

# Topic 1: Recent Developments in AI Integration in Education:

A Resource Generation Perspective

PDF: <https://go.gov.sg/sst2025table1>

Sponsors:

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**SCAN ME**

# Abstract

## 1. AI-Generated Educational Content

- AI-powered tools are now capable of generating high-quality educational materials tailored to specific curricula and learning objectives. For example, the SLS ACP Authoring Co-Pilot leverages AI to assist educators in creating engaging and curriculum-aligned resources efficiently. This tool automates content generation, suggests instructional improvements, and enhances accessibility by adapting materials to diverse student needs. Additionally, AI can generate interactive response questions for SLS by coding xAPI-compatible assessments. Using AI-generated JavaScript, interactive questions can dynamically capture student responses and send scores through `sendScore()`, ensuring seamless integration with SLS analytics for real-time performance tracking and feedback.

## 2. AI in Lesson Planning

- AI-powered tools are now capable of generating high-quality educational materials tailored to specific curricula and learning objectives. For example, the SLS ACP Authoring Co-Pilot leverages AI to assist educators in creating engaging and curriculum-aligned resources efficiently. This tool automates content generation, suggests instructional improvements, and enhances accessibility by adapting materials to diverse student needs.

## 3. AI-Powered Tutoring and Student Assistance

- SLS Short Answer Feedback Assistant leverages AI to analyze student responses, offering personalized feedback and guiding learners towards improved understanding. By using natural language processing, this tool can provide instant, context-aware feedback, helping students refine their answers and deepen their comprehension of key concepts.

# Table 1

Please capture the main points of discussion below

# Table 2

Please capture the main points of discussion below

# Table 3

Please capture the main points of discussion below

# References for 1: AI Generated Educational Content

1. [ACP generates SLS Module, Section, Activity & Quiz](#)
2. [DOC/PDF to SLS - Physics 8867 Paper 1 Best Practice for Using AI Tools to Copy Physics Papers into SLS](#)
3. [Gemini 2.5 Pro generates HTML5 games / interactive](#)
4. [ChatGPT o4 generates step-by step solution to complex questions](#)
5. [CapCut generates AI story video](#) for engagement
6. [Riffusion generates songs](#) for learning and professional learning.
7. [Trae.AI to develop HTML5](#) with xAPI to send Scores and Teachers' Feedback back to SLS

# 1.1a ACP generates SLS Module, Section, Activity

SLS MOE LIBRARY 20250513 Workshop on Integration of AIEd features in SLS Module Design / A. Introduction to AIEd Features

You're in the Module View mode

Expand All Collapse All

OPEN MODULE PLAN

Introduction  
Section A - G

Introduction to AIEd Features

1 Explore CG modules related to your subject...

2 Authoring Copilot + Short Answer Feedback...

3 [SDL] Exploring LEA's Role in Learning

4 Combining CG, Module Library with ACP Quiz

Section Completion

B HTML5 Generators

C Introducing Gamification in SLS

D [Hands-on: Part 1] About Gamification...

E [Hands-on: Part 2] Create Game Stories...

F [Hands-on: Part 3] Add Gamification...

G Feedback

Help us improve

2 Authoring Copilot + Short Answer Feedback...

Page 1 2 3 4

Final Message

- ACP is **built by teachers for teachers**
- It's your **co-pilot**, not your replacement
- Ready to level up your lessons?

Log in to SLS and try ACP today!

ACP is an AI-enabled feature in SLS that supports lesson planning for all subjects and levels by generating a module and its corresponding sections, activities and components based on a teacher's inputs.

<https://www.youtube.com/watch?v=Zlt1akZ1HxA>

A SLS Authoring Copilot

Watch later Share

Authoring Copilot

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How does ACP enhance teaching and learning?

1. Explore CG modules related to your subject area < A 2 Pg 1 > Authoring Copilot + Short Answer Feedback Assistant

# 1.1b ACP Quiz

SLS MOE LIBRARY 20250513 Workshop on Integration of AIED features in SLS Module Design / A. Introduction to AIED Features

You're in the Module View mode

Expand All Collapse All

OPEN MODULE PLAN

Introduction  
Section A - G

Introduction to AIED Features

Explore CG modules related to your subject...

Authoring Copilot + Short Answer Feedback...

[SDL] Exploring LEA's Role in Learning

Combining CG, Module Library with ACP Quiz

Section Completion

HTML5 Generators

Introducing Gamification in SLS

[Hands-on: Part 1] About Gamification...

[Hands-on: Part 2] Create Game Stories...

[Hands-on: Part 3] Add Gamification...

Feedback

Help us improve

Authoring Copilot + Short Answer Feedback...

Page 1 2 3 4

- This process can be done **manually** if preferred
- For automation, check the **GitHub script** for TagUI setup
- Can be extended to use **other RPA tools** like **UiPath** or **Playwright**

Final Thought:

This hybrid use of **AI + RPA** makes SLS lesson and quiz creation **faster, more scalable**, and **less repetitive**—freeing up teachers to focus on designing meaningful learning experiences.

My current recommendation is 5 MCQ and 2 short answer feedback with Short Assistant turn on manually, it is not possible to ask ACP to turn on.  
<https://www.youtube.com/watch?v=bZPPBLNthDM>

A Step-by-Step Guide to Refresh SLS Modules with Au...

Watch later Share

Resistors in Series and Parallel Arrangements [11-12 Physics] / Generate Quiz

Pre-U Physics (H2) - 2025 - 3 selected

Additional Details

5 MCQ with 4 options with only one correct and

5. Add Additional Details

Content in the frame is from an external source

Authoring Copilot + Short Answer Feedback Assistant < A 2 Pg 3 > Authoring Copilot + Short Answer Feedback Assistant >



# 1.2 DOC/PDF to SLS - Physics 8867 Paper 1

## Best Practice for Using AI Tools to Copy Physics Papers into SLS

SLS COMMUNITY GALLERY Physics 8867 Paper 1 Best Practice for Using AI Tools to Copy Physics P... / A. Using Deepseek and ACP to create copy of PHYSICS Paper 1 Multiple Choice SPECIMEN PAPER For exa... ☆ 📄 🗑️

You're in the **Module View mode**

Expand All | Collapse All ↵

**OPEN MODULE PLAN**

- Introduction  
Section A - A
- Using Deepseek and ACP to create copy of...
- (to delete before giving to students) Description
- PHYSICS Paper 1 Multiple Choice SPECIMEN...
- (to delete before giving to students) PHYSICS Paper ...
- Section Completion
- Module End

(to delete before giving to students) PHYSICS Paper 1 Multiple Choice SPECIMEN PAPER For examination from 2026 - deepseek and ACP without human checking Optional

Page 1 2 3 4 5 6 7 8 9 10 11

Q1 30 sec

**INSTRUCTIONS**  
You may select more than one option

A voltmeter connected across a resistor in a circuit gives readings that have high precision but low accuracy. Which row describes the likely error in readings taken with this voltmeter?

- ☒ Random error small, Systematic error large
- ☐ Random error large, Systematic error large
- ☐ Random error large, Systematic error small
- ☐ Random error small, Systematic error small

NUMBER OF TRIES 1

Help us improve 😊

3. (to delete before giving to students) PHYSICS Paper 1... < A 3 Pg 1 > (to delete before giving to students) PHYSICS Paper 1 Mult...

# 1.3 Gemini 2.5 Pro generate HTML5 games / interactive

The screenshot displays the SLS MOE Library interface. The top navigation bar includes the SLS logo, 'MOE LIBRARY', and the current page title: '20250513 Workshop on Integration of AIED features in SLS Module Design / B. HTML5 Generators'. A yellow banner indicates 'You're in the Module View mode'. On the left, a sidebar shows the 'OPEN MODULE PLAN' with a list of sections. The 'HTML5 Generators' section is expanded, showing a list of activities. The main content area displays the title '[class activity] Creating simulations using AI...' and a page navigation bar with buttons 1 through 6. Below the title, a 'Recommended Models:' section lists several AI models with their respective links and capabilities. A 'Helper Zipper' link is also provided. At the bottom, a modal window is open, showing a form to generate HTML5 code. The form has three tabs: 'HTML' (selected), 'CSS', and 'JAVASCRIPT'. The 'HTML' tab is active, and the text 'Designed to work with Gemini 2.5 Pro to combine HTML, CSS, and JavaScript code and create a downloadable ZIP file' is displayed. Below the tabs, there is a text area for pasting HTML code.

SLS MOE LIBRARY 20250513 Workshop on Integration of AIED features in SLS Module Design / B. HTML5 Generators

You're in the Module View mode

Expand All | Collapse All

OPEN MODULE PLAN

- Introduction Section A - G
- Introduction to AIED Features
- HTML5 Generators
- [SDL] Upload Media as Virtual Lab
- [SDL] Embed Whitelisted Websites as Virtual Lab
- [SDL] Integrated App as Virtual lab with Data...
- [class activity] User Research new SLS...
- [class activity] Creating simulations using AI...
- [SDL] Virtual Lab (Interactive Response...
- [SDL] Trae as an adaptive AI powered Integrated...
- Section Completion
- Introducing Gamification in SLS
- [Hands-on: Part 1] About Gamification...
- Help us improve

[class activity] Creating simulations using AI...

Page 1 2 3 4 5 6

Recommended Models:

- Google Gemini 2.5 Pro AIStudio [https://aistudio.google.com/prompts/new\\_chat](https://aistudio.google.com/prompts/new_chat) can write 1000+ lines of code, BEST and FREE, more technical.
- Helper Zipper [https://iwant2study.org/lookangejss/slsZipper/Code\\_to\\_ZIP\\_Converter/](https://iwant2study.org/lookangejss/slsZipper/Code_to_ZIP_Converter/)
- Google Gemini 2.5 Pro App <https://gemini.google.com/app/> select Canvas, cannot write > 1000+ lines of code, FREE but limited tries, very user friendly, can Canvas Preview, download files.
- DeepSeek- R1: FREE <https://chat.deepseek.com/> select R1 for reasoning model, occasionally will timeout
- Anthropic Claude 3.7: FREE but limited tries <https://claude.ai/>
- OpenAI GPT-o3: PAID <https://chatgpt.com/>
- Qwen3-Max FREE <https://chat.qwenlm.ai/> looks promising but not great for physics

Helper Zipper [https://iwant2study.org/lookangejss/slsZipper/Code\\_to\\_ZIP\\_Converter/](https://iwant2study.org/lookangejss/slsZipper/Code_to_ZIP_Converter/)

Designed to work with Gemini 2.5 Pro to combine HTML, CSS, and JavaScript code and create a downloadable ZIP file

HTML

CSS

JAVASCRIPT

Paste your HTML code here:

[class activity] User Research new SLS Interactive Generato... < B 5 Pg 1 > [class activity] Creating simulations using AI technology as ...

# 1.4 ChatGPT o4 generates step-by step solution to complex questions

SL5

COMMUNITY GALLERY

Physics 8867 Paper 1 Best Practice for Using AI Tools to Copy Physics P... / A. Using Deepseek and ACP to create copy of PHYSICS Paper 1 Multiple Choice SPECIMEN PAPER For exa...

☆

🔖

👤

You're in the **Module View mode**

Expand All | Collapse All

OPEN MODULE PLAN

Introduction  
Section **A - A**

Using Deepseek and ACP  
to create copy of...

(to delete before giving to  
students) Description

**PHYSICS Paper 1 Multiple  
Choice SPECIMEN...**

(to delete before giving to  
students) PHYSICS Paper ...

Section Completion

Module End

2

PHYSICS Paper 1 Multiple Choice SPECIMEN...

Page

1

2

3

4

5

6

7

8

9

10

11

Feedback

Let's denote the components of vector **P** as  $(P_x, P_y)$  and those of vector **Q** as  $(Q_x, Q_y)$ . We know:  
1.  $P_x = Q_x$  (equal  $x$ -components).  
2.  $|\mathbf{P}| < |\mathbf{Q}|$  (the magnitude of **P** is smaller than the magnitude of **Q**).  
Comparing the  $y$ -components  

- The magnitude of a vector  $\mathbf{R} = (R_x, R_y)$  is given by  
 $|\mathbf{R}| = \sqrt{R_x^2 + R_y^2}$ .
- Since  $|\mathbf{P}| < |\mathbf{Q}|$  but  $P_x = Q_x$ , the only way for **Q** to have a larger overall magnitude is for  $Q_y^2$  to be larger than  $P_y^2$ .
- Therefore,  $|Q_y| > |P_y|$ .  
(In most textbook examples, we assume both vectors lie in the first quadrant or have positive  $y$ -components, but the conclusion about the magnitudes holds regardless.)

Comparing the angles with the  $y$ -axis  

- Let  $\theta_P$  be the angle **P** makes with the positive  $y$ -axis, and  $\theta_Q$  be the angle **Q** makes with the positive  $y$ -axis.
- If we measure  $\theta$  from the  $y$ -axis, we can write  
 $\theta = \tan^{-1}\left(\frac{x}{y}\right)$ .  
(Assuming  $y > 0$ .)
- Since  $P_x = Q_x$  but  $|Q_y| > |P_y|$ , the ratio  $\frac{Q_x}{Q_y}$  is smaller than  $\frac{P_x}{P_y}$ .
- A smaller ratio  $\frac{x}{y}$  means a smaller angle  $\theta$ . Thus,

Help us improve

PHYSICS Paper 1 Multiple Choice SPECIMEN PAPER For ex... < **A 2 Pg 3** > PHYSICS Paper 1 Multiple Choice SPECIMEN PAPER For ex...

# 1.5 CapCut generate AI story video for engagement

SLS

COMMUNITY GALLERY

Songs on Multiples remade using Gemini 2.5 Pro, Flash, Cline Bot, Trae with Flash, music by Riffusion and Suno.

☆

🗨

You're in the **Module View mode**

Expand All | Collapse All

OPEN MODULE PLAN

Introduction

Section A - A

1 Multiples of 2, 3, 4 and 5

2 Multiples of 6, 7, 8 and 9

3 Check Out Quiz using ACP to generate


Module End

Introduction created using CapCut Ai Story

Multiples Songs 2 to 9 🎵 | Fun Multiplication Music f...

Watch later

Share



the multiples of numbers from 2 all the way up to 9!

© Content in the frame is from an external source

# 1.6 Riffusion generate song for learning and professional learning

**SLS COMMUNITY GALLERY** Songs on Multiples remade using Gemini 2.5 Pro, Flash, Cline Bot, Trae with Flash, music by Riffusion and Suno.

Lawrence\_WEE@moe.gov.sg ; we...

You're in the **Module View mode**

Expand All | Collapse All

**OPEN MODULE PLAN**

- Introduction  
Section A - A
- 1 Multiples of 2, 3, 4 and 5**
- 2 Multiples of 6, 7, 8 and 9
- 3 Check Out Quiz using ACP to generate
- Module End

**Multiples of 2, 3, 4 and 5**

Page 1 2 3 4

for more resource URL <https://sg.iwant2study.org/ospsg/index.php/interactive-resources/mathematics/numbers-and-algebra/whole-numbers/3-multiplication-and-division>

Interactive\_Multiples\_of\_2.zip

Introducing: Learn "Multiples of 2" Through Music

Learn Multiples: Understand groups and items by counting dinosaurs!

**10 x 2 = 20**

01:35 **Pause Song** **Next Multiple** **Reset**

Help us improve

A. Songs on Multiples remade using Gemini 2.5 Pro, Flash, ... **A 1 Pg 1** Multiples of 2, 3, 4 and 5 / Pg 2

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# 1.7 Trae.AI to develop HTML5 with xAPI to send Scores and Teachers' Feedback back to SLS

tes [Recordings - OneDr...](#) [Instruction Manuals...](#) [Instruction Manuals...](#) [Personal Data Prote...](#) [https://docs.google...](#) [MOE-21CCWG-M](#)

[\(A3,9\) Insert Links to Sections](#)

[\(A3,10\) Insert Tooltips](#)

[\(A3,11\) HTML5 Content Development \(Enhanced\)](#)

[\(A3,12\) Text-to-Speech](#)

[\(A3,13\) Speech Evaluation Tool](#)

[\(A3,14\) Localisation and E-Dictionary](#)

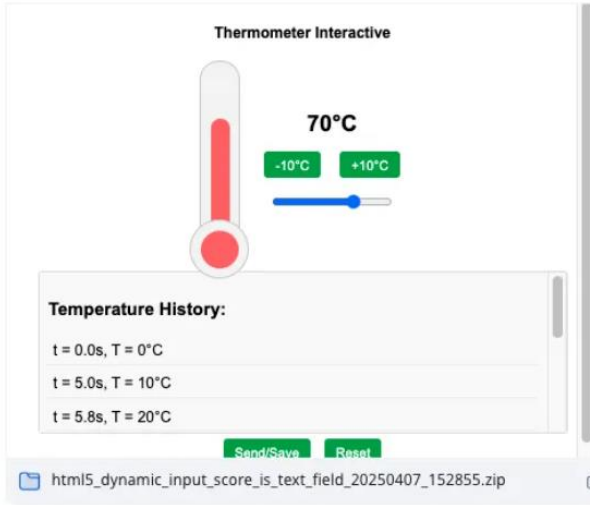
[About Templates](#)

[\(B1,i\) Manage](#)

**Q1**

Wee Loo Kang submitted on 07 Apr 2025 05:06 PM

**Thermometer Interactive**



Temperature History:	
t = 0.0s,	T = 0°C
t = 5.0s,	T = 10°C
t = 5.8s,	T = 20°C

[html5\\_dynamic\\_input\\_score\\_is\\_text\\_field\\_20250407\\_152855.zip](#)

[Read Less](#)

[Suggested Answer](#) | [Feedback](#) | [Teacher Comments](#)

**Teacher Comments**

**Interactive Response Assistant**

07 Apr 2025 05:06 PM

t = 0.0s, T = 0°C t = 5.0s, T = 10°C t = 5.8s, T = 20°C t = 6.5s, T = 30°C t = 9.3s, T = 40°C t = 9.8s, T = 50°C t = 10.2s, T = 60°C t = 10.7s, T = 70°C

[+ ADD](#)

MARKS 70/99

# Reference for 2: AI in Lesson Planning

1. Authoring Copilot: ACP is an AI-enabled feature in SLS that supports lesson planning for all subjects and levels by generating a module and its corresponding sections, activities and components based on a teacher's inputs.
2. ACP generates SLS Module, Section, Activity & Quiz
3. AI Bots: It has lesson planning bots.



## 2.2 AIBots: Lesson Collaborator Chatbot



**Lesson Collaborator Chatbot (LCC) [beta]** ?



Hello! I am your Lesson Collaborator Chatbot. How can I help you with lesson design today?

### **Design a lesson**

Design a [subject e.g., Physics] lesson for [level e.g., Sec 3] for the topic of [topic e.g., Kinematics]. Students are of [student profile e....

### **English**

Design an English lesson for Sec 2 students, who are of mixed ability. The Lesson objective is for students to make accurate predictions in a text...

Enter a message here



OpenAI GPT-4o

0/50,000





# References for 3: AI-Powered Tutoring and Student Assistance

1. **Adaptive Learning System**: ALS provides a personalised learning pathway for each student. It is currently available for Mathematics (Upper Primary and Lower Secondary) and Geography (Upper Secondary).
2. **Data Assistant**: It allows teachers to use natural language to query and speed up the process of qualitative analysis of students' responses.
3. **Learning Assistant**: LEA is a student-facing dialogic agent on SLS.
4. **Short Answer Feedback Assistant – Quiz**: It provides suggested marks and auto-generated feedback for free-response questions for any subject and level.
5. **Speech Evaluation Tool**: It provides feedback on students' spoken responses.

# 3.1 Adaptive Learning System

The screenshot displays the 'Student Learning Space' interface. At the top, an orange banner reads 'Adaptive Learning Start learning today!'. Below this, a section titled 'My Learning Goals' is highlighted with a red border. It contains three cards: 'Concepts' with 'Actual' at 0 and 'Target' at 2; 'Learning Time' with 'Actual' at 00:00 and 'Target' at 00:30; and 'Word Problems Involving Ratio' with a progress bar. A message box states 'More topics on the way' with the note 'New topics are added from time to time. Check this space again soon.' Below this, the '(ALS) MATHEMATICS' section features three topic cards: 'Percentage' (with a car illustration), 'Ratio' (with a 'LAST ACCESSSED' tag and a box illustration), and 'Algebra' (with mathematical expressions like  $x$ ,  $a - 3$ ,  $3y$ ,  $2 + y$ , and  $\frac{x}{4}$ ). Each card includes an 'OVERALL MASTERY' progress bar. Navigation buttons 'TEST MYSELF' and 'VIEW ALL TOPICS' are located above the topic cards. The interface is framed by a light gray sidebar on the left and right.



## 3.2 Data Assistant

Brainsparks: Co-Creating Intelligent Math Challenges for High-Ability Learners Workshop by AST-ETD / D. Feedback

Lawrence\_WEE@moe.gov.sg ; we...

7/119 participants

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
Q1: The learning objectives were clearly stated and easy to understand.	0	0	39	32
Q2: The lesson content was relevant to my work.	0	0	26	45
Q3: The pedagogy and teaching methods helped me understand the topic better.	0	0	38	33
Q4: I had enough opportunities to participate and ask questions.	0	6	40	25
Q5: The teacher(s) explained concepts clearly and effectively.	0	0	35	36
Q6: The learning materials were helpful in understanding the topic.	0	1	29	41
Q7: The lesson was well-paced, giving me time to understand the material.	0	13	35	23
Q8: I feel more confident in my understanding of the topic after this lesson.	0	2	45	24

In-Depth Q9 Feedback Summary

Key Positive Themes

Theme	Description	Sample Phrases
<div>✓ Appreciation &amp; Usefulness</div>	Many participants found the workshop "useful," "interesting," and "enriching."	"Thank you for sharing", "Very interesting workshop!", "This was a good workshop."
<div>📖 Hands-on Learning</div>	Participants strongly appreciated the interactive, experiential approach.	"Very hands-on session", "Appreciate the hands-on session", "I hope to have more hands-on interactive games workshops."
<div>🛠️ Practical AI Tool Application</div>	The exposure to tools like ChatGPT, Claude, Gemini, and SLS gamification was valued.	"Useful for my lessons", "Easy to create activities", "Good exposure to AI"
<div>👥 Collaboration &amp; Sharing</div>	Participants liked the sharing format and requested access to materials and shared folders.	"Keep the Google Drive available", "Please keep the sharing folder open", "Upload the lesson to the Community Gallery."

⚠️ Areas for Improvement & Suggestions

Concern	Description	Suggestions Made
<div>🐢 Pacing Too Fast</div>	Many mentioned that the session felt rushed, especially after a full day of work.	"Session a bit too short", "Too much to absorb in 3 hrs", "Can be slower in pace."
<div>🌿 Technical Challenges</div>		

1. Quiz End

&lt;

D 2


different from what yours look like."


## 3.3 Learning Assistant: (LEA) is a student-facing dialogic agent


Discussion Post / Live Chat Room (Group 1) ✕

### Live Chat Room (Group 1)


ONLINE MEMBERS **2** [VIEW MEMBERS](#)

 **Pauline**  
I cannot remember but I think that is correct - do you remember what the other two are?  
07 May 2025 10:37 AM

I only remember the development of transportation  
07 May 2025 10:47 AM 

 **Pauline**  
Hmm I can't remember the other two. Could it be something to do with the idea of travel?  
07 May 2025 10:48 AM

**Allen is typing...**



All conversations are viewable by your teacher



# 3.4 Short Answer Feedback Assistant – Quiz

SLS MOE LIBRARY 20250513 Workshop on Integration of AIED features in SLS Module Design / A. Introduction to AIED Features Lawrence\_WEE@moe.gov.sg; we...

You're in the **Module View mode**

Expand All | Collapse All

**OPEN MODULE PLAN**

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- [SDL] Exploring LEA's Role in Learning
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- Section Completion
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- Introducing Gamification in SLS
- [Hands-on: Part 1] About Gamification...
- [Hands-on: Part 2] Create Game Stories...
- [Hands-on: Part 3] Add Gamification...
- Feedback

**2 Authoring Copilot + Short Answer Feedback Assistant - Assessment Capabilities**

Page 1 2 3 4

my current recommendation is 5 MCQ and 2 short answer feedback with Short Assistant Assistant turn on manually, it is not possible to ask ACP to turn on.  
<https://www.youtube.com/watch?v=bZPPBLNthDM>

**A Step-by-Step Guide to Refresh SLS Modules with Authoring Co-Pilot to generate Quiz, with TagUI v2**

Resistors in Series and Parallel Arrangements [H1... / Generate Quiz

Pre-U Physics (H1) - 2025 - 3 Selected

Pre-U Physics (H2) - 2025 - 3 selected

+ ADD CONTENT MAP AND TOPIC

**Additional Details**

Instructions to Authoring Copilot

5 MCQ with 4 options with only one correct ans

**5. Add Additional Details**

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Read Less

Authoring Copilot + Short Answer Feedback Assistant - ... A 2 Pg 3 Authoring Copilot + Short Answer Feedback Assistant - ...

# 3.5 Speech Evaluation Tool

INSTRUCTIONS

You may record an audio clip of up to 5 minutes

I want all of you to remember that your job is to showcase to our students, our family, our country what we can achieve. You have been the pride of our nation and

Read More

The Speech Evaluation Tool has graded this submission

00:40

recording.mp3

i want all of you to remember that your job is to so showcase to our students our family our country what we can achieve long come you have been the pride of our nation and i have faith that you will continue to do all this for many many many many more years to come so long as we understand and never be complacent so long as we understand that it is no longer enough just to have yesterday's answers for yesterday's questions and that everyone is a creator so long as we understand that our valueadd value-add comes from our ability to connect and that everyone can be a contributor regardless of our station in life

Read Less

English Language Sp...

Annotation · 0

valueadd

OMISSION

English Language Sp...

Annotation · 0

value-add

INSERTION

English Language Sp...

Annotation · 0

connect

MISPRONUNCIATION