

True Light Girls' College
Promotion Self-directed Language Learning (English)
2025 – 2026

Subject Panel / Committee: English

Panel Head / Committee Head: Wong Pui Yee

1. Effectiveness of the Previous Action Plan

MAJOR CONCERN 1: TO empower students to be proactive learners in the 21st century				
Objective & Strategies	Success Criteria	Achievements (Evaluation of students' performance with supporting evidence)	Follow-up measures / suggestions for improvement	Expenditure (\$)
OBJECTIVE To enhance students' reading and writing skills through additional self-directed learning STRATEGIES <ul style="list-style-type: none"> To cultivate students' learning habits and self-regulated learning skills by subscribing to Language-learning platform for online self-accessed reading 	Over 70% of participating students are engaged in additional self-directed reading through the scheme. Over 70% of students have completed the prescribed reading list by the end of a one-year course. Over 70% of students find the reading practical and useful for their learning of English.	EVALUATION ✓ Achieved ☐ Partly achieved ☐ Not achieved Evaluation An online reading platform was adopted after tendering and teachers' discussion. The service commenced in October 2025 with a one-year subscription. The use of reading exercises has been reviewed in CFPs at the form level and in English Panel meetings. It was agreed that students should be encouraged to complete exercises independently, while teachers exercise discretion to avoid assigning them in the weeks before tests or examinations. During long vacations, teachers assigned reading exercises to ensure students made constructive use of their time through self-assessed and self-directed practice. Ongoing feedback has been collected from both students and teachers, and input has also been shared with the service provider. Teachers were also updated about topical resources involving current affairs, enabling them to integrate these	Existing resources will continue to be utilized and regularly updated in the coming year. A new round of tendering will commence in September, allowing the school to review service quality, consider improvements, and explore potential alternatives. To encourage students to engage in additional independent practice, teachers will focus on providing greater motivation, for example, through the implementation of award systems.	35 700

		<p>materials into classroom teaching.</p> <p>Evidence</p> <p>Completion rates: 78.8% of junior form students and 86.3% of senior form students reported having completed all prescribed reading exercises. However, only about 65% of students in both groups undertook additional exercises voluntarily.</p> <p>Engagement: Over 72% of students found the exercises interesting.</p> <p>Learning outcomes: 72% indicated they had learnt new vocabulary and sentence structures; 74% reported the exercises were practical and useful; 74% expressed overall satisfaction with the assignments.</p> <p>Difficulty level: About 90% of students described the exercises as “slightly difficult” or “slightly easy,” suggesting the tasks were generally accessible and appropriately pitched.</p>		
<ul style="list-style-type: none"> To build students’ capacity for AI digital learning by acquiring AI services to enhance processed writing, awareness of editing and various writing skills. 	<p>Over 70% of students have shown an increase in the scores achieved over the one-year course.</p> <p>Over 70% of students express a higher awareness in editing and their writing skills are enhanced.</p>	<p>EVALUATION</p> <p>☐ Achieved ☒ Partly achieved ☐ Not achieved</p> <p>Evaluation</p> <p>An AI marking service was adopted after tendering and teachers’ discussion. The service commenced in October 2025 with a two-year subscription. The plan covers five teacher-submitted questions, with students scanning and submitting their writing to receive instant feedback from the AI after each practice. In addition, the subscription includes all HKDSE Paper 2 Writing examination questions, providing extensive practice opportunities for Secondary 5 and 6 students.</p> <p>The purpose of adopting the service was to give students the chance to engage in self-directed practice and strengthen their exam readiness. After a series of discussions, it was agreed that</p>	Existing arrangements and resources will continue to be utilized and regularly updated in the coming year. Strategies will be developed to enhance students’ writing scores, for example, by teachers guiding reflection on common and recurring mistakes and errors.	49 800

		<p>two long tasks and one short task would be assigned to Secondary 5 students, while two long tasks would be assigned to Secondary 4 students. This arrangement ensures structured practice while allowing students to benefit from AI-generated feedback.</p> <p>Feedback was collected from students regularly and teachers discussed effectiveness and improvement measures in CFPs.</p> <p>Evidence</p> <p>Statistical data shows that 60% of S5 students made an improvement in the writing paper in the second term.</p> <p>Following the first writing practice, a survey was conducted with Secondary 5 students, and teachers were also consulted. Feedback was shared with the service provider to support ongoing improvement. Another questionnaire was distributed at the end of the academic year to collect further feedback from S5 students, with the following findings -</p> <p>Completion rates: 96% of S5 students completed their prescribed writing tasks.</p> <p>Learning outcomes:</p> <p>81% reported learning the importance of editing.</p> <p>72% reported learning new vocabulary and sentence structures.</p> <p>85% reported learning how to present ideas.</p> <p>83% reported learning how to structure their writing.</p> <p>83% reported increased awareness of writing quality.</p> <p>72% expressed interest in attempting more past papers when time allows.</p>		
--	--	---	--	--

<ul style="list-style-type: none"> To organize a culture week to extend students' learning beyond the classroom and enrich students' participation and experiences in English speaking activities. 	Over 70% of the participants find the activities interesting and their scope of view broadened.	<p>EVALUATION</p> <p>✓ Achieved ☐ Partly achieved ☐ Not achieved</p> <p>Evaluation</p> <p>An International Culture Week was organized to introduce diverse cultures in English, with the aim of promoting cultural and racial understanding and sharing. The event featured traditions from English, Chinese, and South-East Asian cultures, with strong participation from students of different ethnic backgrounds who celebrated their own cultural heritage. On different days during Culture Week, collaborations were carried out with the History Panel and the NCS Students' Education Working Group. Activities included dance performances, snack sharing and introductions, heritage demonstrations such as students wearing qipao, and free tastings of dragon-beard candies, all designed to foster appreciation and engagement across cultures.</p> <p>Evidence</p> <p>Questionnaires were distributed to junior form students, who were the primary targets of the International Culture Week. The responses were positive, reflecting both engagement and learning outcomes:</p> <p>Confidence and willingness: 76% of students reported greater confidence and willingness to converse in English.</p> <p>Interest and engagement: 74% found the activities interesting</p>	Existing arrangements and resources will continue to be utilized and regularly updated in the coming year.	3 991.17

		<p>and engaging.</p> <p>Results from classes 2A and 3A (mainly English Ambassadors) were in particular encouraging: 73% of respondents took part in the International Culture Week. Among them, 83% found the activities interesting and noted that their scope of view had expanded while 84% reported being more willing to speak in English.</p>		
<ul style="list-style-type: none"> To develop theme-based, cross curricular projects with the Science Department to provide junior form students with integrated learning experiences 	<p>Over 70% of the students find that they have applied integrated knowledge from multiple subjects</p> <p>Over 70% of the teachers concerned agree that the projects can enhance students' subject knowledge and generic skills</p>	<p>EVALUATION</p> <p>✓ Achieved ☐ Partly achieved ☐ Not achieved</p> <p>Evaluation</p> <p>In Secondary Two, a cross-curricular project on values education was jointly organized by the English, Science, and Visual Arts Panels. Students worked in groups to explore the design and artistic elements of poetry writing, creating Mother's Day poems that were incorporated into the making of a music box. This integration of language, science, and art fostered creativity, collaboration, and an appreciation of values through interdisciplinary learning.</p> <p>Evidence</p> <p>Teachers in Secondary Two reflected that students responded positively to the lessons when poetic devices were introduced. The presentation of group poems was found to be both interesting and engaging. They also agreed that the lessons provided a meaningful way to enhance students' subject knowledge as well as their generic skills. Furthermore, 70.2% of students reported that they had the opportunity to integrate and apply their artistic talents in the creation of the music box.</p>	<p>Further opportunities for collaboration among Departments in both teaching and co-curricular activities will continue to be explored.</p>	-

MAJOR CONCERN 2: TO enhance the English environment at school				
Objective & Strategies	Success Criteria	Achievements (Evaluation of students' performance with supporting evidence)	Follow-up measures / suggestions for improvement	Expenditure (\$)
OBJECTIVE To enhance the English Speaking environment at school STRATEGIES <ul style="list-style-type: none"> To run a drama training and organize an interactive drama performance for the junior form audience. 	<p>Over 70% of performing / participating students find the experience rewarding and beneficial to their language learning.</p> <p>Over 70% of the audience members reflect that they enjoy the performance.</p>	EVALUATION ✓ Achieved ☐ Partly achieved ☐ Not achieved Evaluation A 30-hour Drama course for S2 to S5 students and a Drama and Literature Fair were organised this year in an effort to encourage the creative use of English through exposure to classical literary texts, develop students' generic skills (including problem-solving, and collaboration skills) through a drama production, and enrich the school's language learning environment through drama activities. The drama course started in mid-October 2025, and concluded on the 11 th March 2026 with an end-of-course performance. The course was led by a drama professional who has been trained in the US. The instructor guided the students to deliver a 30-minute drama performance with a script adapted from a science fiction. A Drama and Literature fair was held on the 9 th and on 11 th March 2026. The fair consisted of three activity booths designed and delivered by students to provide information related to the drama performance, and to encourage extensive reading by introducing other science-fiction writers and stories.	<ul style="list-style-type: none"> The use of existing resources will continue in the upcoming academic year. 	40 000

		<p>Evidence</p> <p>Based on the results of the course participants and audience survey conducted after the performance, the drama course and the fair were both well received.</p> <p>Over 80% of the drama course participants had very positive opinions of the course instructor. Moreover, around 80% of the audience who attended the performance had a positive to very positive impression of the content, theme and length. Most of the audience (71%) also reported that they had attended the Drama and Literature Fair. The survey indicated that more than 80% of those who attended the fair thought the activities were easy to understand, and they felt more encouraged to think more about technology and read more about science and science-fiction.</p>		
--	--	--	--	--