Exploring the Use of Artificial Intelligence for Self-directed English Language Learning

English Language Education Section & Native-speaking English Teacher Section
Curriculum Development Institute
Education Bureau
Mar 2025

Development directions of AI in education

System-facing AI (tools designed to support **educational management**)
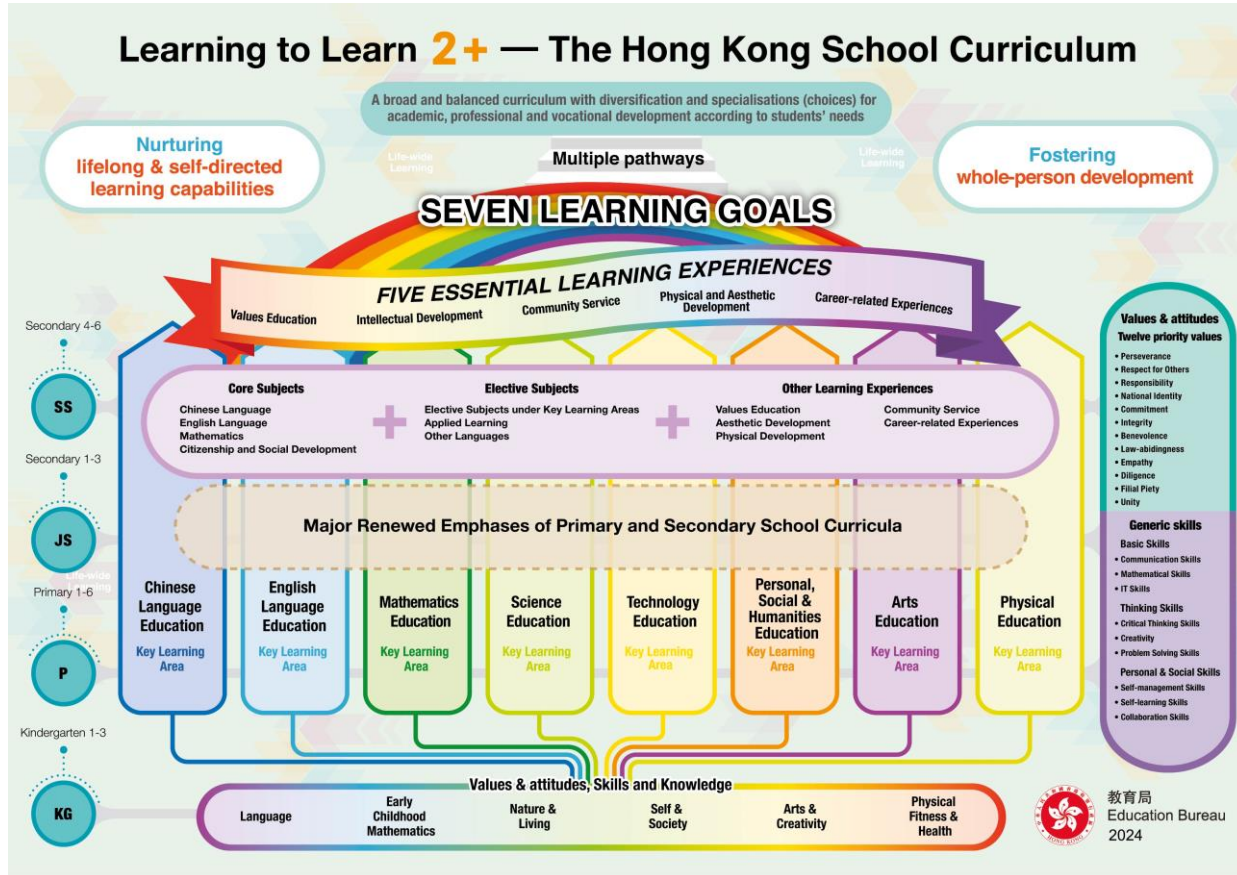
Teacher-facing AI (tools designed to support **teaching and pedagogy**)

Student-facing AI (tools designed to support **learning and assessment**)

Using AI

Using AI to learn effectively

Source: Baker et. al (2019), quoted in *AI and Education: Guidance for Policy Makers*, UNESCO (2021)

Setting the Scene – Learning to Learn 2+

Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

Nurturing lifelong & self-directed learning capabilities

Multiple pathways

Fostering whole-person development

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Values Education | Intellectual Development | Community Service | Physical and Aesthetic Development | Career-related Experiences

Secondary 4-6 · SS
Secondary 1-3 · JS
Primary 1-6 · P
Kindergarten 1-3 · KG

Core Subjects
Chinese Language
English Language
Mathematics
Citizenship and Social Development

Elective Subjects
Elective Subjects under Key Learning Areas
Applied Learning
Other Languages

Other Learning Experiences
Values Education
Aesthetic Development
Physical Development
Community Service
Career-related Experiences

Major Renewed Emphases of Primary and Secondary School Curricula

Chinese Language Education	English Language Education	Mathematics Education	Science Education	Technology Education	Personal, Social & Humanities Education	Arts Education	Physical Education
Key Learning Area	Key Learning Area	Key Learning Area	Key Learning Area	Key Learning Area	Key Learning Area	Key Learning Area	Key Learning Area

Values & attitudes
Twelve priority values
• Perseverance
• Respect for Others
• Responsibility
• National Identity
• Commitment
• Integrity
• Benevolence
• Law-abidingness
• Empathy
• Diligence
• Filial Piety
• Unity

Generic skills
Basic Skills
• Communication Skills
• Mathematical Skills
• IT Skills
Thinking Skills
• Critical Thinking Skills
• Creativity
• Problem Solving Skills
Personal & Social Skills
• Self-management Skills
• Self-learning Skills
• Collaboration Skills

Values & attitudes, Skills and Knowledge

Language	Early Childhood Mathematics	Nature & Living	Self & Society	Arts & Creativity	Physical Fitness & Health

教育局 Education Bureau 2024

Key questions:

- Where is **self-directed learning**?
- Where is **artificial intelligence**?
- How are these related to the **English Language** subject?
- What are **other related aspects** in the curriculum?
- Seven Learning Goals
- Five Essential Learning Experiences

Making cross-curricular links

What to learn: ASK

A

Values and attitudes
Instilling in students proper values and attitudes

S

Skills
Developing students' generic skills

K

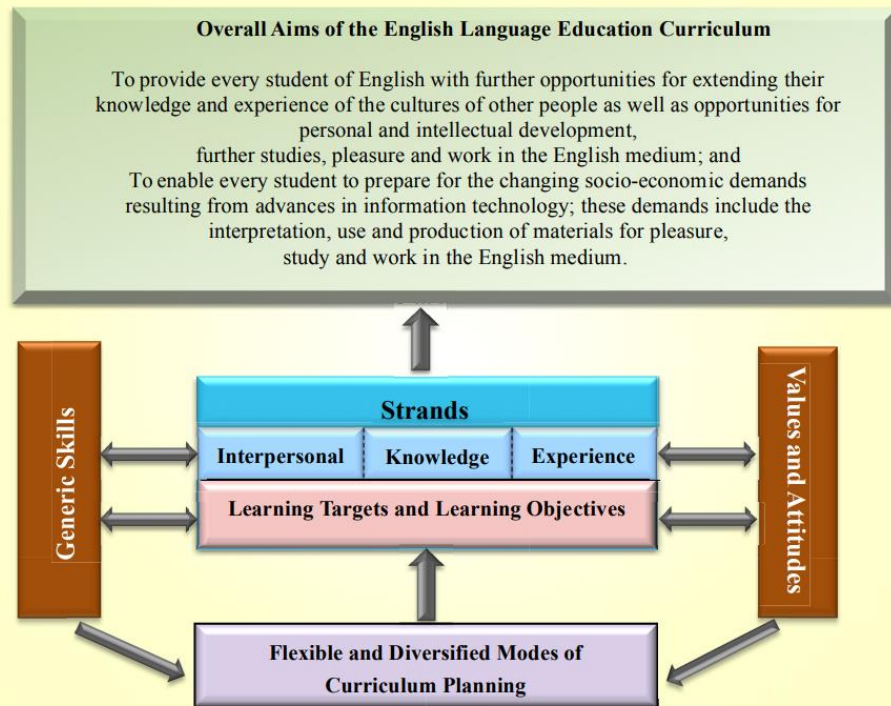**Knowledge**
Building students' broad and solid knowledge base

What to learn: ASK

English Language Education Curriculum Framework

A Values and attitudes
Instilling in students proper

S Skills
Developing students' generic skills

K Knowledge
Building students' broad and solid knowledge base

Overall Aims of the English Language Education Curriculum

To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

Generic Skills

Strands
Interpersonal | Knowledge | Experience

Learning Targets and Learning Objectives

Values and Attitudes

Flexible and Diversified Modes of Curriculum Planning

What to learn: ASK

Nine Generic Skills

A — Values and attitudes
Instilling in students proper values and attitudes

S — Skills
Developing students' generic skills

K — Knowledge
Building students' broad and solid knowledge base

Learning to Learn 2+ — The Hong Kong School Curriculum
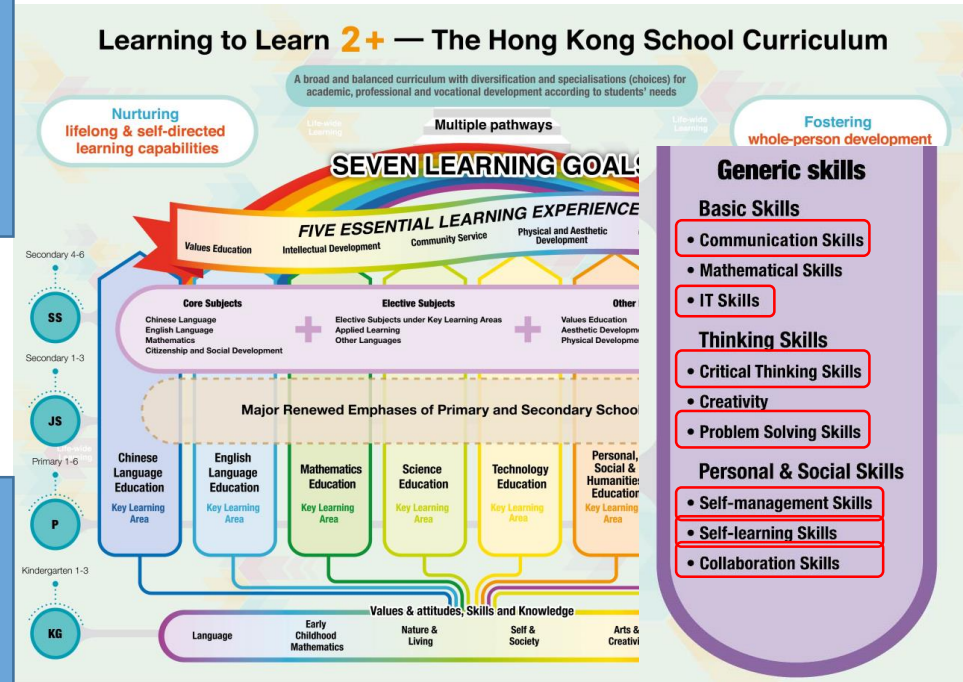
What to learn: ASK

Media and Information Literacy Education

Other relevant components:
Integrity
Law-abidingness
Healthy Lifestyle
Priority Values

Values Education Curriculum Framework
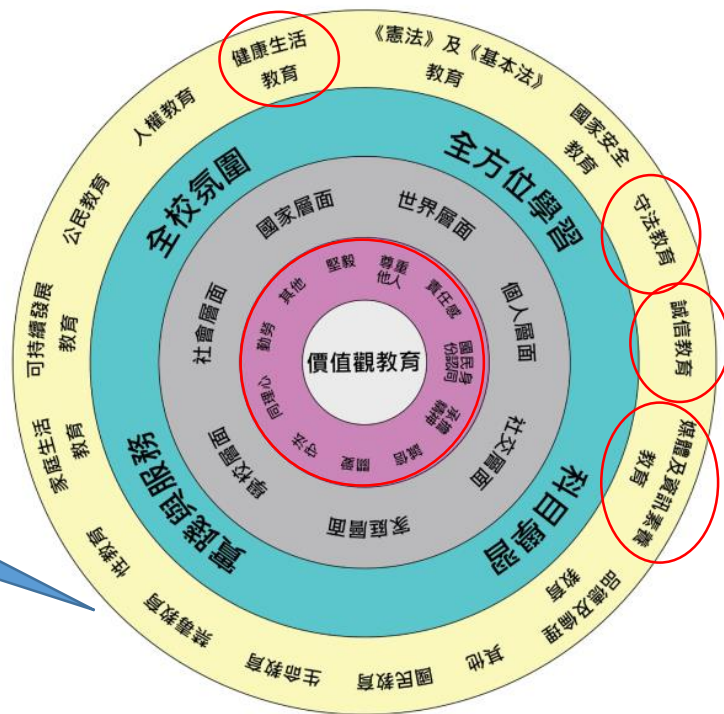
圖三：價值觀教育課程架構

How to learn: Towards self-directed language learning

What students can achieve (example)

SDL
- Goal Setting
- Self-planning
- Self-monitoring
- Self-evaluation
- Revision

Source: https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/

Acquire knowledge and skills

Develop proper values and attitudes (incl. media and information literacy)

Create a conducive environment
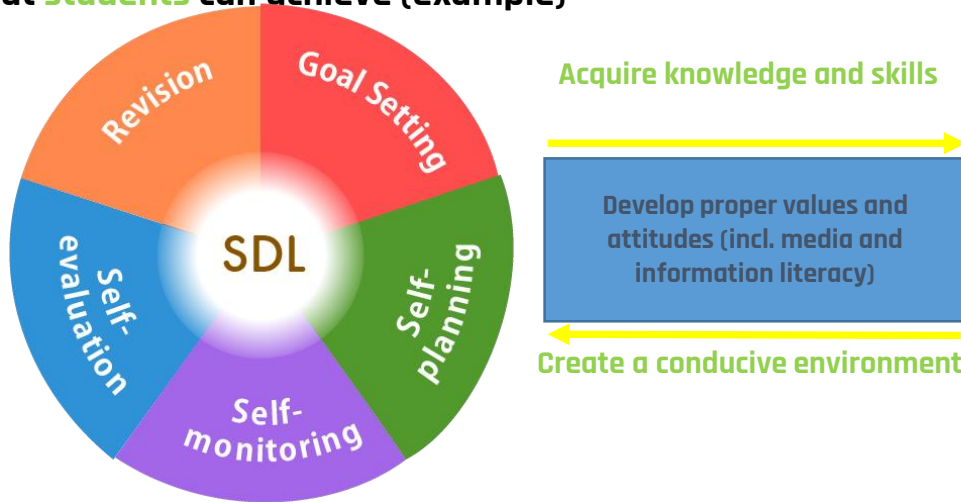
How teachers can facilitate (example)

Gradual Release of Responsibility

Teacher

teacher as model	Focused Instruction	"I do it"
teacher as guide	Guided Instruction	"We do it"
teacher as resource	Collaborative	"You do it together"
teacher as observer	Independent	"You do it alone"

Student

"Letting Go is Messy" Dr. Julie Webb and Dr. Sunday Cummins
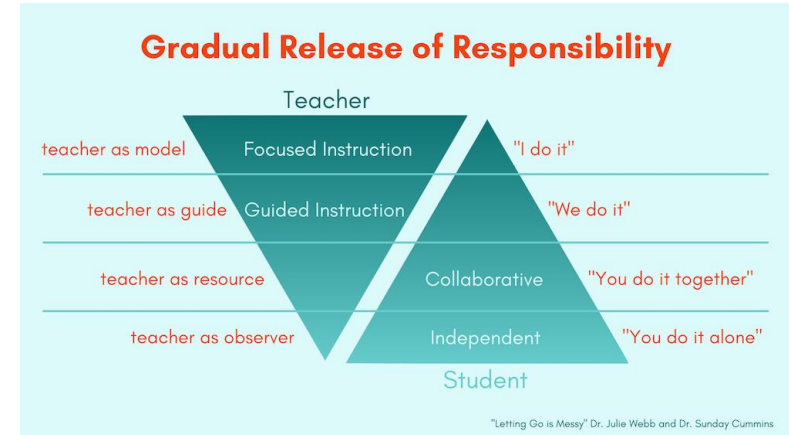
Holistic planning of the school and subject curriculum

Our discourse

Today's menu

Exploring the Use of Artificial Intelligence for Self-directed Language Learning

Plenary Session
Dr Kevin Yung, Associate Professor, HKEdU

School Experience Sharing
1. C. C. C. Kei Faat Primary School
2. Diocesan Boys' School Primary Division
3. Tin Shui Wai Government Secondary School
4. Ying Wa College
(in alphabetical order)

Panel Discussion

Remarks:
1. **No specific apps/platforms are promoted**. Schools are advised to select suitable learning tools and materials.
2. Experiences shared by schools are for reference. They are **not exhaustive** nor are they the only ways to enhance student learning.

- Align with **curriculum aims and objectives**
- Cater for students' **abilities and learning needs**

Concluding remarks

Why do we **integrate AI** into English Language learning?

What is the **role of teachers**?
➤ through pedagogical interventions
➤ within/beyond the classroom

How can AI tools **support students** in achieving the learning goals and enhancing their self-directed learning capability?

Concluding remarks

A
S
K

Pedagogical approaches and materials should:

- align with **curriculum aims and objectives** according to relevant curriculum guides; and
- cater for the **abilities and learning needs** of students.

Nurturing lifelong & self-directed learning capabilities

Becoming **responsible** and **ethical** users of information and information technology

Fostering whole-person development

One-off Grant for Promotion of Self-directed Language Learning (English Language)

- **EDBCM No. 210/2024** (English Language and Putonghua)
- Grants disbursed to schools on **19 Dec 2024**
- **Briefing sessions in Jan 2025** on the use of the One-off Grants and self-directed learning (presentation materials are accessible by the QR codes below)

Primary Session

Secondary Session

AI PDPs for English teachers 2024/25 and beyond

Seminar on Exploring the use of Artificial Intelligence for Self-directed Language Leanring
(21 Mar 2025)

Primary

Secondary

Exploring AI Series: (1) Enhancing Students' SDL Capabilities and English Listening and Speaking Skills

Exploring AI Series: (3) Enhancing Students' SDL Capabilities and English Listening and Speaking Skills

Exploring AI Series: (2) Enhancing Students' SDL Capabilities and English Reading and Writing Skills

Exploring AI Series: (4) Enhancing Students' SDL Capabilities and English Reading and Writing Skills

Developing Students' Self-directed Learning Capabilities: Exploring the use of Artificial Intelligence (AI) in the Secondary English Classroom

Developing Students' Self-directed Learning Capabilities: Exploring the use of Artificial Intelligence (AI) in the Primary English Classroom

"Technology will never replace great teachers, but technology in the hands of great teachers can be transformational.

- George Couros