

Applied Learning

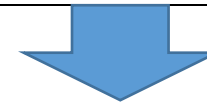
2022-24 Cohort; 2024 HKDSE

Item	Description
1. Course Title	Applied Learning (Vocational English) – English for Service Professionals
2. Course Provider	School of Professional and Continuing Education, The University of Hong Kong
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 (QF Level 2) (40 hours)

Learning Elements	Pleasure and Leisure	Local Knowledge	Enquiry and Reply
Vocabulary and Topics	<ul style="list-style-type: none"> Dates, time and places In the neighbourhood (at the bank, supermarket and cinema) Activities, gadgets and social media 	<ul style="list-style-type: none"> Local knowledge (shopping, eating out, housing and transportation) Landmarks and tourist attractions 	<ul style="list-style-type: none"> In the office At the shop At the reception/information counter On the phone
Functions (Listening and speaking skills relating to a specified range of familiar work and social contexts for everyday communication)	<ul style="list-style-type: none"> Giving self-introduction Making suggestions and plans Asking for information (locations, goods and services) Describing/discussing gadgets and games Interacting on social media 	<ul style="list-style-type: none"> Giving general information about living and studying in Hong Kong Talking about famous/popular places in Hong Kong Recommending places and activities Discussing options Expressing preferences and making choices Conducting small talks 	<ul style="list-style-type: none"> Talking about tools, equipment and supplies Greeting and attending to clients/customers Accepting payments and thanking the clients/customers Giving directions and instructions on the premises Offering assistance and responding to enquiries Answering calls and taking phone messages

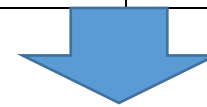
**Module 2 – Reading and Writing (QF Level 2) (40 hours)**

Learning Elements	Process and Procedure	Problems and Solutions	Internship and Apprenticeship
Vocabulary and Topics	<ul style="list-style-type: none"> Products and services Leaflets, brochures and advertisements Rules/regulations and procedures Notices, instruction manuals and handbooks 	<ul style="list-style-type: none"> Misunderstandings and mishaps Critical incidents Cross-cultural incidents/misunderstandings 	<ul style="list-style-type: none"> Academic education vs vocational training Role models and mentors Inspirations and aspirations
Functions (Reading and writing skills relating to a specified range of familiar, routine work and social contexts for workplace communication)	<ul style="list-style-type: none"> Understanding information on products and services Understanding basic documents/routine work messages Understanding rules and regulations Understanding information on store events and promotions Writing routine work messages/simple replies to answer customers' enquiries 	<ul style="list-style-type: none"> Understanding cross-cultural communication Describing an event or a scene Replying to complaints and suggesting solutions Completing a complaint form/report for customers Delivering negative news and offering apologies in routine messages 	<ul style="list-style-type: none"> Reading about options in academic education and vocational training Reading success stories of young entrepreneurs Understanding specific and transferable job skills Identifying strengths and weaknesses Describing skills and abilities Describing personal hopes and expectations



Module 3 – Listening and Speaking (QF Level 3) (50 hours)

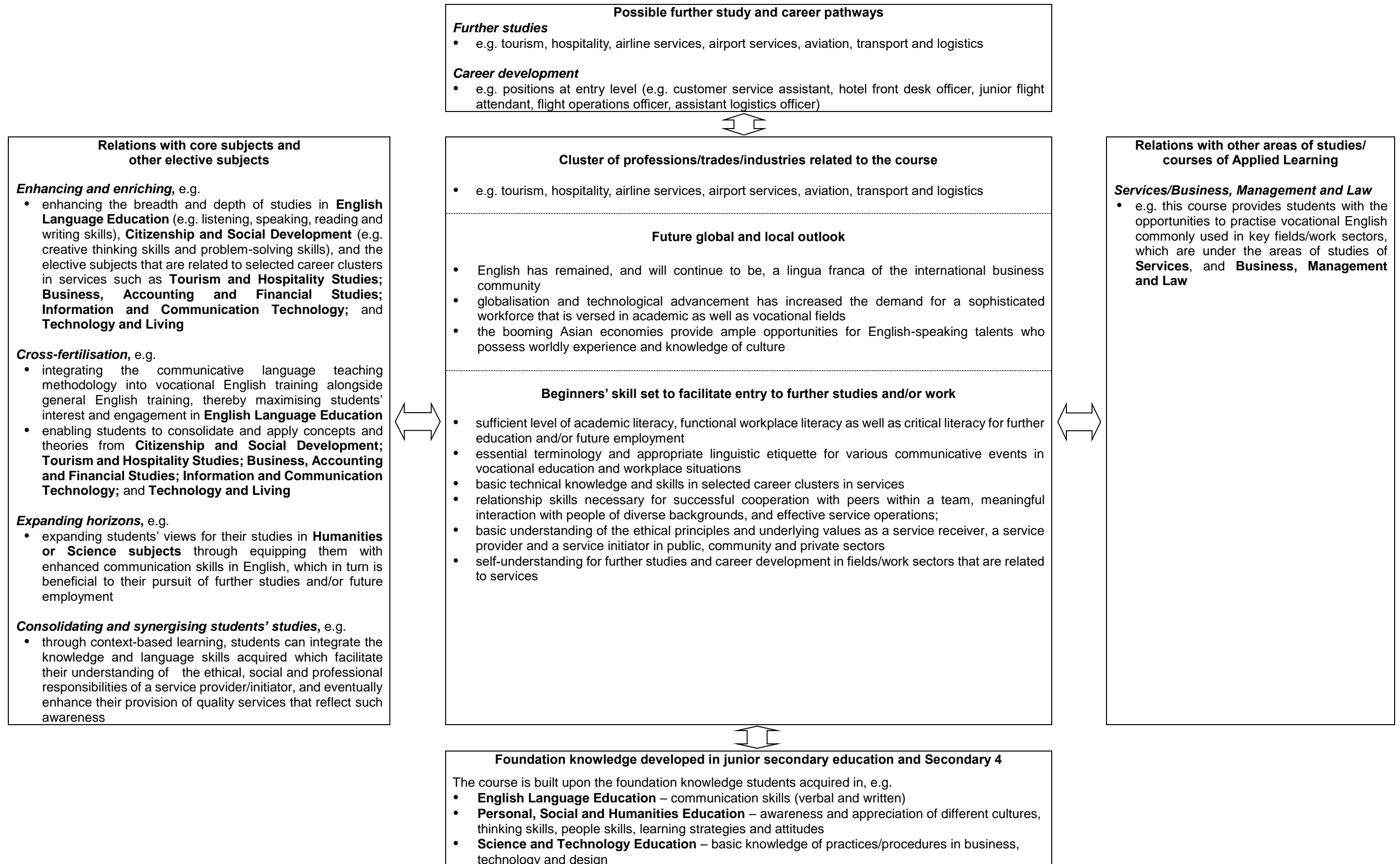
Learning Elements	Industry-specific English I: Tourism and Hospitality; Airline and Airport Services	Industry-specific English II: Design and Technology; Leisure and Recreation
Vocabulary and Topics	<ul style="list-style-type: none"> • Tourism industry • Hospitality industry • Airline services • Airport services • Aviation • Transport and logistics 	<ul style="list-style-type: none"> • Design (fashion, interior and product) • Information Technology • Leisure and recreation
Functions (Listening and speaking skills relating to specific fields/work sectors and a wide range of largely familiar work and social contexts for business communication)	<ul style="list-style-type: none"> • Describing facilities • Talking about food and beverages • Making and taking hotel, restaurant and flight reservations • Providing check-in and check-out services • Participating in a problem-solving discussion/negotiation • Describing/explaining highlights and features in tours and itineraries • Describing/explaining menus to customers • Handling enquiries/requests/complaints from hotel guests, restaurant patrons, tourists and passengers • Reporting information from different sources 	<ul style="list-style-type: none"> • Describing designs and designed objects • Describing features of a good design • Discussing issues related to Information Technology (e.g. security and safety) • Explaining the functions and benefits of leisure facilities/services • Explaining the functions and benefits of designs and designed objects • Participating in a problem-solving discussion • Expressing preferences for various options and reaching an agreement in negotiation • Answering general enquiries from guests and visitors • Answering fault diagnosis questions from customers and offering solutions

**Module 4 – Reading and Writing (QF Level 3) (50 hours)**

Learning Elements	Communicating for Employment	Socialising at/after Work
Vocabulary and Topics	<ul style="list-style-type: none"> • Job search, resumes and job application letters • Job interviews and follow-up messages • Communication skills and etiquette for seeking employment 	<ul style="list-style-type: none"> • Different types of social events at the workplace • Professionalism, etiquette and ethical behaviour • The cosmopolitan city and workplace diversity • Entertainment and lifestyles
Functions (Reading and writing skills relating to specific fields/work sectors and a wide range of largely familiar work and social contexts for business communication)	<ul style="list-style-type: none"> • Understanding the appropriate communication skills and etiquette for seeking employment • Evaluating job advertisements • Reading about prospective employers • Writing a comprehensive curriculum vitae and cover letter • Making requests for references/interviews • Fighting fear by drafting and polishing responses for frequently-asked questions in job interviews • Describing problem-solving experiences/success stories • Describing personal hopes and expectations • Describing experiences and achievements in education and training 	<ul style="list-style-type: none"> • Understanding the importance of social networking at the workplace • Understanding the importance of building trust, developing empathy and creating a positive work culture/environment • Understanding how culture affects communication • Understanding the importance of capitalising on a diverse workforce • Expressing preferences in entertainment options and arrangements • Writing tactfully in different social situations • Posting and networking on social media

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.



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Learning and Teaching

Course Title	: Applied Learning (Vocational English) – English for Service Professionals
Area of Studies	: Cross Areas of Studies
Course Provider	: School of Professional and Continuing Education, The University of Hong Kong

In Applied Learning (Vocational English) – English for Service Professionals, 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. tourism, hospitality, airline services, airport services, aviation, transport and logistics).

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lecture on language skills relating to a specified range of familiar, routine work and social contexts for workplace communication) and eye-opening opportunities to experience the complexity of the context (e.g. visiting training centres and watching authentic experience/expertise-sharing interviews given by industry professionals).

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. taking part in group discussions in complex, real-life workplace scenarios; acting out complex scenarios using essential terminology and appropriate linguistic etiquette; completing task-based classwork individually or in small groups; and participating in role-plays for various communicative events in vocational education and workplace situations).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. drafting and presenting business proposals). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. developing job-seeking strategies).

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Curriculum Pillars of Applied Learning in Context – Applied Learning (Vocational English) – English for Service Professionals

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 related fields.

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

1. Career-related Competencies

- understand the context of the course and develop a range of skill sets through participating as a service recipient, a service provider and a service initiator in an authentic or near-authentic learning environment;
- employ the basic skills required (e.g. communication skills, people skills, collaborative skills) in selected career clusters in services; and
- apply practical and reflective skills to initiate and innovate service practices and ideas.

2. Foundation Skills

- enhance their English proficiency through having deliberate practice and receiving feedback from instructors;
- become familiar with media communication for service promotion; and
- improve their communication skills as they learn to identify the purpose and the audience in various communicative events.

3. Thinking Skills

- develop problem-solving skills through various learning activities conducted in simulated vocational contexts;
- develop critical and creative thinking skills through gathering, reading and analysing service-related information from other cities/countries;
- understand the advantages and disadvantages of various promotion strategies; and
- learn to anticipate/recognise clients' service expectations in order to meet/exceed those expectations.

4. People Skills

- develop empathetic interpersonal skills through working with peers and understanding the diverse needs of clients;
- demonstrate team spirit and principles of collaboration in group/pair work and peer coaching;
- help create a positive work environment; and
- develop empathy and learn to communicate tactfully with people from different cultures and backgrounds, thereby effectively dealing with/minimising conflicts and misunderstandings.

5. Values and Attitudes

- actively seek opportunities to extend their experiences and skill sets that are crucial for sustaining a career in services;
- adhere to rules, standards and requirements when delivering services;
- learn to identify their strengths and work on their weaknesses as they understand the responsibilities and requirements of a career in services;
- understand the ethical, social and professional responsibilities of a service provider/initiator and learn to provide/initiate quality services that reflect such awareness; and
- read about developments in services and learn to adapt to changes of customers' needs, expectations and requirements.