

Applied Learning

2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Creative English – Cultural Tourism
2. Course Provider	Lingnan Institute of Further Education
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) demonstrate proficiency in speaking, listening, reading, and writing in English, tailored to the context of cultural tourism; (ii) understand and appreciate the cultural nuances and heritage of different regions, and effectively communicate these to tourists; (iii) use tourism-specific terminology and phrases accurately and appropriately; (iv) develop creative content such as storytelling, brochures, and tour guides that enhance the cultural tourism experience; (v) exhibit strong interpersonal skills and cultural sensitivity when interacting with tourists from diverse backgrounds; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

1. Introduction to Cultural Tourism (20 hours)
1.1. Definition and significance of cultural tourism
1.2. Overview of global cultural tourism destinations
1.3. The role of language in cultural tourism

2. Language Skills for Tourism (30 hours)
2.1. Essential vocabulary and phrases for tourism
2.2. Effective communication strategies
2.3. Listening and speaking skills for tour guides

3. Understanding Cultural Nuances (30 hours)
3.1. Cultural sensitivity and awareness
3.2. Cross-cultural communication
3.3. Case studies of cultural misunderstandings in tourism

4. Creative Content Creation (70 hours)
4.1. Creativity and language use with a focus on cultural tourism
4.2. Storytelling techniques for tour guides
4.3. Writing engaging brochures, proposals and travel guides
4.4. Visual content creation

5. Digital Tools for Tourism (30 hours)
5.1. Digital marketing strategies for tourism
5.2. Using social media to promote cultural sites
5.3. Online platforms for sharing travel content

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 English, business, marketing, public relations, publishing, multimedia, advertising, journalism, tourism and hospitality

Career development

- e.g. editor, tour guide, public relations assistant/officer, marketing assistant/officer, corporate communication assistant/officer, advertising assistant, copywriter, project assistant

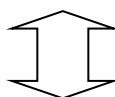
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

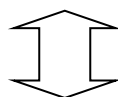
- enhancing students' knowledge and skills in **English Language** including listening, writing, speaking, and reading
- enhancing students' information technology skills in **Information and Communication Technology** through using software applications and adopting technology tools to facilitate their learning effectively
- enhancing students' understanding of cultural differences through analysing different attractions across the globe

Expanding horizons, e.g.

- students taking **Economics** can broaden their knowledge in cultural tourism and hospitality.



Creative English – Cultural Tourism



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Services

- this course can help students acquire the knowledge, communication and interpersonal skills required in the service industry such as hospitality services.

Media and Communication

- the course uses texts from different print and online media with a mixture of different modes of communication, such as written and spoken words, colours, sound, space, images and movements.

Business, Management and Law

- the course enhances the understanding of business operations, public relations strategies, and communication skills to be adopted in different situations.

Foundation knowledge developed in junior secondary education

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

- **Chinese Language Education** and/or **English Language Education** – communication skills (including listening, speaking, reading and writing abilities)
- **Personal, Social and Humanities Education** – cross-disciplinary thinking (including thinking from historical, social and cultural perspectives)

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 cultural tourism.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. role-plays and developing a digital marketing plan for a fictional travel company) and eye-opening opportunities to experience the complexity of the context (e.g. sharing by industry professionals and visiting companies to understand the operations of the field).

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. applying the theories and skills when engaging in cultural tourism, understanding the industry requirements in the workplace and conducting case studies).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. students are required to analyze a successful digital marketing campaign in the tourism industry and identify its key strategies to develop a digital marketing plan for a fictional travel company).

9. Curriculum Pillars of Applied Learning

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

(i) **Career-related Competencies**

- understand the career paths for cultural tourism and the related qualification requirements by familiarising students with the various roles and opportunities available within the industry;
- demonstrate a basic understanding of professional ethics for cultural tourism involving adhering to principles that ensure respect, integrity, and sustainability in the promotion of cultural heritage;
- integrate and apply language skills (speaking, listening, reading, and writing) in cultural tourism;
- understand the characteristics of commercial texts, media texts, storytelling and brochures; and
- identify the latest trends in cultural tourism.

(ii) **Foundation Skills**

- strengthen presentation and communication skills by providing opportunities for students to present their work, both individually and in groups;
- strengthen writing skills through projects and tasks by developing students' writing style and voice;
- demonstrate effective language skills in cultural tourism including cultural immersion experiences by applying language skills in real-world contexts;
- employ digital tools and technology to facilitate tasks by creating digital presentations using a variety of tools to enhance their technical and design skills; and
- apply language skills in daily life by incorporating real-life scenarios and role-playing activities that mimic everyday situations, such as shopping, dining out, or asking for directions.

(iii) **Thinking Skills**

- develop creative skills by incorporating interactive elements such as brainstorming sessions, group activities, and problem-solving scenarios during lectures to stimulate creative thinking;
- identify problems in cultural tourism, and formulate effective strategies in dealing with the problems;
- integrate knowledge from different disciplines (including linguistics, information technology and cultural knowledge) in planning and applying skills in cultural tourism; and
- decide proper strategies in cultural tourism.

(iv) People Skills

- demonstrate communication and interpersonal skills through interactions with classmates by participating in discussions, listening attentively to others, and expressing ideas clearly and respectfully;
- apply collaboration skills to work cooperatively with groupmates and contribute ideas in group projects by distributing tasks based on each group member's strengths and areas of expertise to ensure efficiency and quality; and
- develop self-management skills such as good time management and task prioritisation skills through planning of an integrated project by identifying the most critical tasks that need to be completed first and focusing on them before moving on to less urgent tasks.

(v) Values and Attitudes

- establish the principle of “shaping tourism with cultural activities and promoting culture through tourism”;
- demonstrate positive values and attitudes when engaging in cultural tourism, recognising and respecting the diversity of cultures around the world;
- demonstrate a basic understanding of professional ethics in cultural tourism; and
- show enthusiasm, motivation and willingness to learn through learning-by-practising opportunities.