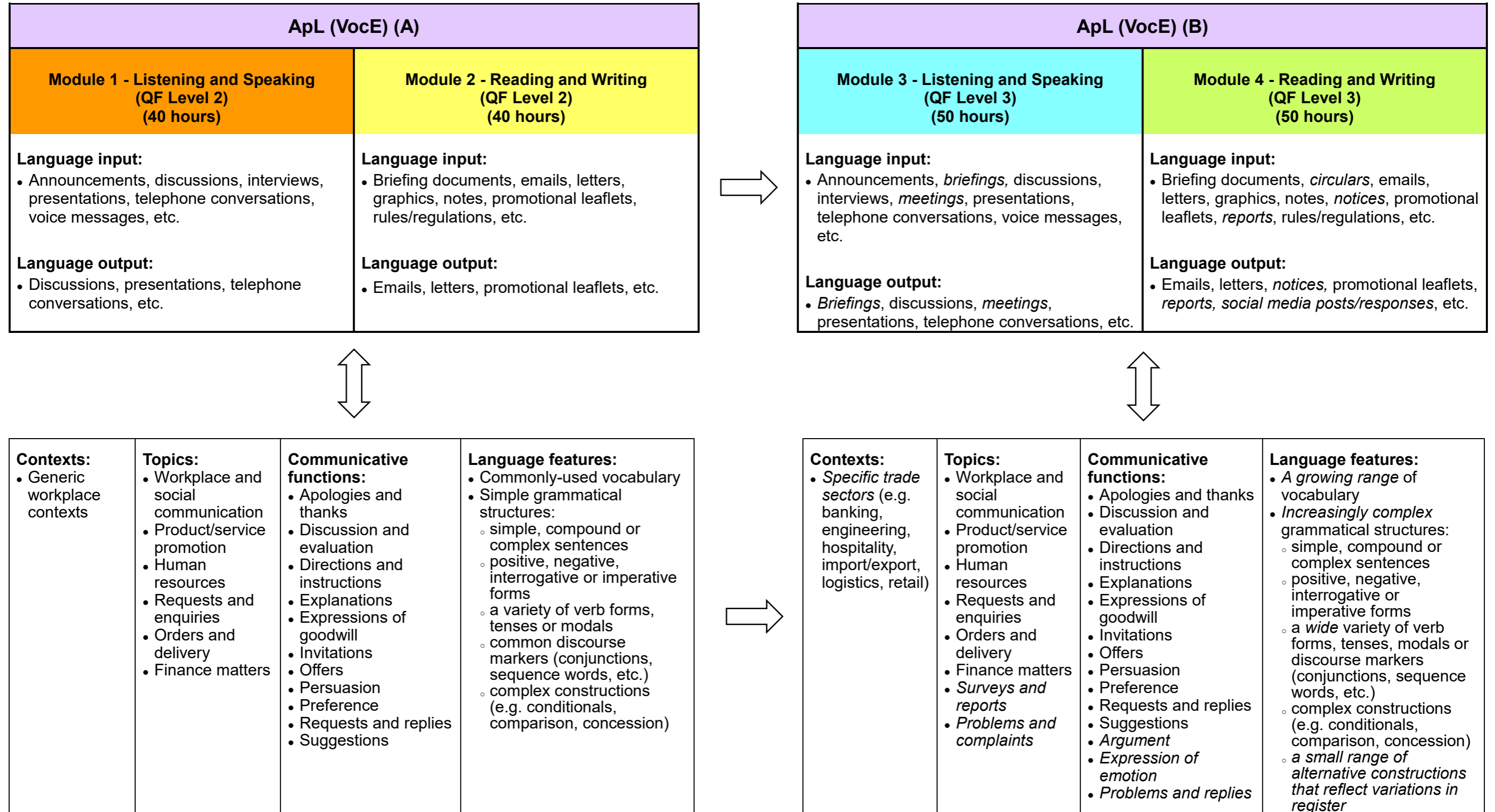


Applied Learning

2023-25 Cohort; 2025 HKDSE

Item	Description
1. Course Title	Applied Learning (Vocational English) – English Communication
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Media and Communication/ Language and Culture
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



* Italicised items are for QF Level 3 modules only.

7. The Context

- The information on possible further 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.

Possible further study and career pathways

Further studies

- e.g. applied science, business, communication, design, engineering, hospitality, information technology, services

Career development

- e.g. pharmacy assistant, assistant HR officer, media assistant, junior designer, electrical and electronic technician, hotel front desk officer, IT support officer and customer service assistant

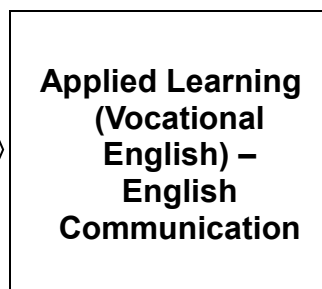
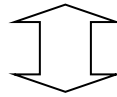
Relations with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the breadth and depth of studies in senior secondary **English Language Education** (e.g. listening, speaking, reading and writing skills, and the 'Learning English through Workplace Communication' module in the Elective Part) since the vocational English skills students acquire in this course help them understand and produce a variety of written texts (e.g. emails, letters, notices, promotional leaflets and reports) and a range of spoken texts (e.g. presentations and telephone calls) in trade-related contexts

Expanding horizons, e.g.

- expanding students' horizons and broadening their personal views for their studies in **Economics, History, Geography, and Tourism and Hospitality Studies** through various learning activities such as discussing and examining different issues, explaining causes and effects, analysing facts and figures, and describing trends

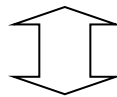


Relations with other areas of studies/courses of Applied Learning

e.g.

Business, Management and Law/ Media and Communication/Services

- e.g. the language skills, communication skills and customer/client-oriented strategies acquired in this course can contribute and be transferred to the study of courses under the area of studies of **Business, Management and Law/Media and Communication/Services**



Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – communication skills (verbal and written)
- **Mathematics Education** – problem-solving skills
- **Science Education** – fundamental scientific concepts and inquiry skills
- **Technology Education** – technology as a value-added process

Applied Learning

2023-25 Cohort; 2025 HKDSE

Learning and Teaching

Course Title	:	Applied Learning (Vocational English) – English Communication
Area of Studies	:	Media and Communication
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. lectures on workplace and social communication; role-plays on promoting a new product in a marketing event) and eye-opening opportunities to experience the complexity of the context (e.g. field trips, workplace-related socialising activities and visit to 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. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. evaluating information on new products and presenting solutions for case studies, making use of the online enrichment packages for independent learning and preparing a video presentation on a corporate social media website in self-directed project work).

Applied Learning

2023-25 Cohort; 2025 HKDSE

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

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.