

Aberdeen Technical School

English Department

**Report on the Use of the One-off Grant for Promotion of Self-directed Language
Learning (English Language) 2025-2026**

The grant has been spent on the following areas to promote self-directed English learning and / or enrich the English learning environment:

Area	Actual Expenses (HK\$)
1. Subscribed to English learning platform: Solid Memory	16,685
2. Purchased English books / learning resources	21,868.15
3. Hired English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in organizing English drama workshops (Dovetales)	20,800
4. Organized English student activities and competitions	3,080
Total Expenditure (HK\$)	62433.15
Unspent Balance (HK\$)	137,566.85

As at 31 August 2026, the One-off Grant for Promotion of Self-directed Language Learning (English Language) has an unspent balance of \$137,566.85.

Part I: 'Solid Memory' Vocabulary App (Classes 1A & 2A)

In the 2025–2026 academic year, 50 students from Classes 1A and 2A subscribed to *Solid Memory*, a mobile vocabulary application designed to facilitate self-directed language acquisition.

Vocabulary Band	Student Count	Percentage	Achievement Level
100 – 199 words	18	36%	Baseline Proficiency Met
200 – 299 words	4	8%	Merit Progress
300 – 400 words	1	2%	High Engagement
400 – 500 words	1	2%	Advanced Mastery
600 – 700 words	1	2%	Exceptional Persistence
1,098 words	1	2%	Outstanding Autonomous Learner

Core Evaluation Dimension	Student Scope & Results	Performance & Strategic Analysis	Motivation & Impact Evaluation
Promotes autonomy	50 students (Classes 1A & 2A)	The mobile app enabled students to control their own learning pace, select target word lists, and monitor personal progress via self-assessment algorithms without rigid classroom pacing.	Self-Regulated Learning: Fostered personal goal-setting and self-monitoring habits.
Extends beyond classroom	100% engagement out-of-class	Designed specifically as an out-of-class digital resource, enabling daily self-study, flashcard revision, and vocabulary reinforcement at home or during commute times.	Habitual Engagement: Seamlessly integrated English vocabulary practice into students' daily routines.
Performance outcomes	• 100–199 words: 18 (36%) • 200+ words: 8 (16%) • Top learner: 1,098 words	52% met or exceeded the 100-word milestone, with an exceptional outlier acquiring 1,098 words through pure self-directed initiative.	Mastery Mindset: Gamified self-study motivated high-achieving students to far exceed set targets.

Part II: Dove Tales Drama Workshops (Form 1 & Form 2)

Core Evaluation Dimension	Student Scope & Results	Performance & Strategic Analysis	Motivation & Impact Evaluation
Promotes autonomy	Form 1 & Form 2 classes	Working in small groups (4–5 students), participants took full ownership of their performances by directing freeze-frame staging, making creative choices, customizing prompt scripts, and writing original character dialogue.	Creative Agency: Transformed passive instruction into active, student-led theatrical creation.
Extends beyond classroom	Co-curricular & peer practice	Encouraged group rehearsals, line memorization, and character development between sessions, fostering collaborative task ownership that extended into peer study hours.	Peer-Driven Motivation: Shared team goals motivated students to review scripts independently outside class.
Performance outcomes	100% active completion	Achieved 100% active completion across all groups. Students successfully staged multi-scene sports plays, demonstrating enhanced spoken English confidence, vocal projection, and stage presence.	Confidence & Resilience: Overcame stage anxiety and developed a supportive peer audience culture.

Part III: 2025 Speech Festival Performance & Evaluation

(Certificate of Proficiency Score: 75-79; Merit score:80-89)

No.	Form	Class	Class No.	Name	Category	Award Level
1	Form 2	B	15	Wong Hiu Yu	News Feature Presentation	Proficiency
2	Form 1	B	2	Cheung Chak Hei	News Feature Presentation	Merit
3	Form 2	A	8	Lam Curtis	Solo Verse Speaking	Merit
4	Form 2	A	9	Lau Yenka	Solo Verse Speaking	Merit
5	Form 2	B	6	Fan Cheuck Kiu	News Feature Presentation	Merit
6	Form 2	C	3	Chan Lap Yin	News Feature Presentation	Merit
7	Form 3	A	9	Lau Tsz Chun	News Feature Presentation	Merit
8	Form 3	A	19	Wu Brendan	News Feature Presentation	Merit
9	Form 4	C	1	Chan Chi Hin	News Feature Presentation	Merit
10	Form 4	C	15	Peng Wai Chiu	News Feature Presentation	Merit
11	Form 4	C	16	Tse Chung On	News Feature Presentation	Merit
12	Form 5	A	3	Ho Chun Hin	News Feature Presentation	Merit
13	Form 5	C	4	Cheng Lok Hei Hayden	News Feature Presentation	Merit
14	Form 5	C	21	Woo Lok Kei John	Solo Verse Speaking	Merit

Core Evaluation Dimension	Student Scope & Results	Performance & Strategic Analysis	Motivation & Impact Evaluation
Promotes autonomy	14 participants	Students independently selected, interpreted, and memorized their speech and verse pieces. The initiative required self-directed vocal practice, script ownership, and personal rehearsal management without reliance on continuous teacher direction.	High Intrinsic Motivation: Demonstrated voluntary commitment to mastering complex presentation and verse texts.
Extends beyond classroom	Forms 1 to 5 representation	Preparation extended significantly into home hours and after-school practice, during which students rehearsed scripts, perfected pronunciation, and built stage confidence ahead of the competition.	Sustained Goal Orientation: Followed through consistently across several weeks of independent home rehearsal.
Performance outcomes	• Merit: 13 students • Proficiency: 1 student	92.9% achieved the high-tier Merit level, with 100% meeting baseline proficiency standards. This demonstrates that autonomous home study directly translated into stage excellence.	Drive for Mastery: High award conversion rate reflects rigorous self-directed refinement and commitment.