Applied Learning (Senior Secondary Level)

2021-23 Cohort

<u>Learning and Teaching</u>

Subject Title : **Applied Learning (Vocational English) – English Communication**

Area of Studies : **N/A**

Course Provider : **Vocational Training Council**

In Applied Learning (Vocational English) – English Communication, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in different professional and vocational fields (e.g. applied science, business, communication, design, engineering, hospitality, information technology, services).

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. role-plays on promoting a new product in a marketing event and self-directed project work in preparing a video presentation on a corporate social media website) and eye-opening opportunities to experience the complexity of the context (e.g. taking part in field trips, case studies, and workplace-related socialising activities and visiting training facilities, in which students can interact with others in English).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. completing learning tasks in simulated workplace situations and role-playing telephone conversations in a language laboratory).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. evaluating information on new products and presenting solutions for case studies). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. making use of the online enrichment packages for independent learning).

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Curriculum Pillars of Applied Learning in Context –
Applied Learning (Vocational English) – English Communication

Upon completion of the subject, students should be able to:

- cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence;
- comprehend spoken and written texts, participate in oral interactions and produce written correspondence with reasonable clarity and appropriacy in a wide range of largely familiar contexts; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. **Career-related Competencies**

- observe the conventions of English communication in the workplace (e.g. using an appropriate format and/or tone when initiating written correspondence to a new client);
- express goodwill to establish and maintain human and individualised relationships at work; and
- apply appropriate communication strategies in both internal and external communication to facilitate business/operation (e.g. using a persuasive tone to promote a service or product to an audience).

2. **Foundation Skills**

- demonstrate effective communication skills in verbal and visual forms through participating in role-plays, group discussions, and project presentation and evaluation; and
- apply Information Technology skills (e.g. conducting self-study on e-learning platforms and participating in project work).

3. **Thinking Skills**

- apply problem-solving and decision-making skills in various learning activities conducted in simulated work contexts; and
- apply critical thinking skills (e.g. presenting suggestions or solutions in case studies and project work).

4. **People Skills**

- apply self-reflection skills (e.g. in self-directed learning and upon receiving feedback from tutors and peers during various learning activities such as role-plays, group discussions, project presentations and evaluation);
- demonstrate self-management skills in assessment activities and self-study; and
- employ good interpersonal, collaborative and team building skills to accomplish pair/group work.

5. **Values and Attitudes**

- demonstrate sensitivity in dealing with individual differences (e.g. in terms of language proficiency and learning pace) among peers within a team;
- show honesty and integrity as well as respect for others (e.g. showing awareness of intellectual property rights protection in project work);
- demonstrate positive attitudes (e.g. enthusiasm and willingness to participate in pair work and group activities); and
- develop self-confidence and a sense of responsibility in language learning.