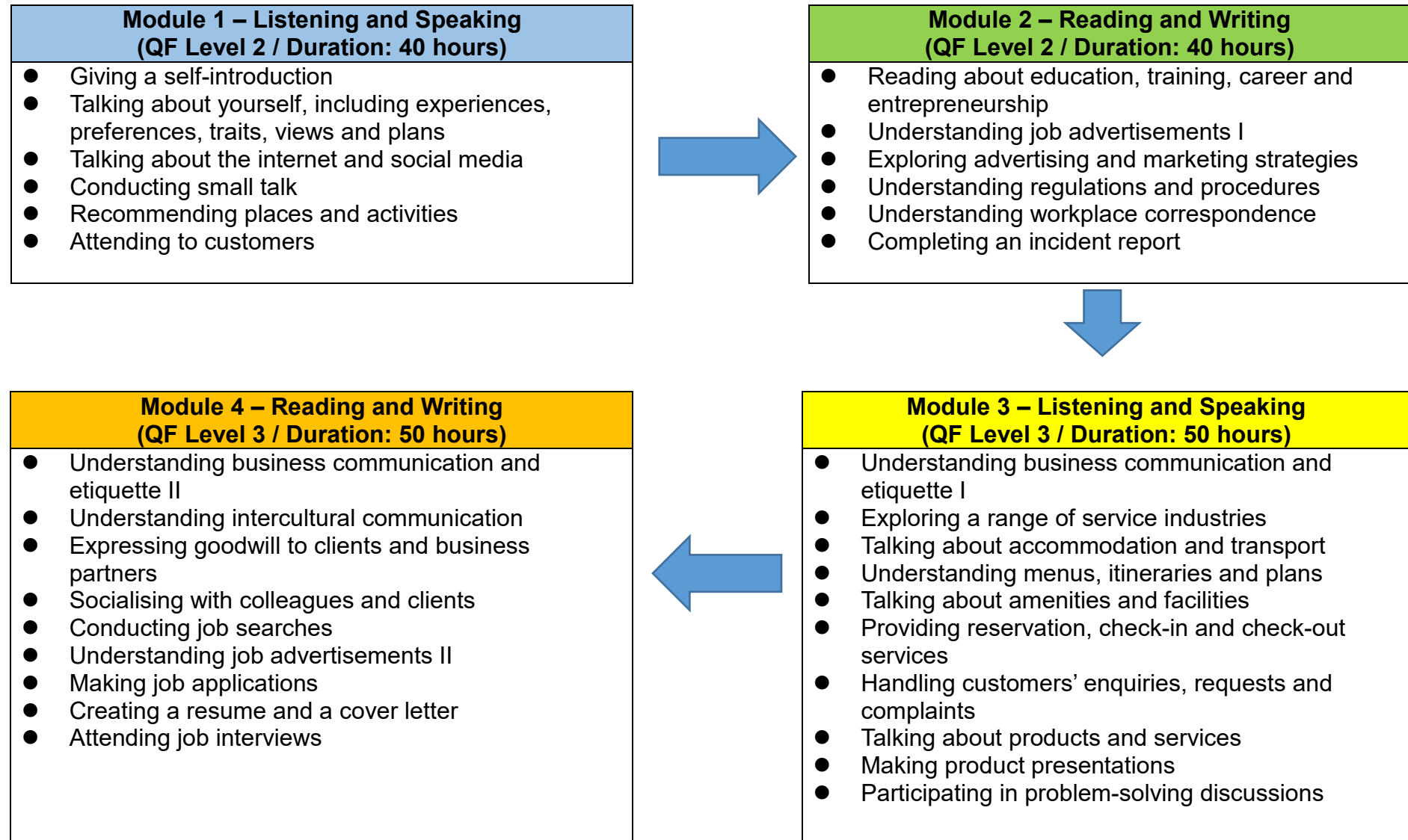


Applied Learning

2024-26 Cohort; 2026 HKDSE

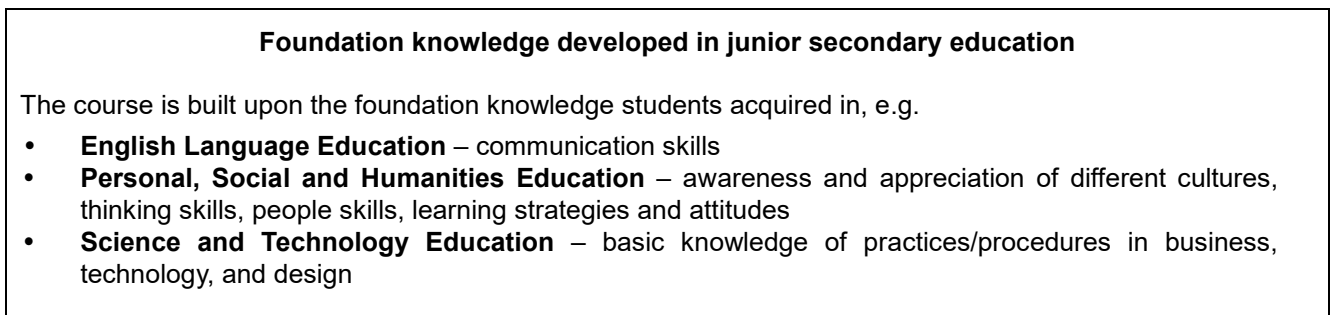
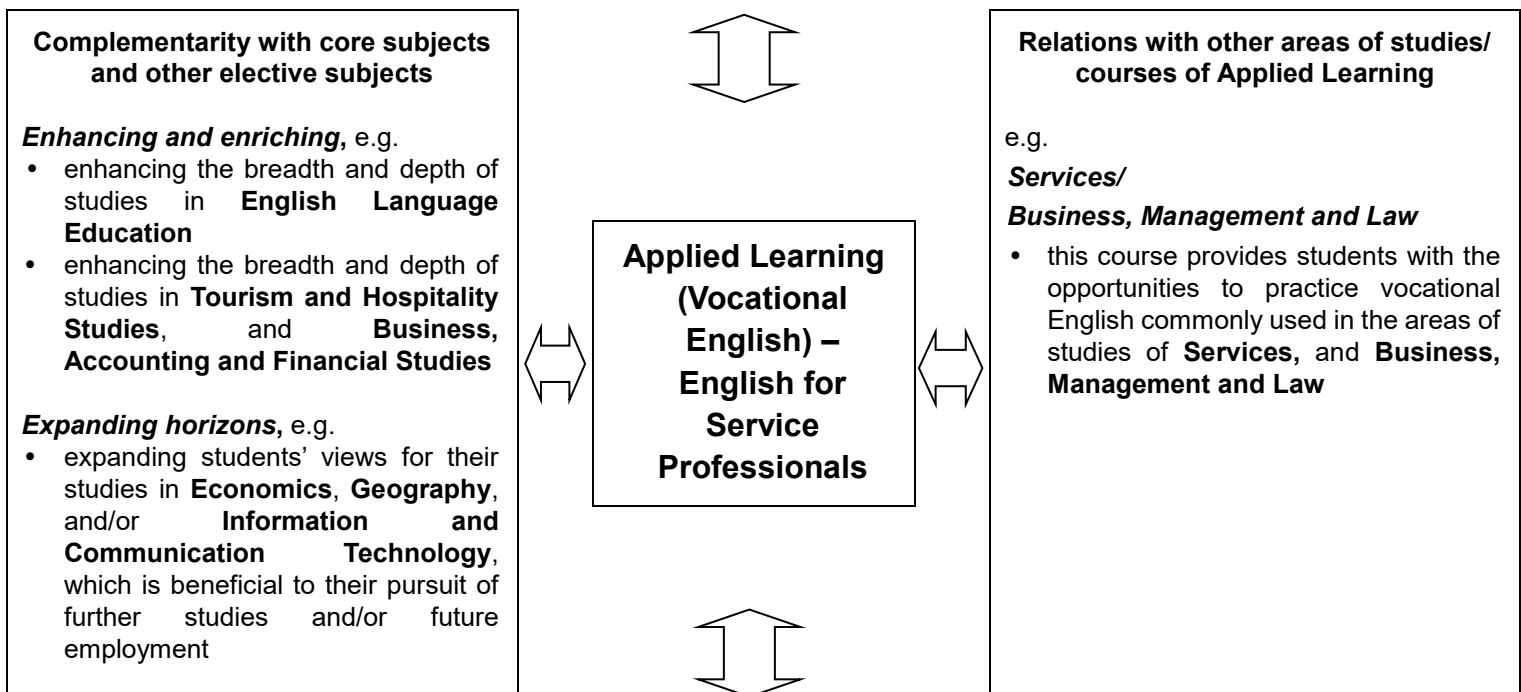
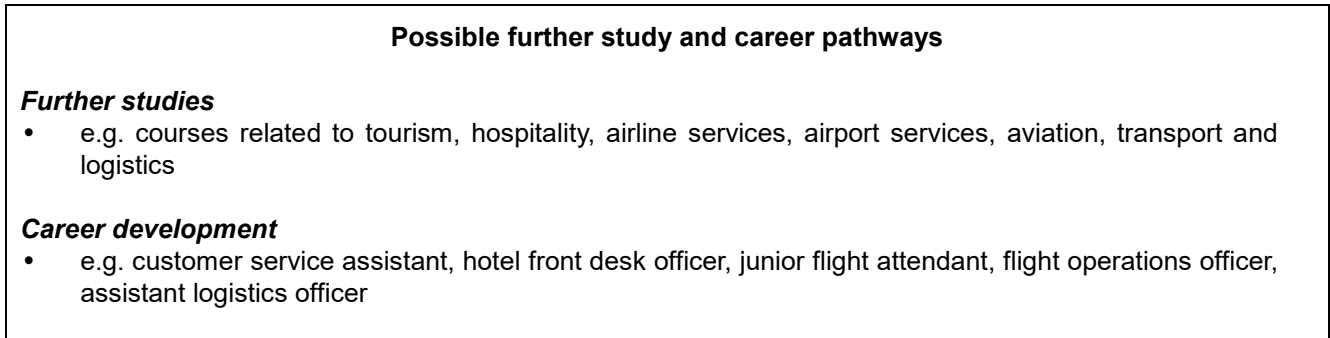
| Item | Description |
|---|---|
| 1. Course Title | Applied Learning (Vocational English) – English for Service Professionals |
| 2. Course Provider | School of Professional and Continuing Education, The University of Hong Kong |
| 3. Area of Studies/ Course Cluster | Media and Communication/ Language and Culture |
| 4. Medium of Instruction | English |
| 5. Learning Outcomes | Upon completion of the course, students should be able to: (i) cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence; (ii) 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 (iii) enhance self-understanding and explore directions on further studies and career pursuits. |

6. Curriculum Map – Organisation and Structure



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.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.



8. Learning and Teaching

In this course, 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 a 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. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. drafting and presenting business proposals, and developing job-seeking strategies).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **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 and enhance the basic skills required, e.g. communication skills, people skills, and collaborative skills in selected career clusters in services; and
- apply practical and reflective skills to initiate and innovate service practices and ideas.

(ii) **Foundation Skills**

- enhance their English proficiency through having deliberate practice and receiving feedback from instructors;
- gain confidence and interest in learning English by improving English proficiency;
- become familiar with media communication for service promotion;
- develop effective communication skills as they learn to identify purpose and audience in various communicative events; and
- develop emphatic interpersonal skills through working with peers and understanding the diverse needs of clients.

(iii) **Thinking Skills**

- develop problem-solving skills through participating in role-plays, group discussions, giving presentations and completing class exercises;
- develop critical and creative thinking skills through gathering and analysing service-related information in other cities/countries;
- understand the advantages and disadvantages of various sales promotion activities; and
- learn to anticipate/recognise and meet/exceed clients' service expectations.

(iv) **People Skills**

- demonstrate team spirit and principles 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.

(v) **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.