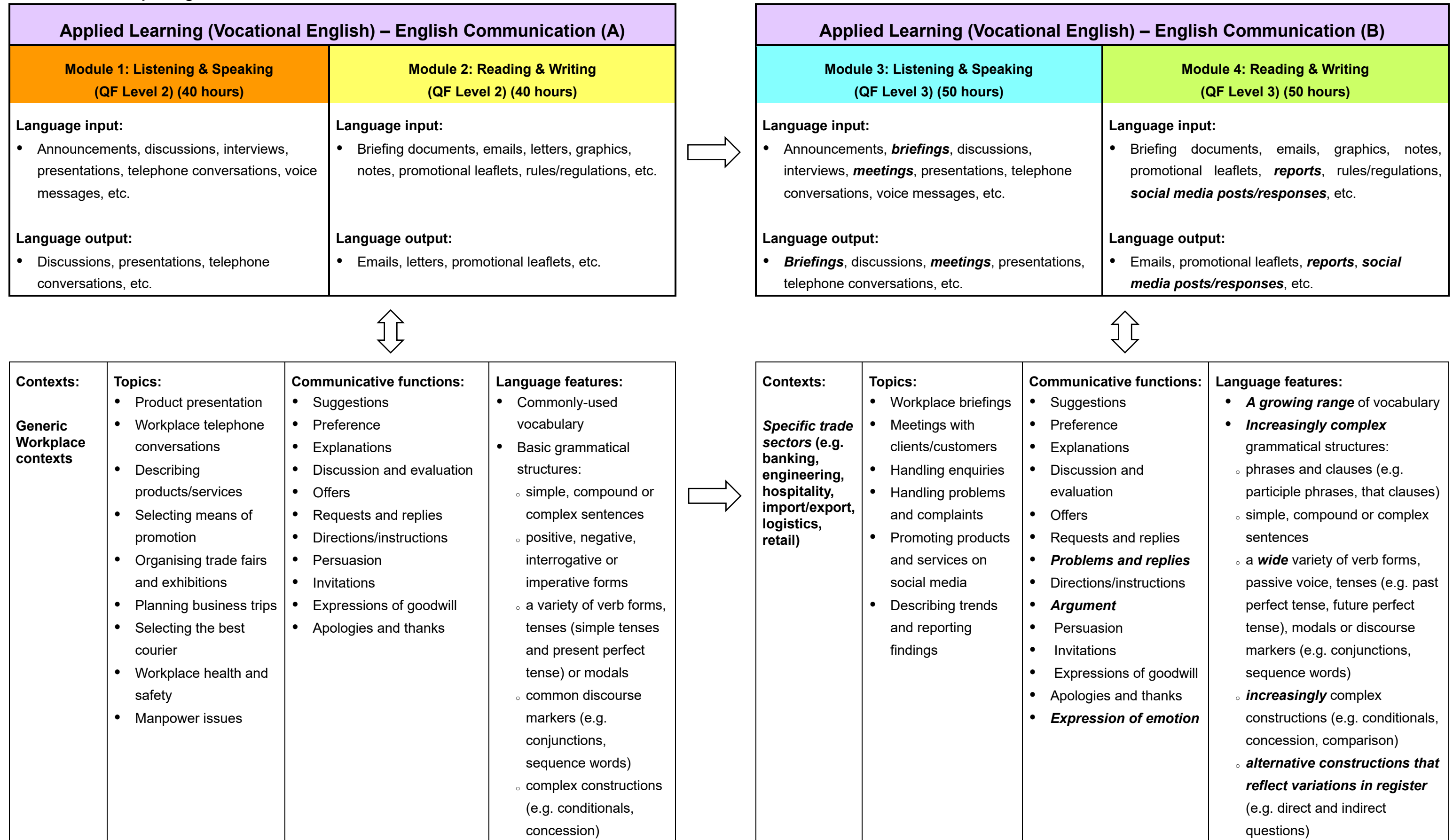


**Applied Learning**  
**2025-27 Cohort; 2027 HKDSE**

<b>Item</b>	<b>Description</b>
<b>1. Course Title</b>	Applied Learning (Vocational English) – English Communication
<b>2. Course Provider</b>	Vocational Training Council
<b>3. Area of Studies/ Course Cluster</b>	Media and Communication/ Language and Culture
<b>4. Medium of Instruction</b>	English
<b>5. Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"><li>(i) cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence;</li><li>(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</li><li>(iii) enhance self-understanding and explore directions on further studies and career pursuits.</li></ul>

## 6. Curriculum Map – Organisation and Structure



\* Bolded 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.
- 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.

### Possible further study and career pathways

#### Further studies

- e.g. courses related to 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

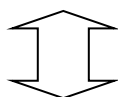
### Complementarity with core subjects and other elective subjects

#### Enhancing and enriching, e.g.

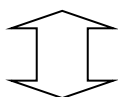
- enhancing the breadth and depth of studies in senior secondary **English Language Education** (e.g. listening, speaking, reading and writing skills) since the vocational English skills students acquired in this course help them understand and produce a variety of written texts (e.g. emails, letters, 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/or Tourism and Hospitality Studies** through various learning activities (e.g. discussing and examining different issues, explaining causes and effects, analysing facts and figures, and describing trends)



**Applied Learning  
(Vocational English) –  
English Communication**



### Relations with other Areas of Studies/ courses of Applied Learning

e.g.

#### **Business, Management and Law/ Media and Communication/Services**

- 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

## **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 language and communication.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. students can take the role of a salesperson describing the general features of a new product to a potential customer. The very same topic can also be dealt with in a group discussion in which students as members of the marketing team select a new product to launch in a marketing event. On the other hand, as self-directed project work, such product information can be conveyed in a video presentation on a corporate social media website.) and eye-opening opportunities to experience the complexity of the context (e.g. workplace visits are arranged to enhance students' awareness of language use in authentic work environments and case studies focusing on workplace problems to be solved are incorporated in the learning and teaching materials.).

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 tasks in simulated workplace situations with generic workplace language materials as input, some adapted from authentic correspondence or cases).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. the mini-projects and learning portfolio, which required students to plan, research, evaluate the effectiveness of courses of actions, etc., enable students to apply knowledge learnt in the course and put them into practical use).

## 9. Curriculum Pillars of Applied Learning

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

### (i) **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).

### (ii) **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).

### (iii) **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).

### (iv) **People Skills**

- apply self-reflection skills (e.g. in self-directed learning and upon receiving feedback from tutors and classmates during various learning activities such as role-plays, group discussions, 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.

### (v) **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 proper 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.