

Applied Learning

2022-24 Cohort; 2024 HKDSE

Item	Description
1. Course Title	Applied Learning Chinese (for non-Chinese speaking students) – Chinese in Practical Context
2. Course Provider	School of Continuing Education, Hong Kong Baptist University
3. Area of Studies/ Course Cluster	Cross Areas of Studies
4. Medium of Instruction	Chinese (Cantonese)
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 daily life and work contexts, comprehend the messages in others' speeches, use appropriate tone and register in daily communication in Cantonese; (2) read practical texts and information in daily life and work contexts; (3) use appropriate words and sentences to complete practical writing tasks; and (4) develop self-understanding for further studies and career development in the related field.

6. Curriculum Map – Organisation and Structure

- Applied Learning Chinese (for non-Chinese speaking students) [ApL(C)] consists of ApL(C) I, ApL(C) II and ApL(C) III. Each level consists of three modules: Oral Communication (Cantonese), Reading and Writing.

Modules	Lesson Time		
	ApL(C) I	ApL(C) II	ApL(C) III
Oral Communication (Cantonese)	18 hours	18 hours	40 hours
Reading	27 hours	27 hours	55 hours
Writing	20 hours	20 hours	45 hours
	65 hours	65 hours	140 hours

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.
- Daily life and work contexts (e.g. retail, logistics, tourism, hospitality, health care, education technology, environmental protection and disciplined services) are adopted as the context for learning and application of Chinese.
- In the language learning process, students apply reading, writing, listening and speaking skills in an integrative way and learn the target language in different contexts, which prepares them for application for further studies and in the workplace.

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Learning and Teaching

- Course Title** : **Applied Learning Chinese (for non-Chinese speaking students) – Chinese in Practical Context**
- Area of Studies** : **Cross Areas of Studies**
- Course Provider** : **School of Continuing Education, Hong Kong Baptist University**

Applied Learning Chinese (for non-Chinese speaking students) is designed from the perspective of second language learners with applied learning context related to professional and vocational fields for students to learn Chinese through different modes of activities, e.g. daily oral communication, role play, group discussion, visit, and practical reading and writing for language learning.

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Curriculum Pillars of Applied Learning in Context – Applied Learning Chinese (for non-Chinese speaking students) – Chinese in Practical Context

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

- cope with the demands of communication in daily life and work contexts, comprehend the messages in others' speeches, use appropriate tone and register in daily communication in Cantonese;
- read practical texts and information in daily life and work contexts;
- use appropriate words and sentences to complete practical writing tasks; and
- develop self-understanding for further studies and career development in the related field.

Applied Learning Chinese (for non-Chinese speaking students) develops students' career-related competencies, foundation skills (communication skills), thinking skills and people skills as well as to nurture their positive values and attitudes as in Applied Learning curriculum pillars through application and practice.

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