

The background features a light beige color with faint, stylized leaf patterns in the upper left. On the right side, there are large, overlapping abstract shapes in shades of light pink and peach, separated by thin white lines.

# Developing Students' Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the English Classroom – Event 1

# 1. Introduction

## **Aim of this Learning Circle**

- To expand English teachers' repertoire of pedagogical knowledge to enhance primary students' language skills development and their self-directed language learning capabilities through integrating the use of artificial intelligence (AI) in the primary English classroom at KS2

2.

Major principles and considerations for integrating the use of AI in supporting students' development of self-directed language learning skills within and beyond the classroom

# Reference from the EDB Curriculum Guide

## **3.3.4 Promoting e-Learning and Information Literacy**

Schools are encouraged to enhance students' learning experiences through making effective use of information technology to enhance interaction within and beyond the classroom and promote self-directed learning. To facilitate the implementation of the English Language curriculum through e-learning, schools can:

- create an IT-friendly environment (e.g. easy access to the Internet and e-resources) for students to seek, share and use information and resources for learning as well as to interact with teachers, other students and people around the world;
- provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning in the school English Language curriculum;
- make use of a range of e-resources and e-learning tools to motivate students, engage them in self-learning and interactive learning and enhance learning and teaching effectiveness; and
- use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.

# IMPACT

## **I – Information literacy**

Foster academic honesty by helping students understand how to use AI responsibly and ethically. Encourage original thinking, proper attribution, and thoughtful reflection to ensure AI supports learning rather than replaces it.

## **M – Mindful use**

Help students develop critical thinking by guiding them to question and evaluate AI-generated content. Teach them to cross-check information and understand that AI is a tool—not an authority.

## **P – Privacy protection**

Choose AI platforms that comply with child data protection standards. Educators should model responsible data sharing and teach students basic digital safety practices.

## **A – Access for all**

Promote equity by ensuring all students have access to devices and the internet, or by designing activities that do not rely solely on technology. Schools can provide shared resources and offline alternatives.

## **C – Cognitive growth**

Use AI to complement, not replace, creative and analytical tasks. Design lessons that balance technology use with hands-on, collaborative, and inquiry-based learning to nurture deep thinking.

## **T – Tech health awareness**

Integrate screen breaks, ergonomic practices, and offline activities into the school day. Teach students healthy screen habits and encourage regular movement and eye-care routines.

Principles  
of using AI  
in primary  
classrooms

IMPACT

## Dos

- Do choose age-appropriate and privacy-compliant tools.
- Do balance screen time with offline activities.
- Do ensure equitable access.
- Do align AI use with curriculum goals.
- Do actively guide and supervise AI use regularly.
- Do involve parents when using Generative AI tools in primary classrooms.
- Do provide clear instructions and boundaries for AI use.

## Don'ts

- Don't use platforms that fail to comply clearly with child data protection laws.
- Don't overuse screens.
- Don't assume all students have equal access.
- Don't use AI without clear learning goals.
- Don't let AI replace human interaction.
- Don't assume students understand the privacy implications of AI tools without guidance.
- Don't leave students unsupervised during AI-based activities.

# Considerations of using AI in primary classrooms

3.

Supporting students' development of self-directed language learning

# Reference from the EDB Curriculum Guide

Source: Section 4.1.3 (p.103),  
English Language Education KLA  
English Language Curriculum  
Guide (Primary 1 – 6) (2025)

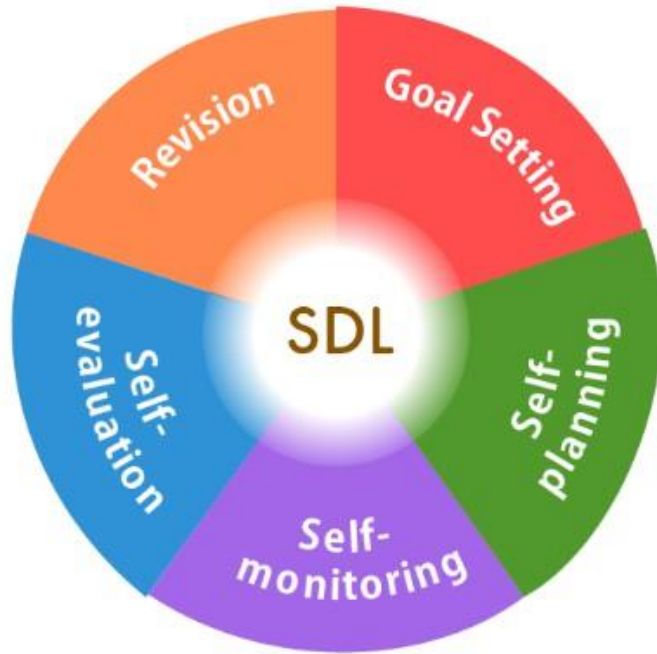
## 4.13 Learner Independence and Self-directed Learning

To enable students to become motivated and independent language learners, teachers should promote self-directed learning (SDL). This mode of learning has the benefit of helping students develop the essential skills, strategies and attitudes for lifelong learning. Teachers are encouraged to:

- help students develop enabling skills (e.g. phonics skills, vocabulary building skills), metacognitive skills and SDL skills;
- create opportunities for students to make choices or decisions in their learning by providing a good variety of interesting and creative texts (e.g. literary, information and multimodal texts), learning materials (e.g. e-books, animations, videos) and activities (e.g. drama, projects) to explore their interests;
- develop language learning tasks or activities that may involve the use of e-learning platforms to foster students' habit of independent learning outside class;
- help students set realistic learning goals;
- help students develop a positive attitude towards self-assessment and peer assessment so that they participate actively in these activities, have ownership of their learning, and continuously develop self-directed learning abilities;
- help students consolidate their learning by recapitulating the learning objectives at the end of each lesson and prompting them to reflect on how these objectives were achieved; and
- help students improve their work through providing constructive feedback.

# What is self-directed learning?

## KEY COMPONENTS AND INDICATORS OF SDL



*5 SDL indicators*

With the reference of the literature, we may infer the following five processes and the corresponding descriptions of potential assessment indicators (Black & William, 1998; Brockett, 2002; Candy, 1991; Clarke, 2001; Garrison, 1997; Guglielmino, 1977; NCREL, 2003; SRI, 2008): goal setting, self-planning, self-monitoring, self-evaluate and revision. Table 1 presents the description of each indicator.



SOURCE: JOCKEY CLUB SELF-DIRECTED LEARNING IN STEM PROGRAMME

[HTTPS://JCSTEM.CITE.HKU.HK/CONCEPTUAL-FRAMEWORK/WHAT-IS-SELF-DIRECTED-LEARNING/](https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/)

| SDL indicators         | Description                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal setting</b>    | <ul style="list-style-type: none"> <li>• Students identify own learning goals &amp; learning activities</li> </ul>                                                                                                                                            |
| <b>Self-planning</b>   | <ul style="list-style-type: none"> <li>• Students regulate and plan for the detailed decisions and arrangements associated with own learning, such as planning, creating outline of schedule</li> </ul>                                                       |
| <b>Self-monitoring</b> | <ul style="list-style-type: none"> <li>• Students self-manage their own time</li> <li>• Students monitor own repertoire of learning strategies</li> <li>• Students adjust own learning pathway as they progress</li> </ul>                                    |
| <b>Self-evaluation</b> | <ul style="list-style-type: none"> <li>• Students are aware of the assessment criteria</li> <li>• Students critically evaluate work according to set criteria</li> </ul>                                                                                      |
| <b>Revision</b>        | <ul style="list-style-type: none"> <li>• Students revise their work based on the feedback received from their teacher or peers at various stages</li> <li>• Students reflect on their own learning and apply what they have learnt to new contexts</li> </ul> |

Using AI in English language learning

- ✓ Students set goals for themselves before/while using digital tools in English language learning.
- ✓ Students engage in self-paced learning through AI interaction under teachers' supervision.
- ✓ Students use given or self-generated prompts to manage their own learning when interacting with an AI tutor.
- ✓ Students record feedback provided by the AI tutor to facilitate revision.
- ✓ Students reflect on suggestions provided by the AI tutor.

4.

Workshop activities – Integrating AI in the primary classrooms to enhance self-directed language learning skills

A demonstration and try-out:  
**conducting individualised chats with an AI tutor**

Join me now.

- Play the role of some 10-year-old children.
- The grammar focus is irregular verb forms in the simple past tense (e.g. ate, put, was, were, slept, went, wrote, drank, thought, swam).
- Prepare for an upcoming writing task – a diary entry.

What are some of your concerns when using these tools in your classroom?

# Food for thought



My young learners need support to conduct constructive chat with AI.  
*Provide students with some prompts – A prompt library for my kids.*



I am not sure how I can set up this task on the AI platform. How can I give 'good' instructions to AI?  
*Refer to the prompt library for teachers.*



Some of my young learners can't sustain for too long. They may start asking AI some irrelevant questions.  
*Check the 'headline' so that you can identify undesirable behaviours and intervene.*

# References

- Dubey, P., & Kanaskar, V. (2025). The role of artificial intelligence and education research: Current trends & future prospects. IOSR Journal of Research & Method in Education (IOSR-JRME), 15(3, Ser. 2), 28–40.
- Vieriu, A. M., & Petrea, G. (2025). The impact of artificial intelligence (AI) on students' academic development. Education Sciences, 15(3), 343.