session Report

Generated: 2025-12-06 09:49:59

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Course Information and Student Background

Course Information: Course: LANG 0036 - English for Academic Purposes Level: Intermediate to Advanced Focus: Academic writing and critical thinking Assessment: Essay writing with rubric-based evaluation

Student Background: Academic Level: University student Language: English as additional language Goals: Improve academic writing skills Challenges: Structure, vocabulary, critical analysis

Rubric:

Assessment Task: Writing (20%) Part 1: Point-of-view Essay (10%)

Criteria: Content and Ideas 1 (Limited): Ideas are irrelevant or minimally related to the topic. Lacks awareness of the issue concerned. No clear viewpoint. 2 (Basic): Ideas are somewhat related but vague. Minimal awareness of the issue concerned. Viewpoint unclear. 3 (Developing): Ideas are relevant but basic. Some awareness of the issue concerned. Viewpoint present but weakly developed. 4 (Proficient): Ideas are relevant and solid. Good awareness of the issue concerned. Clear viewpoint with some depth. 5 (Excellent): Ideas are insightful and highly relevant. Strong awareness of the issue concerned. Well-developed, compelling viewpoint.

Criteria: Organisation and Logical Progression 1 (Limited): No clear structure. Ideas are disjointed with no development or progression. 2 (Basic): Basic structure with unclear paragraphing. Ideas are listed with little development. 3 (Developing): Clear structure with some paragraphing. Ideas are developed but lack depth or logical flow. 4 (Proficient): Well-organized with clear paragraphs. Ideas are developed logically with good flow and support. 5 (Excellent): Highly organized with effective paragraphing. Ideas are thoroughly developed with seamless, logical progression.

Criteria: Vocabulary 1 (Limited): Vocabulary is limited, repetitive, or inaccurate. Lacks topic-specific terms. 2 (Basic): Basic vocabulary with some repetition. Minimal use of topic-specific terms. 3 (Developing): Adequate vocabulary with some variety. Includes some topic-specific terms but with occasional errors. 4 (Proficient): Varied and precise vocabulary. Effective use of topic-specific terms. Minor errors. 5 (Excellent): Rich, precise vocabulary. Masterful use of topic-specific terms. Almost error-free and sophisticated.

Criteria: Grammar and Sentence Structure 1 (Limited): Frequent grammatical and spelling errors. Sentences are incomplete or confusing. 2 (Basic): Several grammatical and spelling errors. Sentences are simple and often flawed. 3 (Developing): Some grammatical and spelling errors. Sentences are mostly correct but lack variety. 4 (Proficient): Minor grammatical and spelling errors. Sentences are varied and mostly accurate. 5 (Excellent): Virtually error-free grammar and spelling. Sentences are complex, varied, and accurately constructed.

Part 2: AI-Assisted Review Skills (10%) A. In-Depth Conversation with AI 1 (Limited): No exchanges or chat history; no questions asked. 2 (Basic): Sparse conversation; one or two simple questions. 3 (Developing): Adequate exchanges; some relevant questions. 4 (Proficient): Robust interaction; detailed, relevant questions across levels. 5 (Excellent): Extensive, well-documented chat history; insightful, multi-level questioning.

B. Critical Review of AI Suggestions 1 (Limited): All AI suggestions accepted blindly. 2 (Basic): Most accepted; little analysis. 3 (Developing): Some evaluated; partial justification. 4 (Proficient): Most critically reviewed with clear justification. 5 (Excellent): All evaluated thoroughly with strong, evidence-based reasoning.

C. Refining Process 1 (Limited): No revisions made. 2 (Basic): Minimal revisions; no iteration. 3 (Developing): Some revisions with limited iteration. 4 (Proficient): Clear iterative process with multiple revisions. 5 (Excellent): Extensive refinement with iterative improvements.

Contribution Analysis

It looks like the student did not provide actual revised text, responding mostly with placeholders like “bla bla bla” and “let’s pretend,” which means the essay revision is incomplete. To support their development and help them apply the AI’s guidance effectively, here is a focused next-step plan you can share with them:

Next Steps for Completing Your Essay Revision

Finish Revising Your Thesis Statement

Use this template and fill in your three reasons clearly and confidently:

“Governments should enforce stricter laws to protect migrant workers’ rights because [reason 1], [reason 2], and [reason 3].”

For example:

“Governments should enforce stricter laws to protect migrant workers’ rights because they often face unstable jobs, excessively long working hours that harm their health, and unfair pay compared to native-born workers.”

Please write your own completed thesis statement and paste it here.

Select One Body Paragraph to Revise Fully

Choose either paragraph 1 (job stability), paragraph 2 (long hours/health), or paragraph 3 (unfair pay). Then copy and paste the entire paragraph here exactly as it currently is.

Set Revision Priorities

Tell me which 1-2 aspects you want to focus on for this paragraph, for example:

4. Organization & topic sentence clarity

5. Evidence and development of ideas

Grammar, vocabulary, and sentence clarity

Revise Step-by-Step

After reviewing your pasted paragraph and target areas, I will:

8. Point out two key problems to work on

9. Give a simple plan with 3 clear sentences you should include (fact, explanation, policy link)

Provide a sentence template to guide your revision

Write and Submit Revised Sentences

You will then try rewriting one sentence at a time using the templates and my feedback. This way we build your paragraph together.

Important: The key to improving your essay and getting valuable feedback is to provide *actual revised writing*, not placeholders. Use the templates and hints provided in the earlier chat messages as your starting point. Paste your real writing here step-by-step so I can help you refine it.

Please start by writing your new thesis statement now. Once you provide it, we can move on immediately to revising one body paragraph as discussed.

If you want, I can also guide you through a focused grammar check after we polish the paragraph content. Just let me know!

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- **Content and Ideas: 18/25** - The essay has a clear stance that the government should enforce stricter laws to protect migrant workers and identifies three relevant reasons (job stability, long hours/health, unfair pay). However, ideas are unevenly developed, evidence is vague (sources unnamed), and some claims lack clear explanation.

- **Organization: 17/25** - The essay is organized into paragraphs that each attempt to address a single reason, but topic sentences are weak, transitions are often missing, and some sentences repeat ideas or are out of order.

- **Vocabulary: 15/25** - The vocabulary shows some attempt to use topic-specific terms (e.g., “migrant worker,” “income”), but many word choice errors (e.g., “migrans,” “native bone worker,” “high consume formate”) and awkward collocations reduce precision.

- **Grammar and Sentence Structure: 15/25** - Frequent grammatical errors, sentence fragments, and awkward constructions (e.g., “it’s my physically and mentally damaged their health and body”) impede clarity and readability.

- **Original Essay Total: 65/100**

Evidence from original essay: - Thesis attempt: “If you ask me should government enforced stricter laws to the migrans worker to safeguard their rights under the three aspect, we regulations during long hours and unfair pay my answer is yes.” (unclear construction) - Evidence claim: “the average regular of each migrant workers is 10 to 11 hours per day” — source is mentioned imprecisely: “according to the research done by the job department of Hong Kong University.”

Revised Essay Scores:

- **Content and Ideas: 16/25** - The revised document does not actually contain a clear revised thesis or substantially reworked content. It contains placeholders like “(revised thesis statement here)” and “bla bla bla,” so the content and idea development was not completed.

- **Organization: 15/25** - Because the student did not provide substantive revisions, organizational weaknesses remain. Placeholders indicate intended edits but no realized structure improvements.

- **Vocabulary: 14/25** - The same vocabulary and word-choice issues remain; placeholders show the student intended to change wording but did not.

- **Grammar and Sentence Structure: 13/25** - No meaningful grammatical revision is present; many original errors persist in the submitted revised file.

- **Revised Essay Total: 58/100**

Evidence from revised essay: - Placeholder and non-revision: “bla bla bla ...(revised thesis statement here)” and “revised the topic sentences bla bla bla ...” show the revisions were not actually implemented. - Body paragraphs are largely unchanged and retain original errors and unclear phrasing.

Essay Improvement Analysis:

- **Overall Improvement: -7 points**

- **Key Improvements Made:**

- None substantive in the submitted revised essay. (The chat history shows an AI-guided process and clear revision instructions, but the student did not apply them to produce a completed revision.)

- **Missed Opportunities:**

- Revise the thesis into one clear, grammatical sentence that previews the three reasons (job stability, hours/health, wages).

- Implement one strengthened topic sentence that clearly links the paragraph to the thesis and previews evidence.

- Edit paragraph sentences for clarity, correct grammar, and precise sourcing (e.g., "Research by [source] reports...").

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 9** (assistant-user message pairs in the provided chat history)

- **Conversation Quality:**

- The AI assistant provided a clear, scaffolded three-step revision plan: revise thesis, revise a topic sentence, revise one paragraph. The assistant gave templates, diagnostics, and focused revision tasks.

- The student repeatedly responded with placeholders and "let's pretend" statements rather than producing actual revisions, so the interaction lacked substantive student-generated revisions or critique of the AI suggestions.

Interaction Scores:

- **In-Depth Conversation:** 3/5 - The chat contains several helpful assistant messages and repeated engagement (9 turns), but the length and depth fall short of the “extensive” exchanges described in the top category (15+ substantive back-and-forths). The assistant’s guidance is detailed, but the student’s actual inputs are minimal and not deeply probing.
- Evidence: The assistant’s plan: “Step 1: Revise your thesis statement. Step 2: Choose one body paragraph... Step 3: Revise the rest of that paragraph.” The student replied “let’s pretend we have revised the thesis statement and move on” and later “let’s pretend we have revised the topic sentences,” rather than producing actual drafts.
- **Critical Review of AI Suggestions:** 2/5 - The student did not demonstrate critical engagement with AI suggestions (few questions or rejections). Instead, the student often accepted the assistant’s workflow but did not apply it or justify choices.
- Evidence: The student accepted the assistant’s prompts repeatedly (“let’s pretend...”) but did not evaluate or select among alternatives nor justify acceptance/rejection of AI suggestions.
- **Refining Process:** 2/5 - The chat shows planning for iterative revision (assistant asks to choose a paragraph and paste drafts), but the student did not complete the iterations: no real revision cycles are visible.

Evidence: The assistant requested revised sentences and paragraph text for feedback (“Paste the paragraph #1 now”), but the student did not paste an actual revised paragraph—only “bla bla bla” placeholders.

Human-AI Interaction Total: 7/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student has a clear opinion and a basic organization plan (three reasons) which provide a usable foundation for revision. Evidence: the original essay lists three reasons (job instability, long hours, unfair pay).
- The AI assistant provided a structured, evidence-based revision workflow with templates and concrete sentence starters. Evidence: assistant messages include templates such as “Governments should enforce stricter laws to protect migrant workers’ rights because [reason 1], [reason 2], and [reason 3].”
- The student engaged with the AI and followed a stepwise process in principle (acknowledged steps and moved through them in the chat).

Areas for Improvement:

- The student must perform the actual revisions: produce a clear thesis sentence, revise at least one topic sentence, and submit a rewritten paragraph. Recommendation: use the assistant's templates and paste actual revised text into the chat for iterative feedback.
- Grammar and word choice need systematic editing. Recommendation: perform sentence-level proofreading focusing on subject-verb agreement, article use, and accurate word forms (e.g., "migrant workers," "native-born workers," "consume" → "cost of living").
- Evidence and source citation should be clearer and linked to arguments. Recommendation: when citing statistics, specify the source and explain the comparison (e.g., "A 2020 study by X found migrant workers average 10–11 hour workdays, compared with Y hours for native-born workers; this leads to...")

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement - The student provided the original essay text and accepted the assistant's scaffolding but did not supply revised drafts or clarify course goals beyond the initial prompt. Evidence: repeated "let's pretend" replies instead of concrete edits.
- **Strategic Planning:** Good - The student indicated willingness to follow a three-step revision plan offered by the assistant and picked paragraphs to work on (in principle). Evidence: the chat shows agreement to sequential steps and selection of paragraph targets.
- **Critical Evaluation:** Needs Improvement - The student did not demonstrate critique of the assistant's suggestions or discuss alternatives. Evidence: no recorded rejections or reasoned selection of AI suggestions.
- **Independent Editing:** Needs Improvement - Little to no independent revision was produced in the chat or revised essay file. Evidence: revised essay contains placeholders rather than completed edits.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Complete the three required revisions (thesis, one topic sentence, and one rewritten body paragraph) and paste them into the chat for targeted feedback. Use the assistant's templates as scaffolds, then personalize language.
2. Focus a revision session solely on grammar: copy one paragraph at a time and fix subject-verb agreement, articles, and word forms. Consider using a checklist: clarity of subject, verb tense consistency, article usage, pronoun clarity.
3. Improve critical engagement with AI by: (a) asking for two alternative rewrites and choosing one with reasons, (b) challenging or refining the AI's wording, and (c) documenting why you accepted or rejected suggestions.

INSTRUCTOR NOTES

- The student demonstrates awareness of the revision process and engaged with an AI tutor that provided high-quality scaffolding, but the student did not complete the requested revisions in the submitted "revised essay." The submitted revised file contains placeholders indicating intent but no implemented changes.
- For grading or formative feedback, consider requiring the student to resubmit the revised thesis sentence, one revised topic sentence, and the fully revised paragraph (as requested in the module workflow) to demonstrate application of AI guidance.
- The chat log shows appropriate AI support; the instructional focus should be on prompting the student to produce concrete edits and to reflect on choices (accept/reject) when collaborating with AI.

■■■ Student Feedback ■ Rating: 0/5 ■ Comment: No additional comment provided.

Current Mode:assessment

Complete Conversation

Assistant:

Original:

If you ask me should government enforced stricter laws to the migrans worker to safeguard their rights under the three aspect, we regulations during long hours and unfair pay my answer is yes.

Let's begin with the first point we regulation, for the migrant worker in Hong Kong, a number of them couldn't have a stable job to work as like as the officer or the teacher, lots of them only participate in the part-time work. They only work when their boss or the shop owner is needed. Therefore, in entire life, they couldn't have a stable working hours or data for working and support their daily life. Most of the migrant is the waiter of the cleaning staff those low income works, however, they still like of the regulation of the job therefore, it is better for government to support them and providing laws to protect their right.

Second for the long hours working schedule according to the research done by the job department of Hong Kong University. The average regular of each migrant workers is 10 to 11 hours per day and hopefully this is an extreme data compared with the native born workers. Under the hectic and tough working hours it's my physically and mentally damaged their health and body. They couldn't get enough rest and sleeping hours every day while you work tough and frequently so it is required for a Hong Kong government to offer help.

Lastly, the unfair pay due to the discrimination and unfair treatment. The income migrant worker can own is lower than native bone worker 15 to 20% according to the survey done by Hong Kong job training organization. The average income of migrants worker for a month is only 7000 to 8000 HKD which couldn't support their daily life and used under the high consume formate and living style in Hong Kong. So if Hong Kong government need their productive and labor force, they must enforce stricter law to help.

However, someone claims that if this tributes the resources and launch a law to protect migrant workers will totally destroy the right and the native born worker because they are social status being equal. it is important for us to know that in Hong Kong more than 90% of workers are migrant. If we don't set up a law to protect their right. Hong Kong, with lost their labor, force and affects the production government can set up enforce stricter law to protect them while you avoid disturbing the rate of native born workers.

In conclusion, migrant workers are an important labor for Saint Hong Kong government should then ignore it. Meanwhile, they should offer help and protect their right for example to reduce their hectic working hours and set the lowest income for migrant workers.

Revised:

If you ask me should government enforced stricter laws to the migrans worker to safeguard their rights under the three aspect, we regulations during long hours and unfair pay my answer is yes.

bla bla bla ...(revised thesis statement here)

revised the topic sentences bla bla bla ...Let's begin with the first point we regulation, for the migrant worker in Hong Kong, a number of them couldn't have a stable job to work as like as the officer or the teacher, lots of them only participate in the part-time work. They only work when their boss or the shop owner is needed. Therefore, in entire life, they couldn't have a stable working hours or data for working and support their daily life. Most of the migrant is the waiter of the cleaning staff those low income works, however, they still like of the regulation of the job therefore, it is better for government to support them and providing laws to protect their right.

revise the rest of body paragraph #1

Second for the long hours working schedule according to the research done by the job department of Hong Kong University. The average regular of each migrant workers is 10 to 11 hours per day and hopefully this is an extreme data compared with the native born workers. Under the hectic and tough working hours it's my physically and mentally damaged their health and body. They couldn't get enough rest and sleeping hours every day while you work tough and frequently so it is required for a Hong Kong government to offer help.

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In conclusion, migrant workers are an important labor for Saint Hong Kong government should then ignore it. Meanwhile, they should offer help and protect their right for example to reduce their hectic working hours and set the lowest income for migrant workers.

Assistant:

Hi there! ■ I'm your English writing coach, here to help you strengthen your essay through clear, focused revision. Before we dive in, we'll take a moment to set some goals together.

Here's how our session will work:

Negotiate your targets — We'll start by discussing what you want to improve most in your essay.

Get a quick diagnosis — I'll give you feedback on your essay based on key writing rubrics (like thesis, organization, evidence, and language).

Choose what to focus on — You'll decide which issues you'd like to work on first.

Then we'll move through a structured, three-step revision process:

Step 1: Revise your thesis statement.

Step 2: Choose one body paragraph and refine its topic sentence.

Step 3: Revise the rest of that paragraph for clarity and coherence.

My role is to guide you with questions, feedback, and examples—but you'll always lead the revisions yourself. ■

You:

If you ask me should government enforced stricter laws to the migrans worker to safeguard their rights under the three aspect, we regulations during long hours and unfair pay my answer is yes.

Assistant:

Great — I'm ready to help. First, let's agree learning targets so we focus on what matters most to you.

1) Quick goal check

Which of these do you most want to improve today? (Pick one or two.)

- Make your main argument clearer and stronger (thesis/argument)
- Improve paragraph structure and logic (organization & topic sentences)
- Make evidence and examples support your points better (development)
- Fix grammar and vocabulary that make meaning unclear (language use)

You can also add a different goal.

2) Short diagnostic reading (quick strengths + areas to work on)

Strengths

- You have a clear position: you say the government should act to protect migrant workers.
- You organize the essay into paragraphs that each try to address one reason.
- You attempt to use evidence (you mention research and income figures), which is good practice.

Areas to improve (linked to rubric categories)

- Thesis & Argument: The thesis sentence is unclear and grammatically confusing. It should directly answer the question and preview the main points in one confident sentence.
- Organisation & Logical Progression: Paragraphs exist, but topic sentences are weak and some ideas are repeated or not clearly ordered. Transitions between ideas are often missing.
- Evidence & Development: You mention studies and figures, but sources are vague and explanations are unclear. Each piece of evidence needs a clear connection to the claim.
- Vocabulary & Grammar: Frequent grammar errors and word choices (e.g., "migrans," "native bone worker," "hectic working hours") make some sentences hard to understand. Sentence structure is often awkward and needs simplification.

3) Pick your priorities

Which diagnosed issues do you want to focus on in this session? Remember our three-step workflow will revise:

- the thesis statement,
- one body paragraph's topic sentence,
- and the rest of that chosen paragraph.

Which two targets will you choose? (Example reply: "Thesis + paragraph 2 (long hours)".)

When you confirm, we'll begin Step 1.

Step 1 — Thesis statement (before we start)

You wrote: "If you ask me should government enforced stricter laws to the migrans worker to safeguard their rights under the three aspect, we regulations during long hours and unfair pay my answer is yes."

Feedback to help you rewrite

- Make it direct: answer the question ("Yes" or "No") clearly at the start.
- Preview the three main reasons briefly and in order (e.g., job stability, long hours/health, unfair pay).
- Use confident, precise language: use "migrant workers," "enforce," "protect," "job security," "working hours," "fair wages."
- Avoid hedging and wordy phrases. Keep it one clear sentence.

A helpful template you can use (fill in your words):

"Governments should enforce stricter laws to protect migrant workers' rights because [reason 1], [reason 2], and [reason 3]."

Would you like to try rewriting the thesis now using that template? I'll give quick feedback and then we'll move to Step 2.

You:

let's pretend we have revised the thesis statement and move on
bla bla bla ...

Assistant:

Great — thanks. I'll follow our agreed workflow. You said we'll pretend the thesis is already revised, so now we move to Step 2.

Quick check before we start

- Which body paragraph do you want to work on? (Pick one)

1) Paragraph 1 — job stability / unstable hours

2) Paragraph 2 — long hours / health

3) Paragraph 3 — unfair pay / low wages

Pick one and paste the current topic sentence for that paragraph (copy it exactly). I'll give focused feedback on how well it connects to the thesis and a short, practical template you can use to revise it. Then you'll try a revision and I'll respond.

Helpful hints while you choose

- A strong topic sentence: 1) states one clear point, 2) links to the thesis (so readers see why it matters), and 3) previews the paragraph's evidence or effect.

- Keep it simple and confident—save details and sources for the sentences that follow.

When you paste the topic sentence, I'll:

- Point out 2 quick problems to fix,

- Give a short fill-in-the-blank template you can use,

- Ask you to try rewriting it. Would you like to start with paragraph 2 (long hours)?

You:

let's pretend we have revised the topic sentences and move on
bla bla bla ...

Assistant:

Thanks — this is a good place to continue. Quick check before we dive in:

1) Goal choice (one or two)

Which do you want to focus on now? Pick one or two:

- Make the main argument clearer (thesis)

- Improve paragraph structure & logic (organisation/topic sentences)

- Make evidence support the point better (development)

- Fix grammar and word choice that block meaning (language use)

(You earlier said to pretend the thesis and topic sentences are revised. Do you still want me to treat those as done? If yes, we'll work only on paragraph content.)

2) Which paragraph should we revise now?

Pick one:

- 1) Job stability / unstable hours
- 2) Long hours / health (I recommend this)
- 3) Unfair pay / low wages

If you confirm (for example: "Paragraph 2 — long hours. Treat thesis and topic sentence as revised"), we'll move straight to Step 3.

If you pick paragraph 2, here is quick, focused feedback on that paragraph and a short, step-by-step task.

Focused diagnosis of paragraph 2 (long hours)

Two main problems to fix now

- Evidence and clarity: The paragraph asserts "10–11 hours" and cites a source unclearly. The statistic needs a clearer signal (who reported it?) and a clear comparison to show why it's a problem.
- Explanation and coherence: Sentences list effects ("physically and mentally damaged") but don't explain how long hours cause those effects, or why government action would help. Sentence errors and unclear pronouns ("it's my physically...") also make meaning hard to follow.

Short revision plan (3 sentences you should have in the paragraph)

- 1) Fact sentence with clear source phrasing and comparison.
- 2) Explanation sentence: how long hours harm health or life (specific effects).
- 3) Policy connection: why stricter laws would fix this problem (what law: limits on hours, rest breaks, overtime pay).

Useful templates and sentence starters (fill in with your words)

- Fact / evidence sentence:

"Research by [source] reports that many migrant workers in Hong Kong work an average of about 10–11 hours per day, which is significantly longer than the average for native-born workers."

- Explanation sentence:

"Long daily hours cause [specific effect — e.g., chronic fatigue, sleep loss, stress], which undermines workers' physical and mental health by [brief explanation]."

- Policy connection sentence:

"Because extended hours directly harm workers' health, the government should enforce [specific policy — maximum workday, mandatory rest breaks, overtime pay] to protect migrant workers."

Small editing hints (language)

- Use simple present tense for facts: "research shows / reports" not "according to the research done..."
- Avoid vague words like "hopefully," "extreme data." Say "significantly higher."
- Keep pronouns clear: "this" = what exactly? Replace with nouns if unclear.

Short task for you (two quick steps)

- 1) Try rewriting one supporting sentence: pick either the evidence sentence or the explanation sentence above and write it now using the templates. (Keep it short.)
- 2) Paste your rewritten sentence here. I'll give quick, focused feedback and one small improvement suggestion. Then you can try the next sentence.

Would you like to work on paragraph 2 now? If yes, paste your first revised sentence. If you prefer paragraph 1 or 3, say which and I'll give the same focused plan for that paragraph.

You:

ok let's revise the rest of the body paragraph #1
bla bla bla

Assistant:

Great — thanks. Quick check before we start revising paragraph 1.

1) Confirm targets (pick one or two)

Which of these should I focus on while we revise paragraph 1?

- Organisation & topic sentence connection
- Evidence & development (make examples support the point)
- Language use (grammar, word choice, clarity)

(Answer with one or two, e.g., "Organisation + language.")

2) Paste the paragraph

Please paste the full text of body paragraph #1 exactly as it currently stands (topic sentence + the rest). I'll read it and then:

- Point out 2 quick problems to fix,
- Give a short 3-sentence revision plan,
- Offer one short template you can use to rewrite a supporting sentence.

Remember: I'll guide you and give templates and feedback, but I won't fully rewrite the whole paragraph for you. Would you like to proceed? If yes, paste paragraph #1 now.