

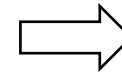
Applied Learning

2022-24 Cohort; 2024 HKDSE

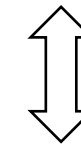
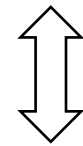
Item	Description
1. Course Title	Applied Learning (Vocational English) – English Communication
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Cross Areas of Studies
4. Medium of Instruction	English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (1) cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence; (2) 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 (3) develop self-understanding for further studies and career development in the related field.

6. Curriculum Map – Organisation and Structure

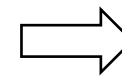
ApL (VocE) (A)	
Module 1 - Listening and Speaking (QF Level 2) (40 hours)	Module 2 - Reading and Writing (QF Level 2) (40 hours)
Language input: <ul style="list-style-type: none"> Announcements, discussions, interviews, presentations, telephone conversations, voice messages, etc. Language output: <ul style="list-style-type: none"> Discussions, presentations, telephone conversations, etc. 	Language input: <ul style="list-style-type: none"> Briefing documents, emails, letters, graphics, notes, promotional leaflets, rules/regulations, etc. Language output: <ul style="list-style-type: none"> Emails, letters, promotional leaflets, etc.



ApL (VocE) (B)	
Module 3 - Listening and Speaking (QF Level 3) (50 hours)	Module 4 - Reading and Writing (QF Level 3) (50 hours)
Language input: <ul style="list-style-type: none"> Announcements, <i>briefings</i>, discussions, interviews, <i>meetings</i>, presentations, telephone conversations, voice messages, etc. Language output: <ul style="list-style-type: none"> <i>Briefings</i>, discussions, <i>meetings</i>, presentations, telephone conversations, etc. 	Language input: <ul style="list-style-type: none"> Briefing documents, <i>circulars</i>, emails, letters, graphics, notes, <i>notices</i>, promotional leaflets, <i>reports</i>, rules/regulations, etc. Language output: <ul style="list-style-type: none"> Emails, letters, <i>notices</i>, promotional leaflets, <i>reports</i>, <i>social media posts/responses</i>, etc.



Contexts: <ul style="list-style-type: none"> Generic workplace contexts 	Topics: <ul style="list-style-type: none"> Workplace and social communication Product/service promotion Human resources Requests and enquiries Orders and delivery Finance matters 	Communicative functions: <ul style="list-style-type: none"> Apologies and thanks Discussion and evaluation Directions and instructions Explanations Expressions of goodwill Invitations Offers Persuasion Preference Requests and replies Suggestions 	Language features: <ul style="list-style-type: none"> Commonly-used vocabulary Simple grammatical structures: <ul style="list-style-type: none"> simple, compound or complex sentences positive, negative, interrogative or imperative forms a variety of verb forms, tenses or modals common discourse markers (conjunctions, sequence words, etc.) complex constructions (e.g. conditionals, comparison, concession)
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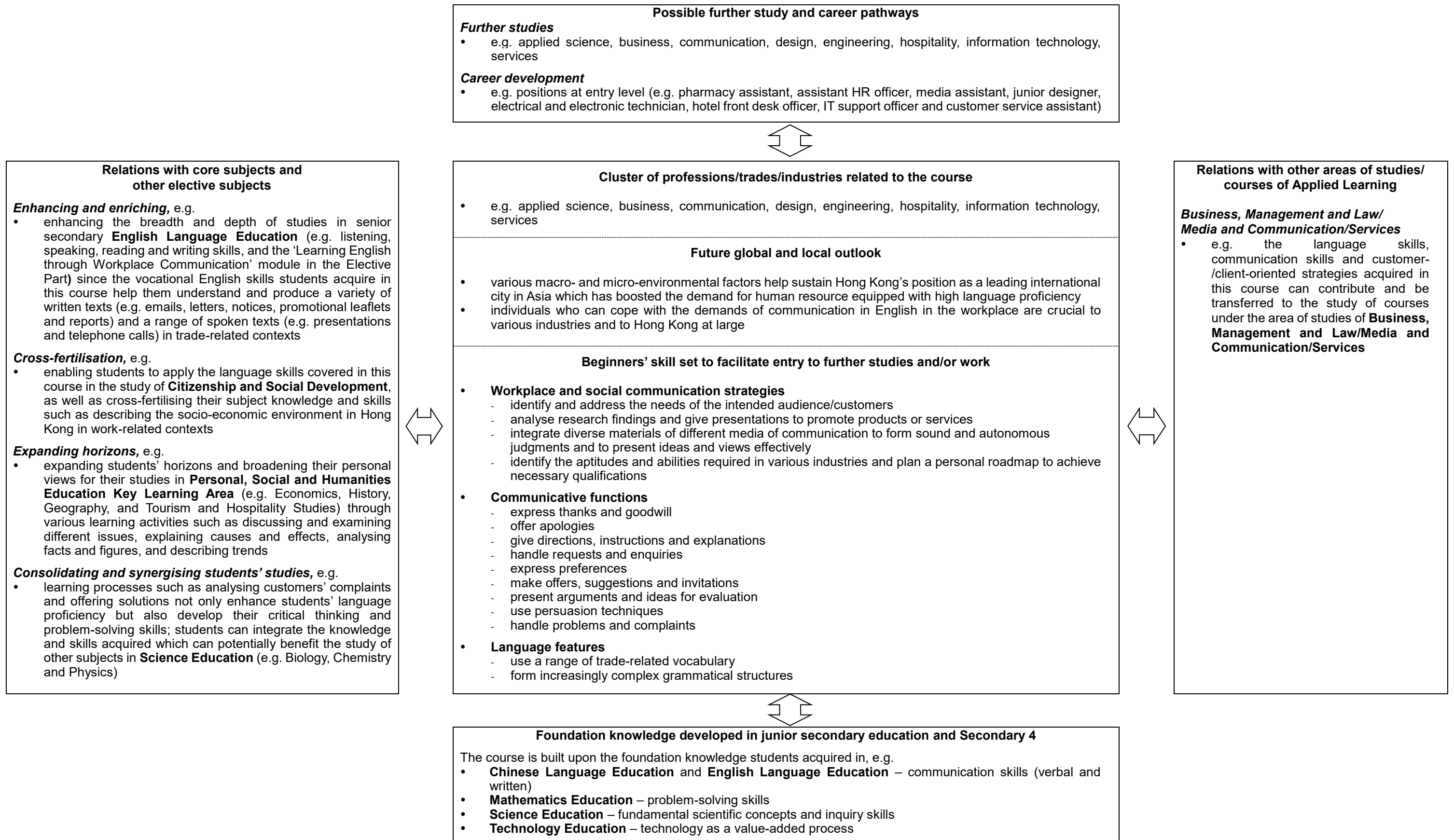


Contexts: <ul style="list-style-type: none"> <i>Specific trade sectors</i> (e.g. banking, engineering, hospitality, import/export, logistics, retail) 	Topics: <ul style="list-style-type: none"> Workplace and social communication Product/service promotion Human resources Requests and enquiries Orders and delivery Finance matters <i>Surveys and reports</i> <i>Problems and complaints</i> 	Communicative functions: <ul style="list-style-type: none"> Apologies and thanks Discussion and evaluation Directions and instructions Explanations Expressions of goodwill Invitations Offers Persuasion Preference Requests and replies Suggestions <i>Argument</i> <i>Expression of emotion</i> <i>Problems and replies</i> 	Language features: <ul style="list-style-type: none"> <i>A growing range</i> of vocabulary <i>Increasingly complex</i> grammatical structures: <ul style="list-style-type: none"> simple, compound or complex sentences positive, negative, interrogative or imperative forms a <i>wide</i> variety of verb forms, tenses, modals or discourse markers (conjunctions, sequence words, etc.) complex constructions (e.g. conditionals, comparison, concession) a <i>small range of alternative constructions that reflect variations in register</i>
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* Italicised items are for QF Level 3 modules only.

7. The Context

- The information on possible study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. The Education Bureau and the course providers of Applied Learning are exploring and seeking recognition related to further education and career development opportunities for students successfully completing the Applied Learning courses.



Applied Learning

2022-24 Cohort; 2024 HKDSE

Learning and Teaching

Course Title : **Applied Learning (Vocational English) – English Communication**
Area of Studies : **Cross Areas of Studies**
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).

Applied Learning

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

Upon completion of the course, 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 course, 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.