One-off Grant for Promotion of Self-directed Language Learning (English Language) Implementation Plan_v3 (Updated on 11 August 2025)

➢ **Implementation Plan:**

	SAYO	**Online Writing Lab (OWL) – Wiseman**	**Jurassic Garage – By Class Animal Presentation & Open Animal Exhibition**	**ICE-Global Village**
Domain (EDB doc)	● Procuring and/or subscribing to resources for promoting self-directed language learning ✓ Purchasing online learning resources	● Purchasing services related to learning and teaching from a professional organisation with relevant expertise in developing school-based resources ✓ Developing school-based resources to support self-directed English learning	● Hiring English-speaking instructors outside the permanent staff establishment ✓ Coordinating an Animal Fun Day to create a language-rich environment	● Hiring English-speaking instructors outside the permanent staff establishment ✓ Coordinating an Intercultural Day to create a language-rich environment
Target	F.1-F.6	F.4-5 (2526), F.3 (2627)	F.1-F.6	F.1-F.6
Program	Junior form focus: 1. TSA IP Practice 2. Dictation revision 3. Random topic practice Senior form focus: 1. DSE Group Discussion Practice (AI) 2. SBA Practice (IP) 3. University admission interview /IELTS Students are required to complete the SDL booklet.	1. OWL Writing Room (Pre-writing: drafting ideas and organisation) 2. OWL Auto marking with feedback and suggestions for level-up 3. Teaching: auto-analysis of class writing strengths and errors 4. Students' work gallery (online) 5. Progress tracking and class reports are provided.	1. F.1: How to be a responsible pet owner? (SDL WS + Mini present/Sayo) 2. F.2: HK wild & endangered animals (SDL WS + M2 Short Writing Task) 3. F.3 to F.6: Broaden students' horizons 4. The F.2 Infographic Gallery is held during Academic Week in February.	1. Broaden students' horizons via mini games, food tasting and interaction with foreigners 2. Enhance students' confidence in using English through interaction with foreign speakers

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Objective (SDL)	To facilitate self-directed learning in English speaking by providing students with interactive tools and resources that enhance their speaking skills, boost confidence, and promote fluency	To enhance self-directed learning in English writing by providing comprehensive support throughout the writing process, from drafting ideas to content analysis after AI marking	To encourage self-directed learning by allowing students in mini-research activities to prepare for interviews with animal carers, thereby fostering curiosity and critical thinking	To foster self-directed learning by providing a platform for students to explore diverse cultures in authentic contexts, and enhance their confidence in communication
Self-planning (SDL)	Students utilize a self-learning booklet to outline a structured learning schedule, allowing students to set specific goals and identify their learning focus for each session.	Students employ a self-learning approach when using a writing app designed to enhance their English writing skills, focusing on target vocabulary learning, content building and grammar correction.	Students actively engage in self-planning to prepare for interviews and capture essential information regarding animal care, conservation, or behaviour that they are interested in exploring further.	Students actively engage in self-planning to maximise their learning experience while interacting with foreign guests, improving their conversational skills, and learning about different cultures.
Self-monitoring and evaluation (SDL)	Students complete a specific section in the self-directed learning booklet to evaluate their performance on a scale, as well as to note their reflections on what was successful and what aspects of pronunciation, fluency, ideas, and grammar could be enhanced. Based on self-evaluation results, students should adjust goals and practice focus as necessary.	Students can modify their writing checklist/plan for each question through the writing platform and benefit from the automated feedback available, including recommendations for grammar and style. It is advisable to conduct a self-evaluation based on essential writing criteria, such as clarity, coherence, grammar, and style, following the review of constructive feedback and exemplary writing samples.	Students can formulate interview questions and document essential information. They may adopt an organized format to classify the information in groups. They encapsulate their learnings and reflect on how their comprehension of animal protection has evolved. This approach enables students to acquire fresh perspectives and insights, promoting collaborative learning.	Students must keep track of the number of booths they visit and the discussions they engage in. They summarize their insights regarding various cultures and reflect on how their views have evolved. They are able to evaluate their comprehension of the cultures they encountered. Additionally, they can compose a concise comparison of the knowledge gained from the different booths.

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Success Criteria	1. Each module should include one Sayo practice task. 2. Over 80% of students completed the task. 3. Students give positive feedback on the application.	1. All selected writing questions will be used in pre, while and post-writing. 2. Over 90% of students completed the task. 3. Students give positive feedback on the platform.	1. All F.1-2 students visit the animal booths, complete the SDL worksheets, and submit the speaking task (F.1) and writing task (F.2). 2. At least 30% of F.3-F.6 students visit the animal booths, complete the 'My Favourite Animal' election. 3. Students give positive feedback on the events.	1. At least around 40% of the junior form students visit the different countries' booths, gain stamps from foreigners, and submit the worksheets. 2. Students give positive feedback on the events.
Methods of Evaluation	1. Students' questionnaire (TEAMS Form) 2. Gather feedback from teachers and report it in the common free meetings. 3. Score tracking report from Sayo to evaluate students' performance.	1. Students' questionnaire (TEAMS Form) 2. Gather feedback from teachers and report it in the common free meetings. 3. The form and class reports from OWL to evaluate students' performance.	1. Students' questionnaire (TEAMS Form) 2. Gather feedback from teachers and report it in the common free meetings.	1. Students' questionnaire (TEAMS Form) 2. Gather feedback from teachers and report it in the common free meetings.
Remarks	• Student fees will gradually increase. • Parents' notice will be issued in September 2025 & 2026.	• All created materials remain available for teachers in subsequent years. • If we extend the service after 2627, only new account students need to pay the account fee.	• The venue for the Open Animal Exhibition must be the school hall. • Three in-class sessions will be video recorded and photo-taking.	• Five booths will be set up in the 10th anniversary garden. (Blue booths borrowed from the PE Department)

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➢ Budget Plan (2526 to 2627)

	Sayo (2-year plan)	Online Writing Lab (OWL) – Wiseman	Jurassic Garage – By Class Animal Presentation	Jurassic Garage – Open Animal Exhibition	ICE-Global Village
2526	● Per unit: $105/student ● Total Fee: $105 X 950 = $99750 ● Portion: Sch(30%)+Ss(70%) Sch=$29925	● Task purchase for F.4 & F.5 (3 tasks/form) ● Per unit: $5000/task ● Total Fee: $5000 X 6 tasks = $30000	● Activity Fee: = $20500/5 classes ● Prize: $500 ● Total Fee: = $21000	● Activity Fee: = $15500/2 hrs	● Activity Fee: = $10000 ● Decoration Fee: = $500 ● Prize: = $500
Total Fee	= **$29925**	= **$30000**	= **$21000**	= **$15500**	**$11000**
				Total (2526):	= **$107425**
2627	● Per unit: $105/student ● Total Fee: $105 X 950 = $99750 ● Portion: Sch(20%)+Ss(80%) Sch=$19950	● Task purchase for F.3 ● Per unit: $5000/task ● Total Fee: $5000 X 2 tasks = $10000 ● Maintenance fee: $0 (Sch)	*Pending* *The continuation of the activity will be assessed based on a comprehensive evaluation of its effectiveness and impact on students.*	*Pending* *The continuation of the activity will be assessed based on a comprehensive evaluation of its effectiveness and impact on students.*	*Pending* *The continuation of the activity will be assessed based on a comprehensive evaluation of its effectiveness and impact on students.*
Total Fee	= **$19950**	= **$10000**	***Pending***	***Pending***	***Pending***
				Total (2627):	= **$29950**
Total (By item):	= **$49875**	= **$40000**	= **$21000**	= **$15500**	=**$11000**
				Total (Overall):	=**$137,375**

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**.

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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

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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).