Briefing Session

on the

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

for Secondary School Curriculum Leaders

17 Jan 2025

English Language Education Section
Curriculum Development Institute
Education Bureau

Programme Rundown

	Content
(1)	Welcoming and opening remarks
(2)	Introduction to the One-off Grant for Promotion of Self-directed Language Learning (English Language)
(3)	What is self-directed language learning (SDLL) and how to promote it?
(4)	School sharing by Assembly of God Hebron Secondary School
(5)	Concluding remarks
(6)	Q & A Evaluation

Background

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.

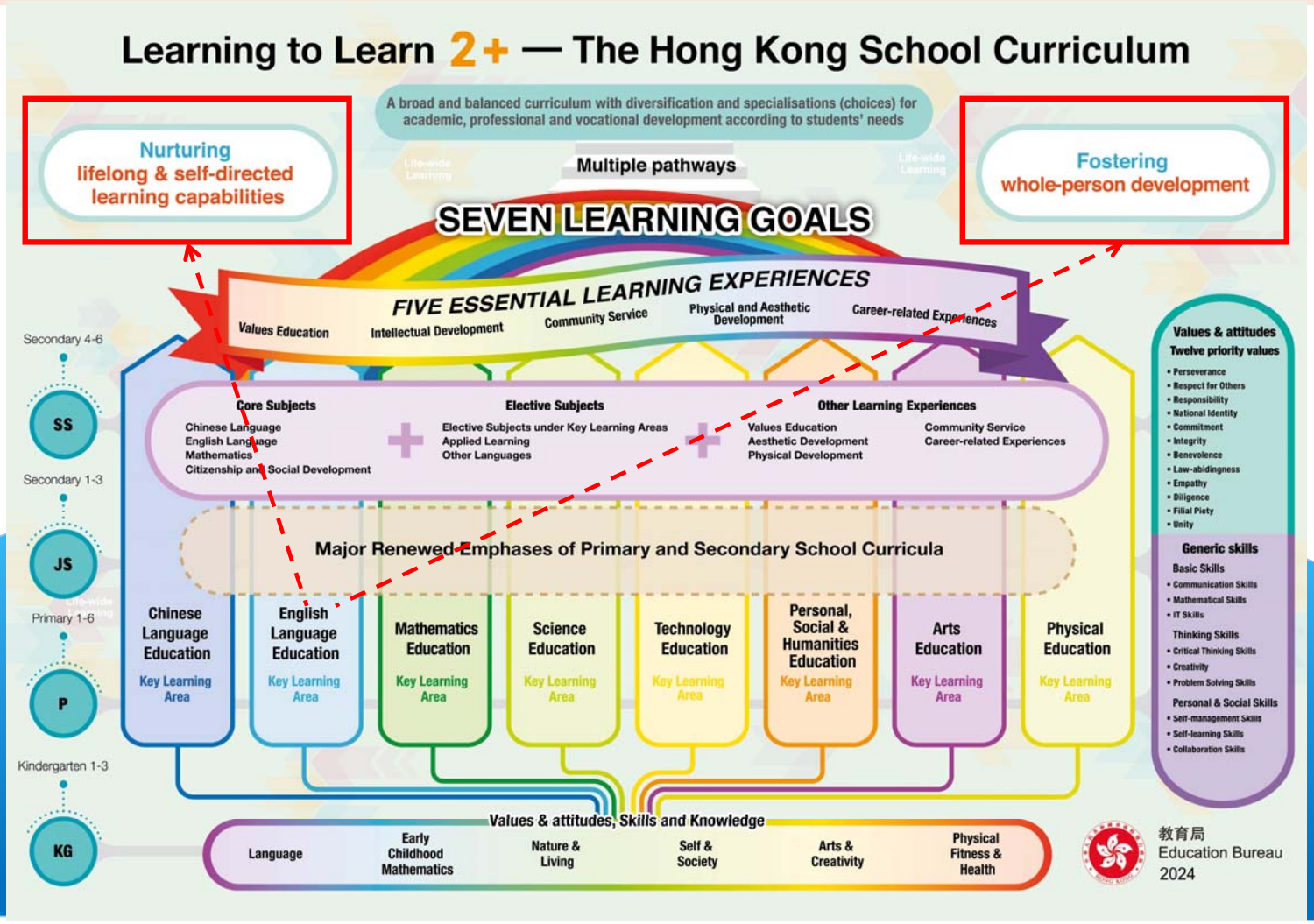
Supplement: Build Hong Kong into an International Hub for High-calibre Talents

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)

Background

The School Curriculum Framework

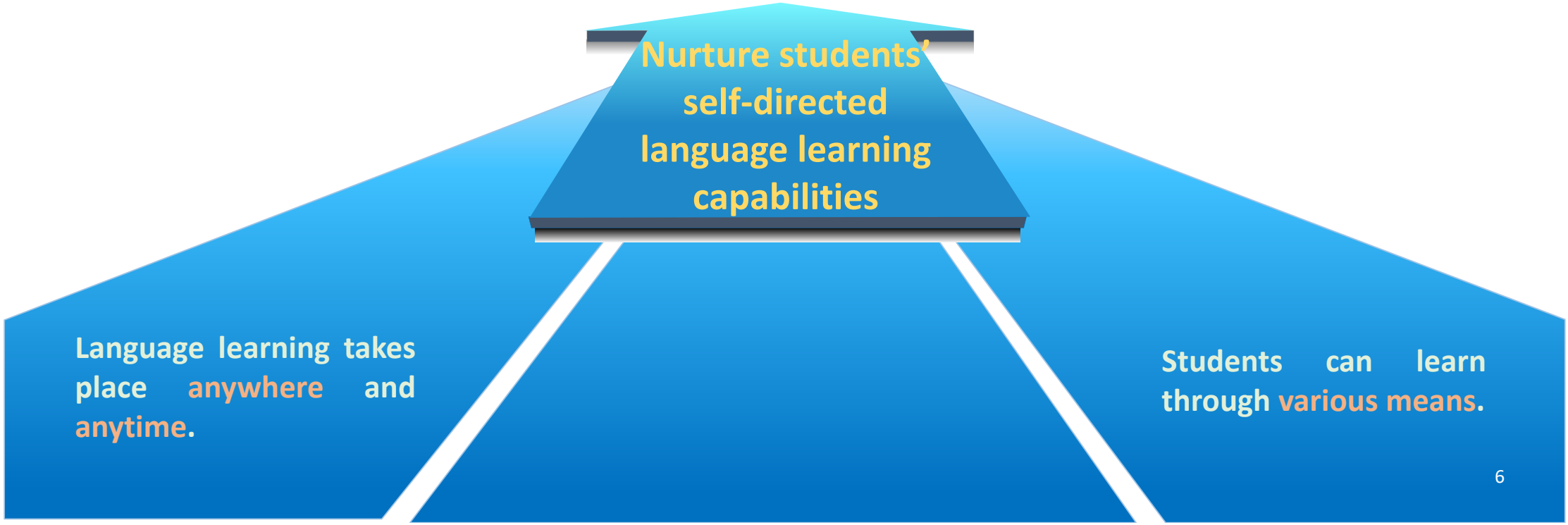


Background

The Seven Learning Goals of Secondary Education

The Hong Kong school curriculum aims to promote **whole-person development** and nurture students into **lifelong learners**. One of the seven learning goals set in the *Secondary Education Curriculum Guide* is to enable students to become proficient in **biliterate and trilingual communication** for better study and life.

Background


Nurture students' self-directed language learning capabilities
Language learning takes place anywhere and anytime.
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** 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 secondary 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.*

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

Proper Use of the Grant

Planning

- Take into consideration the **curriculum**, **school contexts** and **development needs** when drawing up implementation plans
- Incorporate the plans into the **Annual School Plan for SMC/IMC's endorsement**

Implementation

- Observe the **relevant guidelines** issued by the EDB when using the Grant
- Be **accountable** for its use

Evaluation

- Evaluate the use of the Grant **on a regular basis**
- Include **details of expenditure items** and **evaluation results** in the **Annual School Report**
- Formulate **further plans to sustain SDLL** as a way forward

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

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.*

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

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 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:

- **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

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:

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

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

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** as 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**.

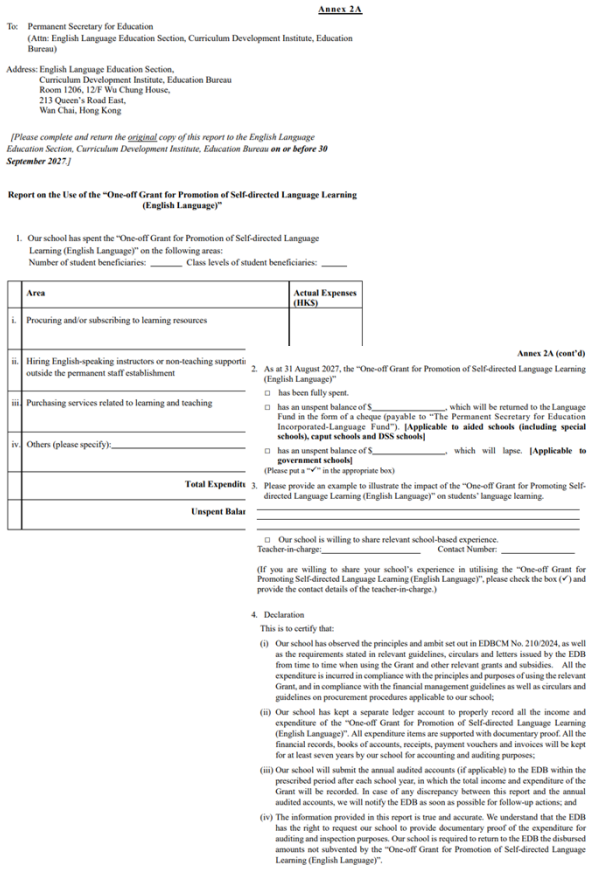
Financial and Accounting Arrangements

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 **Annual 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 supporti outside the permanent staff establishment	
iii.	Purchasing services related to learning and teaching	
iv.	Others (please specify):_____	
	Total Expenditu	
	Unspent Balar	

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?

Self-directed learning: A two-pronged approach

- What **students** can achieve

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

Centre for Information Technology in Education, Faculty of Education, HKU (2019).
Retrieved from: https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/

Conducive language learning environment

- How **schools/teachers** can facilitate

Self-directed learning	Collaborative learning within groups
1. Revisit prior knowledge 2. Prepare for new learning 3. Identify learning points and difficulties 4. Inquire	1. Solve problems 2. Verify information/ideas 3. Discuss and negotiate 4. Modify and revise
Teacher-guided learning	**Collaborative learning across groups**
1. Review 2. Introduce / provide input 3. Provide guidance and clarification 4. Summarise	1. Demonstrate and display learning 2. Report 3. Conduct peer evaluation 4. 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

Key Components and Indicators of Self-directed Learning

SDL

- Goal setting
- Self-planning
- Self-monitoring
- Self-evaluation
- Revision

- Students reflect on previous learning to identify and set own learning goals (Setting SMART goals)

- Students regulate and plan for the detailed decisions and arrangements associated with own learning, such as planning, creating outline of schedule

- Students manage their own time
- Students monitor own repertoire of learning strategies
- Students adjust own learning pathway as they progress

- Students are aware of the assessment criteria
- Students critically evaluate work according to set criteria

- Students revise their work based on the feedback received from their teacher or peers at various stages
- Students reflect on their own learning and apply what they have learnt to new contexts

Centre for Information Technology in Education, Faculty of Education, HKU (2019).
Retrieved from: https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/

Setting SMART Goals

Goals should be:	Guiding questions
Specific	What will I achieve? What actions will I take?
Measurable	How can I measure how much I have achieved?
Achievable	Is the goal doable? What skills and resources do I need?
Relevant	Is this relevant to my needs and learning styles?
Time-based	How much time should I spend each day/week working on my goal?

What schools/teachers can do

Conducting holistic curriculum planning to enhance SDL

Role of Teachers

Role of Teachers	Action (examples)
Transmitters of knowledge	Give lectures and provide and present information.
Facilitators of learning	Discuss with students and provide guidance in the process.
Resource persons	Advise on sources of information and build networks for learning.
Counsellors	Provide advice on study methods and future study and career pathways.
Assessors	Inform students of their strengths and weaknesses to make plans for the next stage of learning.
Leaders	Take the lead in motivating student learning.
Co-learners	Learn alongside students.

Secondary Education Curriculum Guide Booklet 3 (Effective Learning and Teaching: Developing Lifelong and Self-directed Learners) (p.7)
https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG_booklet_3_en.pdf

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.*

English Language Education Key Learning Area Guide (Primary 1 – Secondary 6) (2017) p.33

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

Affect / Motivation: Eager to learn	Environment / Behaviour: Willing to learn
1. goal orientation 2. task value 3. self-efficacy 4. emotions	1. attention 2. help-seeking 3. use of resources 4. management of environment
Cognitive strategies: Able to learn	**Metacognition: Capable to learn**
1. rehearsal 2. elaboration 3. organisation 4. critical thinking	1. planning 2. monitoring 3. adjustment 4. evaluation

Dr Stanley Ho Sai-mun, (2024). 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》 p.26

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

4 Modes of Learning

Self-directed learning 1. Revisit prior knowledge 2. Prepare for new learning 3. Identify learning points and difficulties 4. Inquire	**Collaborative learning within groups** 1. Solve problems 2. Verify information/ideas 3. Discuss and negotiate 4. Modify and revise
Teacher-guided learning 1. Review 2. Introduce / provide input 3. Provide guidance and clarification 4. Summarise	**Collaborative learning across groups** 1. Demonstrate and display learning 2. Report 3. Conduct peer evaluation 4. Integrate and synthesise ideas

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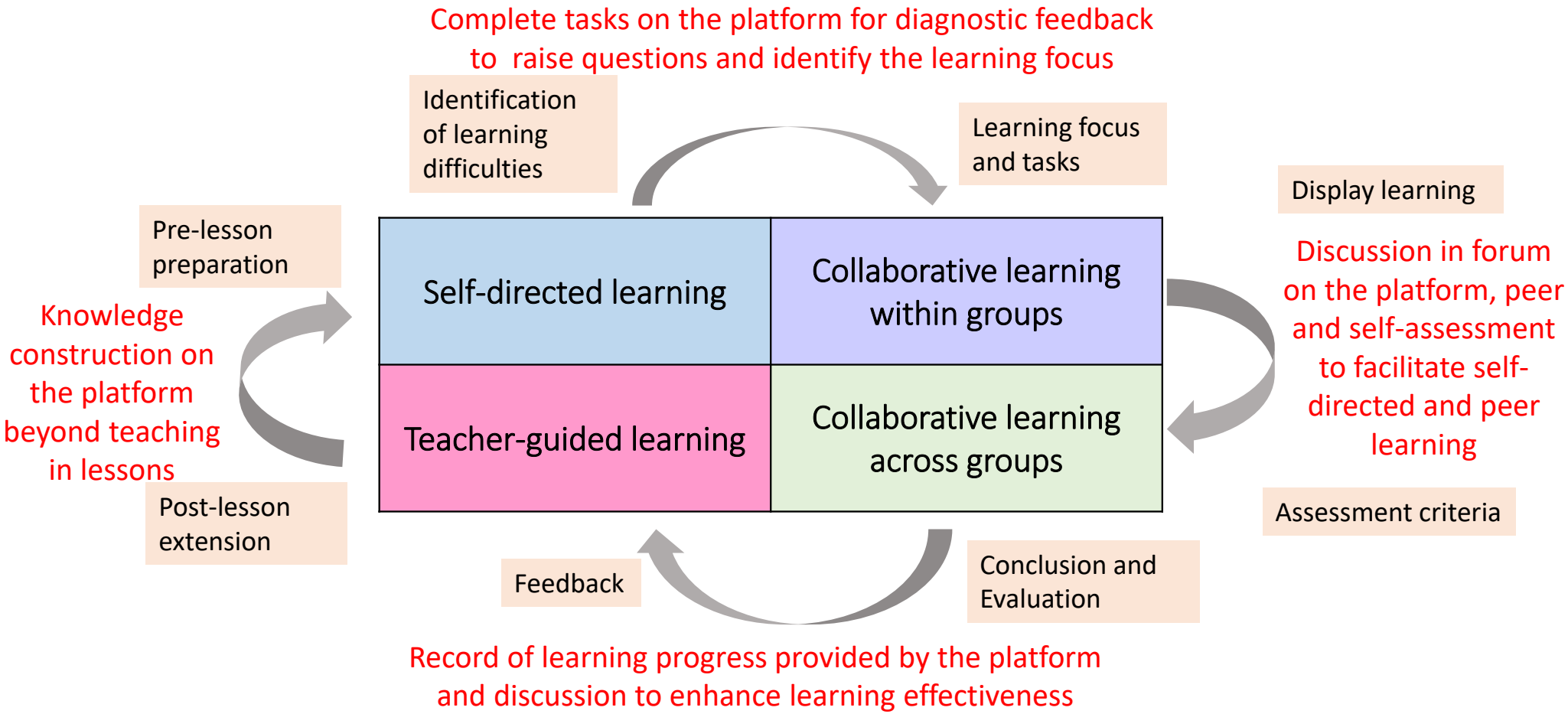
What is self-directed language learning? How to promote it?

Example

Using e-Learning Platforms to Foster Self-directed Learning



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**	• 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**	• 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	• 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

English Language Education Key Learning Area Guide (Primary 1 – Secondary 6) (2017) p.84

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**.

Strategy 3: Enhance media and information literacy in English Language curriculum

Key Components of Media and Information Literacy

- Ability to **search for** and **select** media and information
  - Information search
  - Attention management
- Ability to **understand, analyse and integrate** media and information
  - Understand, evaluate and analyse
  - Organise and integrate
- Ability to **communicate, use and create** media and information
  - Communicate, use and participate
  - Create and understand
  - Monitor and influence

Source: https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/resources/mil/MIL%20Lesson%20Plan%201_%20PPT_Understanding%20MIL%20final.pptx

Evaluating the Effectiveness of Self-Directed Language Learning

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 *Traditional Chinese Festivals*	
	e-Book *Famous Scientists*	

A Guide on Self-directed Learning for Secondary Students

- First launched in Jun 2023
- Updated in Dec 2024 and printed for all secondary schools
- **Announced in CM in mid-Jan 2025**; 15 copies will be disseminated to each school by post within 3 weeks

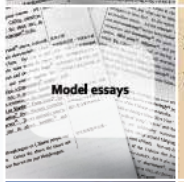
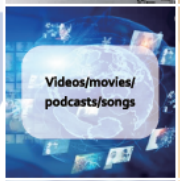
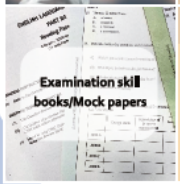
https://www.edb.gov.hk/ELE_SDL

Major updates

- pp. 2-3

A Closer Look at English Self-learning Resources

Developing language knowledge from different English resources and using appropriate learning strategies is essential to language learning. The following section discusses how you can select appropriate English resources, make the most of them and learn effectively and efficiently.

English self-learning resources	Typical features	Remarks	How the resources can be used	Tips on English self-learning
Collections of vocabulary/idioms/ useful expressions	➢ Items usually grouped under different themes/categories ➢ Sample sentences provided ➢ Chinese translation and exercises sometimes provided for practices and easy understanding	➢ May not support the development of vocabulary learning skills and strategies ➢ May fail to show the multiple meanings of certain vocabulary items and how they are used ➢ May encourage rote learning	➢ Select vocabulary items to learn according to themes/ functions/frequency of use. ➢ Avoid words which are obsolete and too technical (e.g. beef-witted, masculine rhyme). ➢ Focus on learning a manageable number of words each time.	➢ Pay attention to the meaning(s), pronunciation and usage instead of just memorising the spelling. ➢ Look up the words in a dictionary for further information (e.g. parts of speech, word formation, word family, collocation, synonyms and antonyms). ➢ Apply the newly learnt items in schoolwork and daily life. ➢ Use graphic organisers/apps to facilitate memory and understanding of the items.
Grammar books	➢ Explanatory notes provided on forms and functions of grammar items ➢ Exercises with answers included for practice and consolidation	➢ May focus mainly on mechanical drilling of forms with grammar items not presented in context ➢ May lack explanation of answers and opportunities for application	➢ Study the notes carefully to understand the functions served by the grammar items. ➢ Think of contexts for suitable use of the items to create and add your own examples. ➢ Find patterns of mistakes after checking answers and consult other reference materials or teachers.	➢ Learn the usage and functions in addition to the form. ➢ Make connections with grammar items learnt before (e.g. the past tense vs the present perfect tense). ➢ Highlight the target items when you encounter them in reading texts, and think about their functions in the texts. ➢ Apply the grammar items purposefully in new contexts (e.g. in writing and speaking tasks).
 Model essays	➢ Topic-related vocabulary and expressions included ➢ Explanatory notes, examples on text structure and language use and Chinese translation of the target vocabulary/ expressions sometimes provided	➢ May limit creativity ➢ May encourage text memorisation or rote learning of "advanced" vocabulary/ stock phrases/sentence patterns ➢ May encourage over-reliance on Chinese translation in vocabulary learning	➢ Learn the format, structure and organisation of the text-types. ➢ Highlight useful vocabulary items, expressions and sentence patterns. ➢ Try to identify the tone and style and relate it to the task requirements (e.g. writing purpose, audience).	➢ Learn the features of the text-types, including the structure, register, tone and style. ➢ Learn how to build coherence within a paragraph and across the text. ➢ Apply your knowledge of text structure and language features to other tasks with similar requirements.
 Videos/movies/ podcasts/songs	➢ A wide selection of topics to choose from ➢ More interesting and engaging ➢ Authentic and colloquial use of English featured	➢ May be designed for entertainment rather than English learning and contain improper content and language ➢ May not have any language focus for purposeful and structured learning ➢ May encourage passive learning	➢ Use judiciously to enhance listening and viewing skills. ➢ Learn some colloquial expressions in daily life. ➢ Develop awareness of how English is used in different cultures.	➢ Pay attention to how English is spoken naturally (e.g. intonation, speed, use of pauses). ➢ Note the use of language in natural speech and different contexts (e.g. contractions, idiomatic expressions). ➢ Understand and appreciate different cultures, facilitating mutual and fair appreciation of cultures of different countries, building proper values and attitudes and enhancing our cultural confidence. ➢ Develop awareness of how English is spoken or used differently around the world (e.g. accents, pronunciation, word choice).
e-Learning platforms: interactive language games/websites/apps	➢ Interactive and fun ➢ Progress of learning often recorded ➢ Adaptive and interactive features (e.g. read-aloud, chat box with tutors, items generated matched to the level of students and answer-checking functions) embedded ➢ Subscriptions often required	➢ Dependent on access to technology (e.g. devices, Internet connection, IT knowledge) ➢ Other online activities (e.g. gaming, chatting, browsing other websites) can be distracting ➢ May require fees for additional features and content	➢ Study the terms and costs of the subscription plans carefully. ➢ Utilise the interactive features offered by the platform and develop a habit of regular practice. ➢ Review progress with records/data provided by the platform.	➢ Research to understand the features and functions of different platforms and select those that match your learning needs. ➢ Break everything down into small chunks and create notes and flashcards for revision using apps. ➢ Choose platforms that facilitate interaction and exchange with other learners and online tutors if necessary.
 Examination skill books/Mock papers	➢ May focus on exam skills and format ➢ Explanatory notes, question analysis and answer key often provided	➢ Focus on assessment rather than development of skills ➢ May be mechanical	➢ Use the materials to familiarise yourself with the exam format and question types. ➢ Use the materials for structured practice to review and evaluate performance, and improve time management.	➢ Keep clear records of the results, identify areas of weaknesses from mistakes and devise follow-up plans. ➢ Use the data for regular review of learning performance to inform next step of learning and seek timely advice from teachers.

Major updates

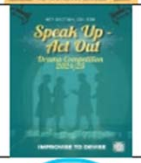
- pp. 2-3

Learning English through News

- To be launched in **Feb 2025**
- Tips on developing students' **reading habit and effectiveness** through a news literacy programme
- Sharing of **school cases** and **effective practices** in enhancing media and information literacy through promoting news reading

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: (3) Enhancing Students' **SDL** Capabilities and English **Listening and Speaking** Skills

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

Learning Circle

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

School Sharing by

Assembly of God Hebron Secondary 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).