

Briefing Session
on the
“One-off Grant for Promotion of
Self-directed Language Learning
(English Language)”
for Primary School Curriculum Leaders

16 Jan 2025

English Language Education Section
Curriculum Development Institute
Education Bureau

Programme Rundown

Time	Content
2:30 p.m. – 2:40 p.m.	Welcoming and opening remarks
2:40 p.m. – 3:00 p.m.	Introduction to the One-off Grant for Promotion of Self-directed Language Learning (English Language)
3:00 p.m. – 3:20 p.m.	What is self-directed language learning (SDLL) and how to promote it?
3:20 p.m. – 4:05 p.m.	School sharing by Shak Chung Shan Memorial Catholic Primary School
4:05 p.m. – 4:10 p.m.	Conclusion
4:10 p.m. – 4:30 p.m.	Q&A Evaluation

The Chief Executive's 2024 Policy Address on English Language Education

Chapter 5: Build Hong Kong into an International Hub for High-calibre Talents

Enhance Support for Schools, Teachers and Students

114. The Government will allocate \$2 billion to set up the Teacher Professional Development Fund to support the long-term development of the teaching profession, and to enhance the training and exchange programmes for teachers. **A provision of about \$470 million will be allocated to enhance the learning and teaching of English, Putonghua and other languages.** We will also strengthen support for students with special educational needs and continue to provide subsidies such as textbook assistance for students with financial needs.

Supplement: Build Hong Kong into an International Hub for High-calibre Talents

Enhance Support for Learning and Teaching

- Provide an array of **support measures** for publicly-funded primary and secondary schools (including special schools) in the 2024/25 school year for enhancing their learning and teaching of **English Language**, including provision of **subsidy**, setting up thematic **teacher learning circles**, offering diversified **learning activities** and **learning and teaching resources**, as well as organising an English **promotional campaign**. (EDB)

The School Curriculum Framework

Learning to Learn 2+ — The Hong Kong School Curriculum



The Seven Learning Goals of Primary Education



The Hong Kong school curriculum aims to promote **whole-person development** and nurture students into **lifelong learners**. One of the seven learning goals of primary education is to be proactive in **biliterate and trilingual communication**.

Nurture students'
self-directed
language learning
capabilities

Language learning takes
place **any time** and
anywhere.

Students can learn
through **various means**.

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

Objectives



Provide schools with additional resources to **strengthen students' self-directed language learning capabilities** so as to improve their English proficiency



Enable schools to **establish a language-rich environment** that facilitates students' learning

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

One-off grant of **\$200,000 funded by Language Fund and endorsed by SCOLAR** for each public sector primary school and DSS school offering local curriculum in the **2024/25 school year**.

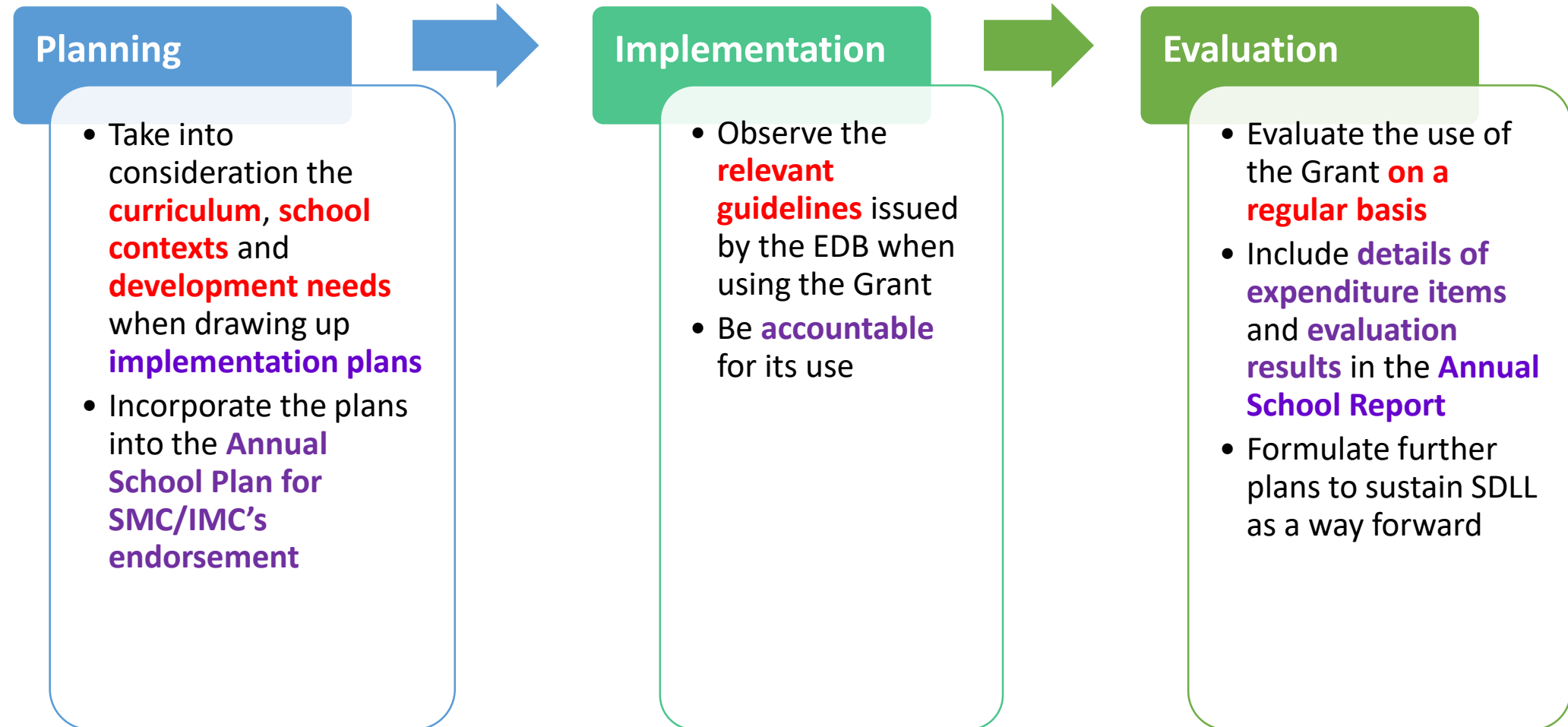
Schools can **flexibly deploy** the Grant **until the end of the 2026/27 school year**.

Schools may **combine other subsidies from the EDB* and other resources** on a need basis to cover the relevant costs.

About the Grant

** The Grant cannot be combined with the One-off Grant for Promotion of Self-directed Language Learning (Putonghua) for use.*

Proper Use of the Grant



Proper Use of the Grant

Procuring and/or subscribing to **resources for promoting self-directed language learning** and/or **enriching the language learning environment**, thereby enhancing students' English learning experiences

Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promoting self-directed language learnings

Purchasing services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment

Examples:

- purchasing/subscribing to **books/e-books/self-directed learning resource packages/online learning resources**
- procuring language learning devices and equipment, such as **reading pens and e-book readers**
- procuring supplies and equipment for organising English activities, such as **display boards, props and prizes***

** The expense on purchasing prizes should not exceed 10% of the total expenditure.*

Proper Use of the Grant

Procuring and/or subscribing to resources for promoting self-directed language learning and/or enriching the language learning environment, thereby enhancing students' English learning experiences

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Purchasing services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment

Examples:

- **producing materials** which facilitate self-directed language learning beyond the classroom
- **coordinating/assisting in organising** various English activities and competitions to create a language-rich environment, such as group reading, storytelling, English Day

Proper Use of the Grant

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Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promoting self-directed language learning

Purchasing **services related to learning and teaching from individuals/professional organisations with relevant expertise** in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment

Examples:

- appointing experts in English education, tertiary institutions or professional organisations to **develop appropriate school-based resources** such as **videos, animations, podcasts, posters and exhibits** according to students' abilities and needs
- **organising English student activities and competitions** to enhance the language learning atmosphere, such as **dramas, speech contests and exchange activities**

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

IMPROPER Use of the Grant

Examples:

✗ Hiring teaching staff

✗ Outsourcing the overall planning and implementation work to external organisations

✗ Purchasing mobile computing devices, electronic equipment or computer software for general purposes

The Grant should not be used on a single item/area or for a small group of students.

✗ Subsidising student participation in activities that primarily focus on academic performance (e.g. tutorial groups)

Disbursement Arrangements

Type of School	Details
Aided (including special schools), Caput and DSS schools	The Grant has been credited to the school's bank account for receiving grants from the EDB.
Government schools	The Grant has been provided in the form of budget allocation under a designated user code.

Financial and Accounting Arrangements

Schools are required to keep a **separate ledger account** to properly record all the income and expenditure items related to the Grant.

Schools should observe the **established principles and requirements on the use of public funds** promulgated by the EDB when using the Grant.

Schools should ensure the effective use of the Grant, which should be spent on expenditure items related to the **promotion of self-directed language learning and enrichment of the school language learning environment.**

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

Financial and Accounting Arrangements

Return Unspent Balance

- **Aided, Caput and DSS schools** should return the **unspent balance of the Grant as at 31 August 2027** to **Language Fund** in the form of a **cheque**, whereas **Government schools** should return it according to the records of the **designated user code**.

Reporting

- The **Annual School Plan** and **School Report** (with the implementation plans and reports on the use of the Grant incorporated) **endorsed by their SMC/IMC** should be **uploaded onto the school website**.
- Schools are required to return the duly completed **“Report on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)”** to **English Language Education Section of the EDB** on or before **30 September 2027**.

Annex 2A

To: Permanent Secretary for Education
(Attn: English Language Education Section, Curriculum Development Institute, Education Bureau)

Address: English Language Education Section,
Curriculum Development Institute, Education Bureau
Room 1206, 12/F Wu Chung House,
213 Queen's Road East,
Wan Chai, Hong Kong

[Please complete and return the original copy of this report to the English Language Education Section, Curriculum Development Institute, Education Bureau on or before **30 September 2027**.]

Report on the Use of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”

1. Our school has spent the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” on the following areas:
Number of student beneficiaries: _____ Class levels of student beneficiaries: _____

Area	Actual Expenses (HK\$)
i. Procuring and/or subscribing to learning resources	
ii. Hiring English-speaking instructors or non-teaching support outside the permanent staff establishment	
iii. Purchasing services related to learning and teaching	
iv. Others (please specify): _____	
Total Expenditure	
Unspent Balance	

Annex 2A (cont'd)

2. As at 31 August 2027, the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”

has been fully spent.

has an unspent balance of \$ _____ which will be returned to the Language Fund in the form of a cheque (payable to “The Permanent Secretary for Education Incorporated-Language Fund”), [Applicable to aided schools (including special schools), caput schools and DSS schools]

has an unspent balance of \$ _____ which will lapse. [Applicable to government schools]
(Please put a “✓” in the appropriate box)

3. Please provide an example to illustrate the impact of the “One-off Grant for Promoting Self-directed Language Learning (English Language)” on students’ language learning.

Our school is willing to share relevant school-based experience.
Teacher-in-charge: _____ Contact Number: _____

(If you are willing to share your school’s experience in utilising the “One-off Grant for Promoting Self-directed Language Learning (English Language)”, please check the box (✓) and provide the contact details of the teacher-in-charge.)

4. Declaration

This is to certify that:

(i) Our school has observed the principles and ambit set out in EDBCM No. 210/2024, as well as the requirements stated in relevant guidelines, circulars and letters issued by the EDB from time to time when using the Grant and other relevant grants and subsidies. All the expenditure is incurred in compliance with the principles and purposes of using the relevant Grant, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;

(ii) Our school has kept a separate ledger account to properly record all the income and expenditure of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least seven years by our school for accounting and auditing purposes;

(iii) Our school will submit the annual audited accounts (if applicable) to the EDB within the prescribed period after each school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this report and the annual audited accounts, we will notify the EDB as soon as possible for follow-up actions; and

(iv) The information provided in this report is true and accurate. We understand that the EDB has the right to request our school to provide documentary proof of the expenditure for auditing and inspection purposes. Our school is required to return to the EDB the disbursed amounts not subvented by the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”.

What is self-directed language learning (SDLL) and how to promote it?

What is self-directed language learning? How to promote it?

Self-directed learning: A two-pronged approach

What **students** can achieve
under teachers' guidance



Conducive language
learning environment

How **schools/teachers** can facilitate

<p><u>Self-directed learning</u></p> <ol style="list-style-type: none">1. Revisit prior knowledge2. Prepare for new learning3. Identify learning points and difficulties4. Inquire	<p><u>Collaborative learning within groups</u></p> <ol style="list-style-type: none">1. Solve problems2. Verify information/ideas3. Discuss and negotiate4. Modify and revise
<p><u>Teacher-guided learning</u></p> <ol style="list-style-type: none">1. Review2. Introduce / provide input3. Provide guidance and clarification4. Summarise	<p><u>Collaborative learning across groups</u></p> <ol style="list-style-type: none">1. Demonstrate and display learning2. Report3. Conduct peer evaluation4. Integrate and synthesise ideas

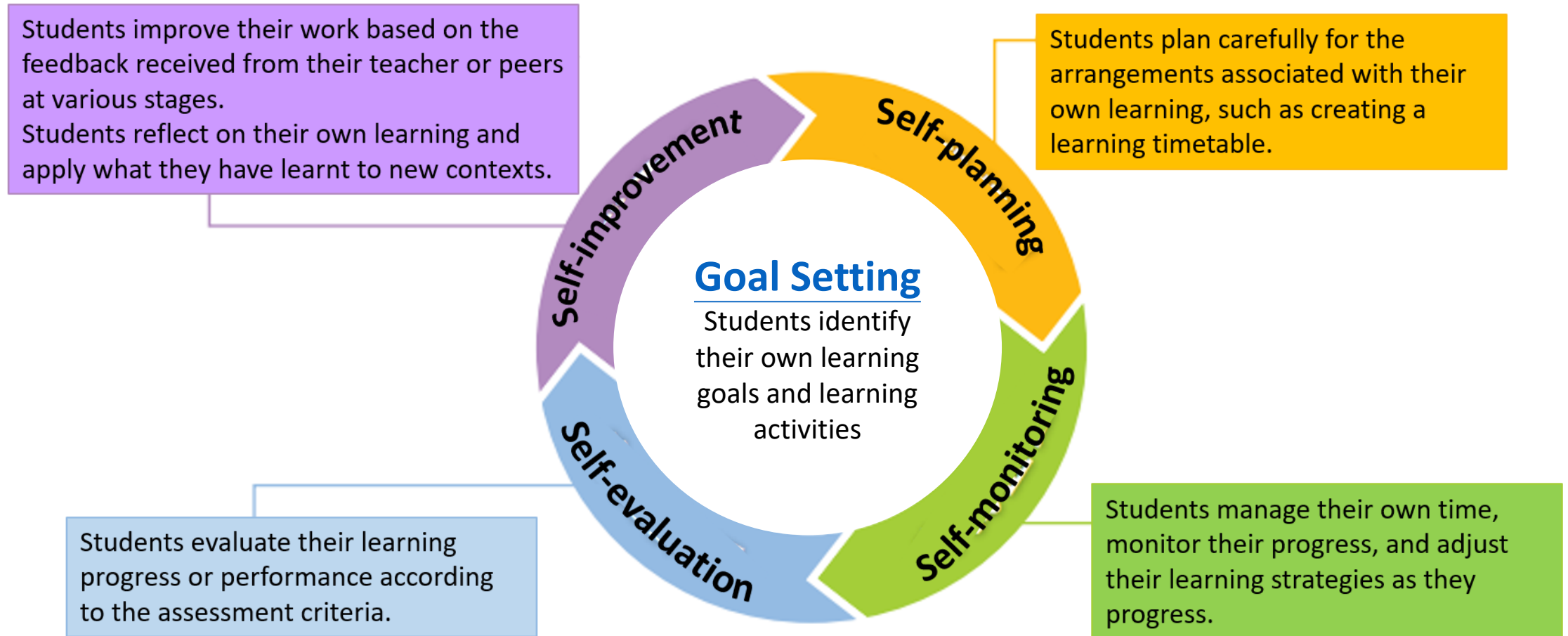
Dr Stanley Ho Sai-mun, (2023). Adapted from 《讓學生成為學習的主角: 自主學習四學架構的理論創新與學校應用》(2024) p.47

What students can do

Developing students' specific SDL capabilities/skills

What is self-directed language learning? How to promote it?

Key Components of Self-directed Learning



What schools/teachers can do

Conducting holistic curriculum planning to enhance SDL

What is self-directed language learning? How to promote it?

Role of Teachers



What is self-directed language learning? How to promote it?

- While self-directed learning is regarded as an integral part of students' ultimate achievements, more effort should go into **demonstrating how to monitor the learning process** and **providing opportunities for students to develop metacognitive strategies**. In the learning process, teachers can help students:
 - *learn how to learn;*
 - *make choices as to what, when and how they want to learn;*
 - *use a range of language development strategies;*
 - *carry out self-assessment and self-reflection;*
 - *plan, monitor and evaluate the strategies adopted and their own learning effectiveness, which forms the basis for goal-setting in subsequent tasks or activities; and*
 - *develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.*

Gradual Release of Responsibility

Douglas Fisher and Nancy Frey, (2021). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*.
Retrieved from <https://thinkport.org/grr/index.html>

The Four Dimensions of Self-regulated Learning Capabilities

<p><u>Affect / Motivation: Eager to learn</u></p> <ol style="list-style-type: none">1. goal orientation2. task value3. self-efficacy4. emotions	<p><u>Environment / Behaviour: Willing to learn</u></p> <ol style="list-style-type: none">1. attention2. help-seeking3. use of resources4. management of environment
<p><u>Cognitive strategies: Able to learn</u></p> <ol style="list-style-type: none">1. rehearsal2. elaboration3. organisation4. critical thinking	<p><u>Metacognition: Capable to learn</u></p> <ol style="list-style-type: none">1. planning2. monitoring3. adjustment4. evaluation

What is self-directed language learning? How to promote it?

Strategy 1: Design learning activities that cover “4 Modes of Learning”

4 Modes of Learning

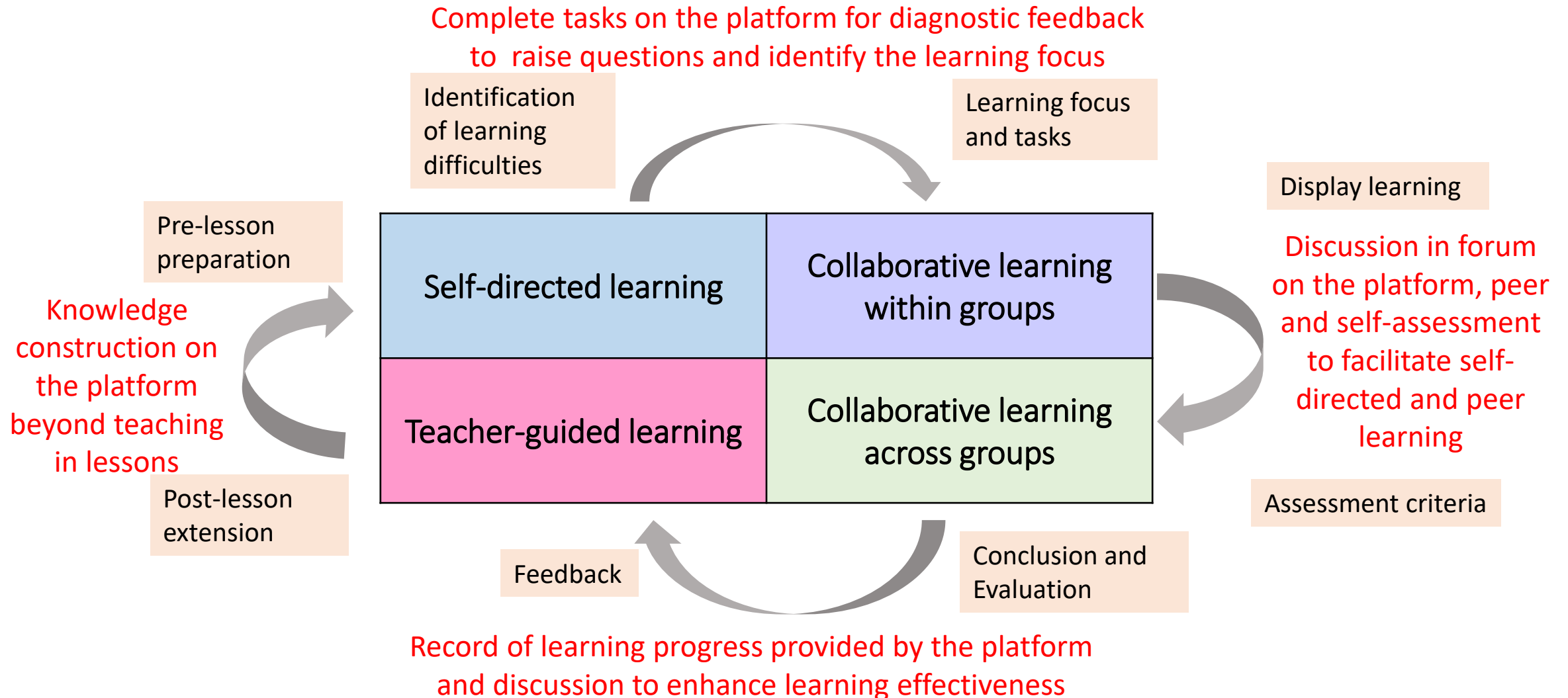
<p><u>Self-directed learning</u></p> <ol style="list-style-type: none">1. Revisit prior knowledge2. Prepare for new learning3. Identify learning points and difficulties4. Inquire	<p><u>Collaborative learning within groups</u></p> <ol style="list-style-type: none">1. Solve problems2. Verify information/ideas3. Discuss and negotiate4. Modify and revise
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What is self-directed language learning? How to promote it?

Example

Using e-Learning Platforms to Foster Self-directed Learning



What is self-directed language learning? How to promote it?

Strategy 2: Review existing assessment practices to nurture self-directed learners

Extending from AfL to AaL – Empowering students to monitor & evaluate own progress		
Summative	AoL	<ul style="list-style-type: none">• describes the level students have attained• shows what they know/can do over a period of time• gives an overview of previous learning for reporting and selection purposes
Formative	AfL	<ul style="list-style-type: none">• integrates assessment into learning & teaching• helps students understand what they are learning, what they have attained, what is expected of them• helps teachers collect learning evidence to provide timely feedback & refine teaching strategies
	AaL	<ul style="list-style-type: none">• engages students in reflecting on & monitoring their progress of learning• involves students in regulating the learning process, evaluating their own performance against the learning goals & planning for the next step in learning

What is self-directed language learning? How to promote it?

Formative assessment



The ultimate goal of **AfL** and **AaL** is to improve learning and teaching and **nurture lifelong language learners** through enhancing their **intrinsic motivation** and **metacognitive strategies**.

School self-evaluation tools relevant to measuring students' performance on SDL:

- Student Stakeholder Survey
- Key Performance Measures (e.g. KPM17)
- Assessment Program for Affective and Social Outcomes (3rd Version) (APASO III)

For more details:













<https://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/index.html>



Resources and Support Measures Provided by the EDB to Facilitate the Promotion of Self-directed English Learning in Schools

The latest learning and teaching resources offered by the Education Bureau

Learning and teaching resources

Learning and teaching resources	Title	
	Once Upon a Book Storytelling Showcase Video Series	
	Let Our Imagination Run Wild Storytelling Video Series	
	Let Our Imagination Run Wild Storytelling Techniques Video Series	
	Filmit: Filmmaking Mini Resources	
	Learning and Teaching Resource on Courtesy and Politeness	
	"In Love We Share, In Love We Grow" Animation Series	

Learning and teaching resources	Title	
	English Language Resource Kit on National Security Education at the Primary Level	
	English Language Resource Materials on National Security Education at the Secondary Level	
	English Animation Series "An Inspiring Journey through Chinese Fables and Tales"	
	Resource Materials on Creative Use of English	
	Resource Materials on Academic Use of English	
	e-Book <i>Traditional Chinese Festivals</i>	
	e-Book <i>Famous Scientists</i>	

The latest learning and teaching resources offered by the Education Bureau



e-Book Traditional Chinese Festivals

https://www.edb.gov.hk/chinese_festivals



answer-checking function



questions for reflection

multimodal materials

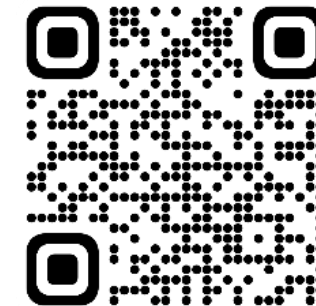
writing tools and strategies

self-assessment checklist



English Animation Series

“An Inspiring Journey through Chinese Fables and Tales”



https://www.edb.gov.hk/FT_Animations



(Pre-viewing)
Part A: Make predictions
 You are about to watch the video “Yu the Great Tamed the Waters”. The main character is a man named Yu the Great. Study the pictures and answer the questions.



1. In the past, a lot of villages were built near the rivers. What happened to the village above? What kind of natural disaster did the people suffer from?

Pre-viewing:
 make predictions

While-viewing:
 understand the stories

Post-viewing:

- learn the language features
- put the target values and language skills into practice
- self-assess and reflect

Part D: Reflect and write
 Your parents take care of you every day and work very hard for you and your family. How can you return their love and care? Think about the things you can do for them. Take action and record 7 little acts of love and respect in the list below. Complete the challenge within one week.

Tip: Don't forget to use the **simple past tense** to record the little acts.

“Show Your Love” Challenge ❤️
 Record 7 little acts of love and respect towards your parents within one week.

Date	What did you do?
E.g. 1 st February, 20XX	I cleaned up the table after dinner.
1	
2	
3	
4	
5	
6	
7	

Part E: Write a thank-you note
 Write a thank-you note to someone who helped you before. Follow the example.

1) How did Han Xin thank the old lady? Underline the key words in the script below.

Many years ago, you gave a bowl of rice to a poor young man. He promised to pay you back. Now please take the gold and come to my palace.

- the old lady's kind help
- Han Xin's promise
- Han Xin's action to thank the old lady

2) Write a thank-you note to your teacher/someone who helped you before.

What was the kind thing he/she did for you? When did it happen?
 How did you feel?
 What would you do? (write a thankful message to him/her)

Dear _____

3) Read the assessment criteria and complete the checklist by ticking (✓) what you can do.

	I can ...	Tick (✓) the part(s) you can do well
Content	write about the events that happened. share personal thoughts and feelings using personal adjectives.	
Language	use the first person , e.g. I, me, my, we, our; use the simple past tense to write about the events. use time markers to show the order, e.g. first, then, finally. use personal and casual language to describe events and express ideas.	
Organisation	include the text features of a diary entry (e.g. date, weather).	















5) Reflection: What can you do to show your love for our country? How can we serve our country? Discuss in pairs or groups.



Ways to show our love for our country:

- _____
- _____
- _____

The student activities organised by the Education Bureau

Student activities and competitions

Student activities	Title	
	Once Upon A Book Storytelling Competition	
	Filmit 2025: A Student Film Competition	
	Time to Talk Public Speaking Competition	
	Story to Stage Puppetry Competition for Primary Schools	
	Speak Up – Act Out Drama Competition	
	“SOW Inspiring” Book Gifting Competition	
	SOW Readathon	

Student activities	Title	
	Animal Photopoetry Creative Challenge	

Professional Development Programmes on Promoting Self-directed Language Learning with the Use of AI for English teachers offered by the Education Bureau

Seminar on the exploration of self-directed learning through the use of AI (Mar 2025)

Plenary
(Academic
from HKEdU)

Sharing of 2
to 3 school
practices

Panel discussion (Uni,
schools, service
providers, EDB)

Hands-on Workshops

Exploring **AI** Series: (1)
Enhancing Students' **SDL**
Capabilities and English
Listening and Speaking Skills
at the Primary Level

Exploring **AI** Series: (2)
Enhancing Students' **SDL**
Capabilities and English
Reading and Writing Skills at
the Primary Level

Learning Circle

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

School Sharing by

Shak Chung Shan Memorial Catholic Primary School

Concluding Remarks

Reminders:

- The grant is for procurement of learning and teaching resources and services **directly used on student learning**.
- Schools should formulate explicit strategies for promoting self-directed English learning through **holistic planning** to justify the use of the grant and sustain the impact.
- The grant should be used up by 31 August 2027.
- Schools are required to **duly complete the reporting procedures**. Information about the use of the Grant and good practices will be collected through different means (e.g. curriculum development visits, interim surveys).