

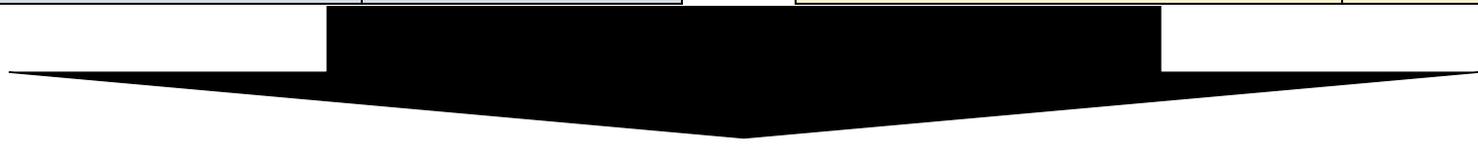
Applied Learning

2022-24 Cohort; 2024 HKDSE

Item	Description
1. Course Title	Applied Learning (Vocational English) – English for Business Services
2. Course Provider	Hong Kong College of Technology
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.

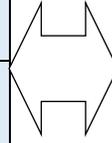
6. Curriculum Map – Organisation and Structure

		Module 1 - Listening and Speaking (40 hours)		Module 2 - Reading and Writing (40 hours)	
Applied Learning (Vocational English) - English for Business Services QF Level 2 Context: generic workplace contexts	Students will be learning basic listening and speaking skills through the following learning topics. The context covered will be in general business background.		Students will be learning basic reading and writing skills through the following learning topics. The context covered will be in general business background.		
	Learning Topics:	<ul style="list-style-type: none"> Conversations and communication with colleagues Personal conversations in social settings Greeting customers Orders and enquiries Short conversations in business settings 	Contexts:	Learning Topics:	<ul style="list-style-type: none"> Short emails and letters Order of a product Graphs and charts Advertisements Social media
	Language Features/Forms:	<ul style="list-style-type: none"> Commonly-used vocabulary in short conversations Simple grammatical structures: <ul style="list-style-type: none"> Simple SVO sentence structures Connectives and conjunctions to express basic comments and ideas logically Discourse markers to connect ideas 	Communicative Purposes/Functions:	Language Features/Forms:	<ul style="list-style-type: none"> Commonly-used vocabulary in daily business and social correspondence Simple grammatical structures: <ul style="list-style-type: none"> Simple and compound sentences to express feelings and requests A variety of tenses and modal verbs to make suggestions and extend invitations Connectives and conjunctions to present ideas and give replies logically Different formats for different text-types
		<ul style="list-style-type: none"> Identifying and presenting key ideas Giving explanations Giving comments Conducting discussions Making recommendations Soliciting useful information 	Contexts:	<ul style="list-style-type: none"> General business contexts 	Communicative Purposes/Functions:



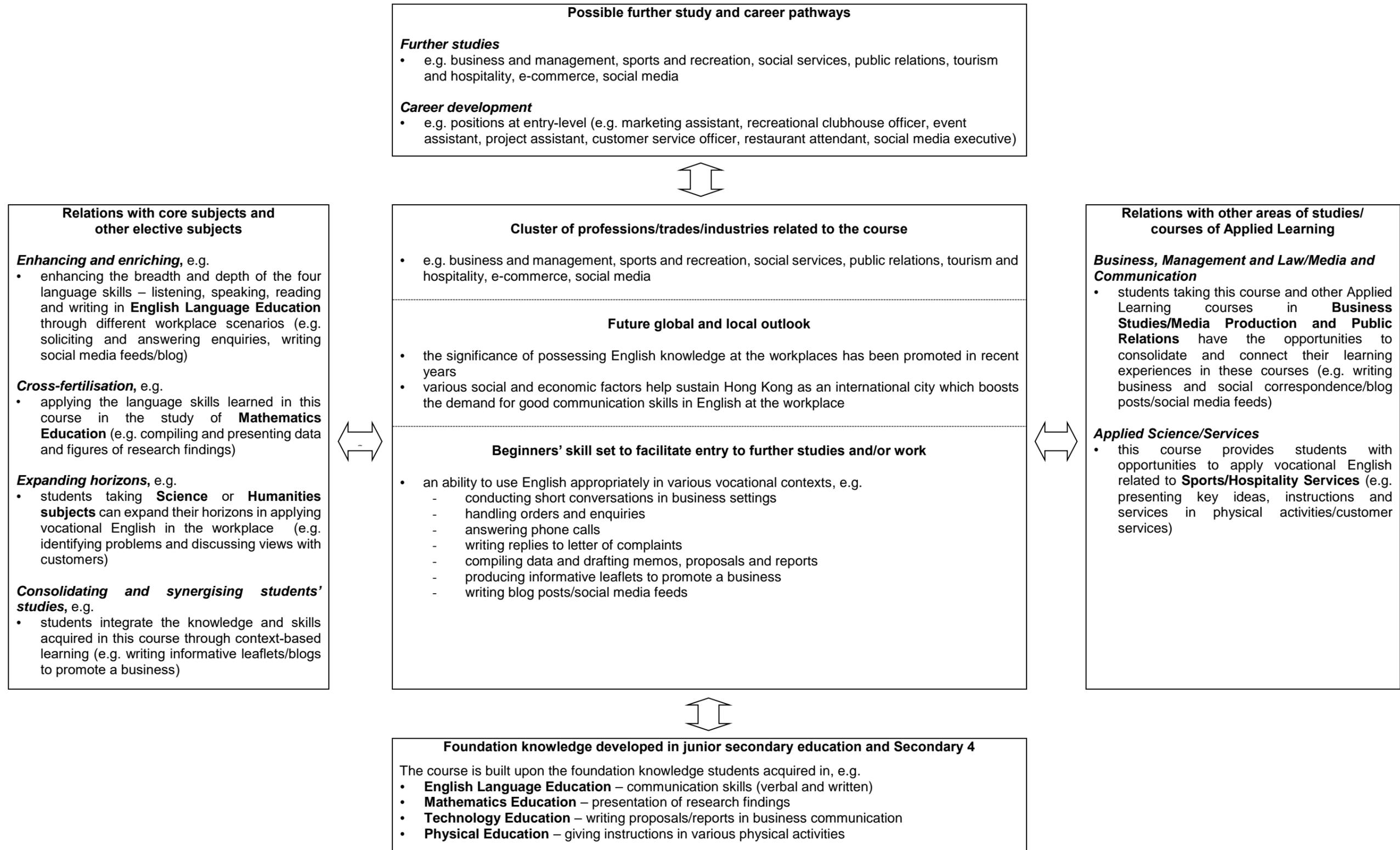
Module 3 - Listening and Speaking (50 hours)			
<p>Applied Learning (Vocational English) - English for Business Services</p> <p>QF Level 3</p> <p>Context: business communication, sports and recreation, social services, public relations, tourism and hospitality, e-commerce and social media</p>	<p>Students will be learning more advanced listening and speaking skills to handle more specific scenarios in a wider range of contexts with the use of appropriate registers and language skills.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Learning Topics:</p> <ul style="list-style-type: none"> • Answering phone calls • Responding with appropriate tones and words • Carrying out conversations with customers </td> <td style="width: 50%; vertical-align: top;"> <p>Contexts:</p> <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. <ul style="list-style-type: none"> - Sports club - Social services - Public relations - Airlines - Social media </td> </tr> </table>	<p>Learning Topics:</p> <ul style="list-style-type: none"> • Answering phone calls • Responding with appropriate tones and words • Carrying out conversations with customers 	<p>Contexts:</p> <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. <ul style="list-style-type: none"> - Sports club - Social services - Public relations - Airlines - Social media
	<p>Learning Topics:</p> <ul style="list-style-type: none"> • Answering phone calls • Responding with appropriate tones and words • Carrying out conversations with customers 	<p>Contexts:</p> <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. <ul style="list-style-type: none"> - Sports club - Social services - Public relations - Airlines - Social media 	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Language Features/Forms:</p> <ul style="list-style-type: none"> • A wider range of commonly-used vocabulary to express emotions and make suggestions • Increasingly complex grammatical structures: <ul style="list-style-type: none"> - Complex sentence structures (e.g. relative clauses and conditionals to convey key ideas) - Connectives and conjunctions to link ideas logically - Discourse markers to organise key information in business dialogues (e.g. phone calls) </td> <td style="width: 50%; vertical-align: top;"> <p>Communicative Purposes/Functions:</p> <ul style="list-style-type: none"> • Conducting discussions • Giving explanations • Making recommendations • Expressing emotions • Expressing apology and gratitude • Using persuasion • Making counter-suggestions • Soliciting useful information </td> </tr> </table>	<p>Language Features/Forms:</p> <ul style="list-style-type: none"> • A wider range of commonly-used vocabulary to express emotions and make suggestions • Increasingly complex grammatical structures: <ul style="list-style-type: none"> - Complex sentence structures (e.g. relative clauses and conditionals to convey key ideas) - Connectives and conjunctions to link ideas logically - Discourse markers to organise key information in business dialogues (e.g. phone calls) 	<p>Communicative Purposes/Functions:</p> <ul style="list-style-type: none"> • Conducting discussions • Giving explanations • Making recommendations • Expressing emotions • Expressing apology and gratitude • Using persuasion • Making counter-suggestions • Soliciting useful information 	
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Module 4 - Reading and Writing (50 hours)	
<p>Students will be learning more advanced reading and writing skills to handle more specific scenarios in a wider range of contexts with the use of appropriate registers and language skills.</p>	
<p>Learning Topics:</p> <ul style="list-style-type: none"> • Reply to letters of complaint • Memos, proposals and reports • Surveys and reports • Promotional leaflets • Writing blog posts/social media feeds 	<p>Contexts:</p> <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. <ul style="list-style-type: none"> - Sports club - Advertising company - Catering industry - Public relations - Social media - Online customer service platform
<p>Language Features/Forms:</p> <ul style="list-style-type: none"> • A wider range of commonly-used vocabulary in specific fields (e.g. serving and catering industries) • Increasingly complex grammatical structures: <ul style="list-style-type: none"> - Compound and complex sentences for writing letters, reports and promotional materials - A wide range of tenses and modal verbs to express possibility and permission - Connectives and conjunctions to present ideas and comments logically • Appropriate tones to express arguments and suggest alternatives 	<p>Communicative Purposes/Functions:</p> <ul style="list-style-type: none"> • Expressing goodwill • Giving explanations • Responding to requests and giving replies • Making suggestions • Extending invitations • Writing to persuade • Handling complaints • Writing commentary • Promoting goods and services



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 for Business Services**
Area of Studies : **Cross Areas of Studies**
Course Provider : **Hong Kong College of Technology**

In Applied Learning (Vocational English) – English for Business Services, 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. business communication, sports and recreation, social services, public relations, tourism and hospitality, e-commerce and social media).

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. role-plays, group discussions, video presentations, blog writing, proposal writing) and eye-opening opportunities to experience the complexity of the context (e.g. visit training centres, professional sharing, authentic handling of customer's complaints).

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. case study to understand the issue and gather information via diversified channels to complete the learning tasks).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. students apply their language knowledge in a wider range of familiar daily contexts). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. students have to organise information to prepare a more complex case/answer in order to settle a customers' enquiry in written and oral form).

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Curriculum Pillars of Applied Learning in Context – Applied Learning (Vocational English) – English for Business Services

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

- acquire various vocabulary items, sentences and expressions commonly used in vocational settings for business communication;
- apply listening, speaking, reading and writing skills to facilitate effective communication in a diversified servicing industry; and
- enhance communication skills and socialising abilities to further develop language competence for future articulation or career through learning and practising.

2. Foundation Skills

- enhance workplace communication skills (e.g. listening and speaking skills) through simulated oral interactions;
- acquire a sufficient number of high frequency vocational vocabulary words by reading and writing extensive information;
- apply the vocabulary and language knowledge to cope with translation tasks of different levels of complexity in daily scenarios and at the workplace; and
- strengthen the comprehensive language competence by utilising an array of tools (e.g. tool books and e-learning books) to improve the four language skills in English.

3. Thinking Skills

- develop analytical skills through various trainings in listening, speaking, writing and reading (e.g. note jotting, daily oral interaction and theme-based critiques);
- participate in daily conversation using appropriate strategies; and
- apply problem-solving skills in daily activities and vocational setting.

4. People Skills

- establish interpersonal skills, collaborative and team working skills with peers through participating in different group activities and work tasks; and
- develop self-management skills through socialising, coordinating and team work in classroom and experiential activities.

5. Values and Attitudes

- foster active and self-directed learning via different kinds of activities;
- increase students' self-confidence, positive values and attitudes towards future careers through experiential learning;
- demonstrate sensitivity at work in coping with difficulties and problems; and
- develop work integrity and honesty by respecting others.