

Applied Learning (Vocational English)

- English Communication (QF Level 3)

2022/24 and 2023/25 (Early Commencement) Cohorts

Basic Course Information

Qualification Title: (in English)	Certificate in Applied Learning (Vocational English) – English Communication (QF Level 3)
QF Credits:	27
Nominal Duration:	180 hours (to be completed normally in 1.5 years)

Course Objectives

The course aims to:

- Develop students' English proficiency and generic skills through practice in simulated or near authentic vocational contexts and application;
- Enhance students' awareness of the role of English in authentic work environments;
- Develop students' career-related competencies, foundation skills (notably communication skills), thinking skills and people skills as well as to nurture their positive values and attitudes as in Applied Learning (ApL) curriculum pillars through application and practice; and
- Enable students to lay a good foundation of English for further studies or work.

Course Structure

- ApL(VocE) (A) and ApL(VocE) (B), each with two modules
- covering all four language skills
- pegged at QF Level 2 and QF Level 3

Module Title	Code of UoC	Contact Hour	Credit Value
ApL(VocE) (A)			
Module 1 – Listening and Speaking (QF Level 2)	GCEN203A GCEN204A	40	6
Module 2 – Reading and Writing (QF Level 2)	GCEN206A GCEN207A	40	6
ApL(VocE) (B)			
Module 3 – Listening and Speaking (QF Level 3)	GCEN303A GCEN304A	50	7
Module 4 – Reading and Writing (QF Level 3)	GCEN306A GCEN307A	50	8

Course Structure

Module	Learning Element	Context and Language Output
1. Listening and Speaking (QF Level 2) (40 hrs)	<p>Oral Presentations</p> <ul style="list-style-type: none"> • Describing Product/Service Features • Making Offers and Suggestions • Giving a Demonstration • Giving a Product Presentation <p>Oral Interactions</p> <ul style="list-style-type: none"> • Discussing Workplace Health and Safety • Handling Manpower Issues • Planning a Job Interview • Boosting Business • Promoting Products/Services 	General Workplace Contexts: Discussions, presentations, telephone conversations, etc.
2. Reading and Writing (QF Level 2) (40 hrs)	<p>Presenting Written Information</p> <ul style="list-style-type: none"> • Booking a Booth for an Exhibition • Selecting Products to Promote • Choosing a Hotel for a Business Trip • Choosing a Free Gift for Promotion <p>Written Correspondence</p> <ul style="list-style-type: none"> • Planning an Office Supplies Fair • Stating Preference for Office Expansion • Arranging a Business Event • Planning a Business Trip • Opening a New Branch 	General Workplace Contexts: Emails, letters, promotional leaflets, etc.

Course Structure

Module	Learning Element	Context and Language Output
3. Listening and Speaking (QF Level 3) (50 hrs)	<p>Oral Presentations</p> <ul style="list-style-type: none"> • Arousing Audience's Interest • Highlighting Messages • Using Body Language and Visual Aids • Calling for Action <p>Oral Interactions</p> <ul style="list-style-type: none"> • Handling Enquiries • Handling Requests • Handling Late Payment and Delivery • Matching Products with Customers • Handling Problems and Complaints 	<p>Specific Trade Sectors (e.g. banking, engineering, hospitality, import/export, logistics, retail):</p> <p>Briefings, discussions, meetings, presentations, telephone conversations, etc.</p>
4. Reading and Writing (QF Level 3) (50 hrs)	<p>Presenting Information on Social Media Sites</p> <ul style="list-style-type: none"> • Promoting Products/Services • Announcing New Products/Services • Responding to Negative Feedback • Presenting Survey Results <p>Written Correspondence</p> <ul style="list-style-type: none"> • Handling Orders • Giving Directions • Promoting Products/Services • Responding to Customers' Requests • Handling Problems and Complaints 	<p>Specific Trade Sectors (e.g. banking, engineering, hospitality, import/export, logistics, retail):</p> <p>Emails, letters, notices, promotional leaflets, reports, social media posts/responses, etc.</p>

Assessment Scheme

Module	Task No.	Task Name	Assessment Method	Brief Task Description	Contribution to Final Score (%)
1	1	Oral Presentation	Mini-project	Students produce a videotaped oral presentation of about 1.5 minutes to explain and demonstrate to potential customers as to how to use a newly launched product.	10%
	2	Role-play on Telephoning	Speaking Test	Students conduct in pairs a role-play of a telephone conversation of about 4 minutes to discuss details of a product or service regarding arrangements, deliveries and/or promotions.	10%
2	3	Presenting Written Information	Written Test	Students are required to complete two parts including: a. Participating in self-learning activities on a Moodle course offered by the tutor and complete short quizzes online. b. Writing an email of 140 – 170 words to present information about orders, goods, services, etc.	3a) 5%
					3b) 5%
	4	Responding to an Incoming Email	Written test	Students write a reply in 140 – 170 words to an incoming email about orders, goods, services, etc.	10%
3	5	Conducting a Briefing Session	Mini-project	Students produce a videotaped oral presentation of about 3 minutes to explain the pros and cons of a new plan (e.g. new facilities in a shopping mall).	15%
	6	Role-play on Face-to-face Discussion	Speaking Test	Students conduct in pairs a role-play of a discussion of about 6 minutes on solutions to a problem (e.g. handling a customer's complaint about delivery delay).	15%
4	7	Social Media Post Writing	Written Test	Students are required to complete two parts including: a. Communicating with corporates on social media outside the classroom (e.g. sending a message to a sports company on Facebook to enquire about product features) and create a learning portfolio showing screenshots of communication with one of the corporates. b. Writing a corporate social media page of 180 – 250 words to present information about orders, goods, services, etc. to potential customers.	7a) 5%
					7b) 10%
	8	Responding to an Incoming Email	Written Test	Students write a reply in 180 – 250 words to an incoming email about sales performance, arrangements, logistics, etc.	15%

Exit Awards and Requirements

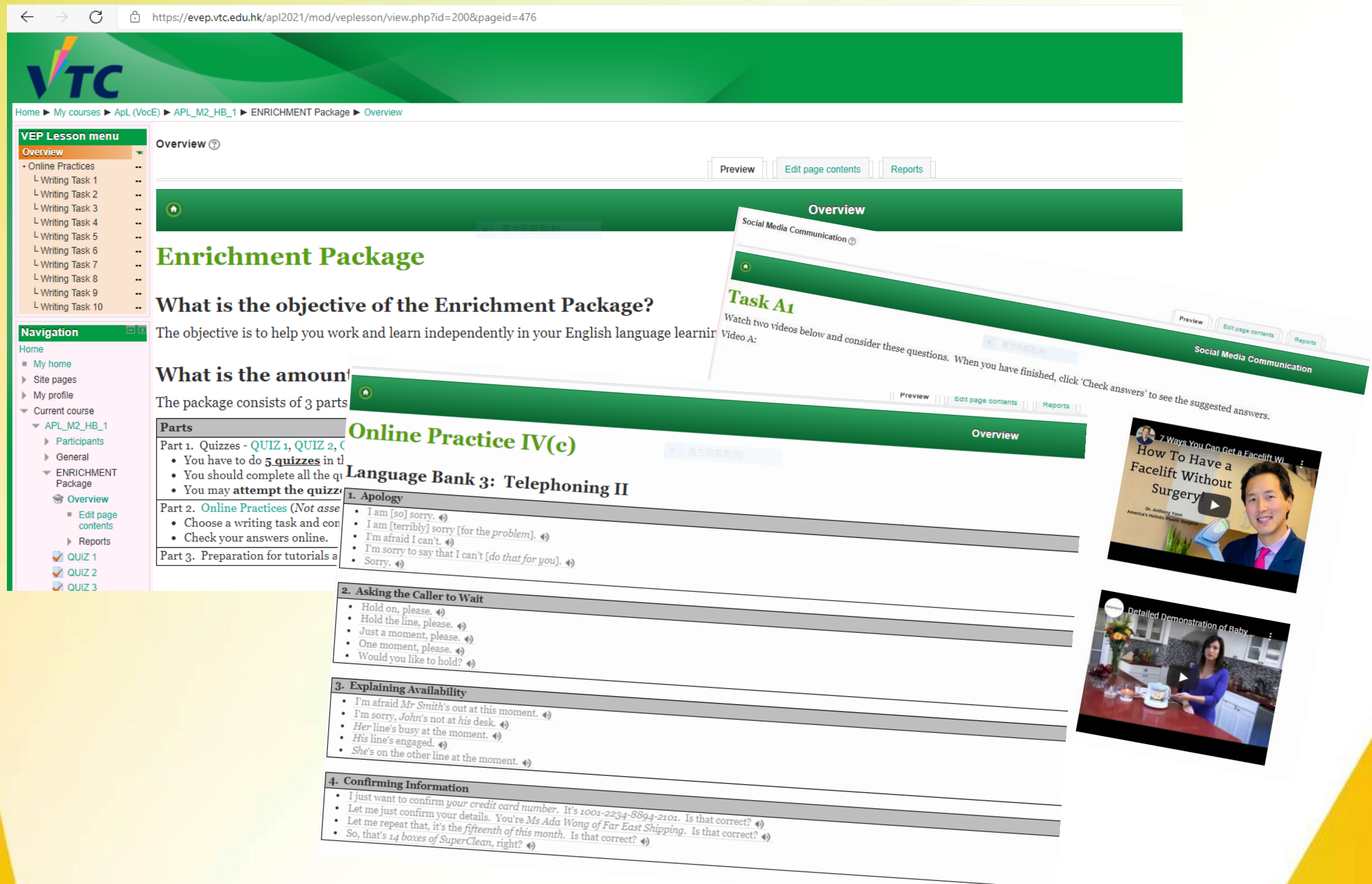
Terminal Award	Minimum Requirement
Certificate in Applied Learning (Vocational English) – English Communication (QF Level 3)	<ol style="list-style-type: none"> 1. Successfully complete the course with reference to the attainment descriptors; 2. Pass at least one module at QF Level 3; AND 3. Meet the attendance requirement of 80%

Intermediate Exit Award:
Successful completion of individual modules by fulfilling certain requirements

Learning and Teaching Strategies

- Learner-centred Approach
- Task-based Approach
- Case Studies
- Projects
- Independent Learning
- IT-enabled Learning
- Experiential Learning

Diversified task types covering four language skills



Home > My courses > ApL (VocE) > APL_M2_HB_1 > ENRICHMENT Package > Overview

VEP Lesson menu

- Overview
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Navigation

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Overview

Enrichment Package

What is the objective of the Enrichment Package?

The objective is to help you work and learn independently in your English language learning.

What is the amount?

The package consists of 3 parts

Parts

Part 1. Quizzes - QUIZ 1, QUIZ 2, QUIZ 3

- You have to do **5 quizzes** in total.
- You should complete all the quizzes.
- You may **attempt the quizzes** as many times as you want.

Part 2. Online Practices (Not assessed)

- Choose a writing task and complete it.
- Check your answers online.

Part 3. Preparation for tutorials and quizzes

Task A1

Watch two videos below and consider these questions. When you have finished, click 'Check answers' to see the suggested answers.

Video A:

Online Practice IV(c)

Language Bank 3: Telephoning II

1. Apology
 - I am [so] sorry.
 - I am [terribly] sorry [for the problem].
 - I'm afraid I can't.
 - I'm sorry to say that I can't [do that for you].
 - Sorry.
2. Asking the Caller to Wait
 - Hold on, please.
 - Hold the line, please.
 - Just a moment, please.
 - One moment, please.
 - Would you like to hold?
3. Explaining Availability
 - I'm afraid Mr Smith's out at this moment.
 - I'm sorry, John's not at his desk.
 - Her line's busy at the moment.
 - His line's engaged.
 - She's on the other line at the moment.
4. Confirming Information
 - I just want to confirm your credit card number. It's 1001-2234-8894-2101. Is that correct?
 - Let me just confirm your details. You're Ms Ada Wong of Far East Shipping. Is that correct?
 - Let me repeat that, it's the fifteenth of this month. Is that correct?
 - So, that's 14 boxes of SuperClean, right?

How To Have a Facelift Without Surgery

Detailed Demonstration of Baby

Writing Task 5

Email Rules

How much do you remember about the "rules" on writing emails?

Question 1

Partially correct
Mark 6.00 out of 8.00

Do you agree to the following rules on writing emails?

1. Be brief

☒ Yes ☐ No

Mark 1.00 out of 1.00

The correct answer is: Yes

2. Reply at any time you like

☐ Yes ☒ No

Mark 0.00 out of 1.00

The correct answer is: No

Instant feedback

Discussion Forum



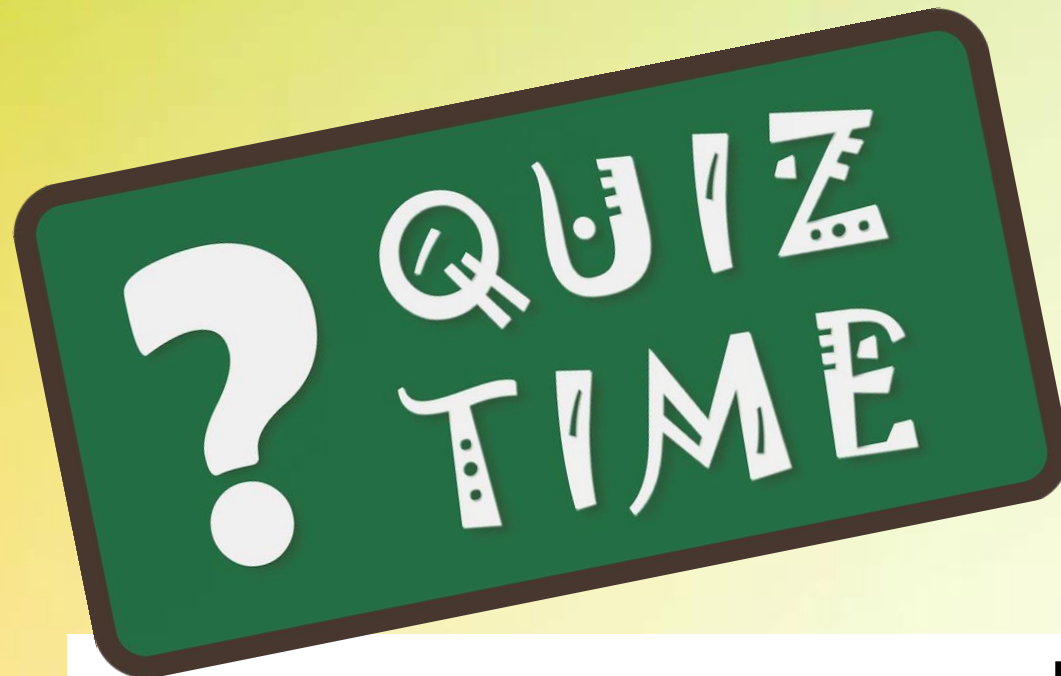
CHATalogue (*Please write in English.)

In relation to the content on this page, you can

- ask questions
- make comments
- respond to questions raised and comments made by other learner(s) and tutor

Send

☐ Send notification to all Users in this course.



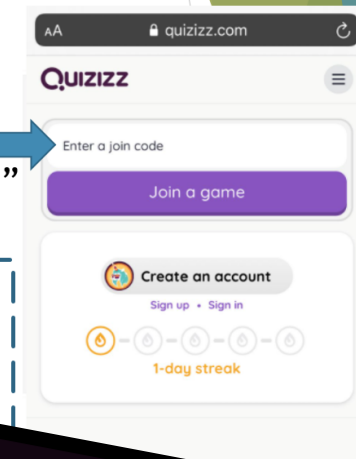
Join our game now

1. Scan this QR code



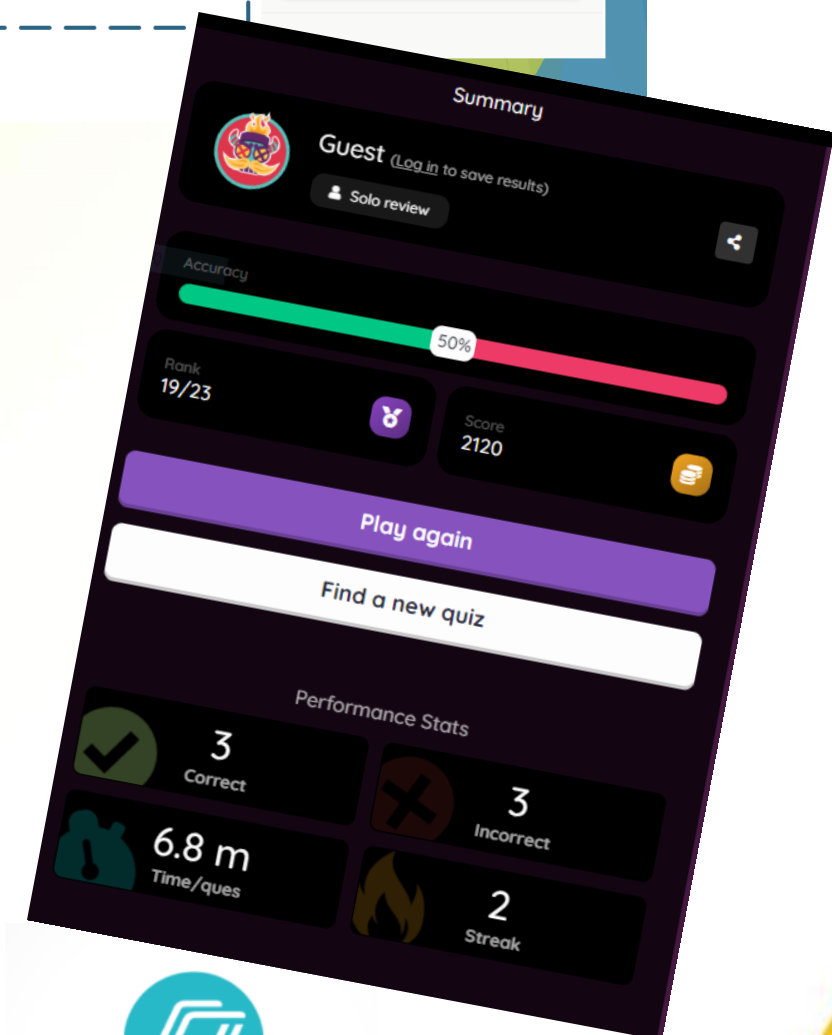
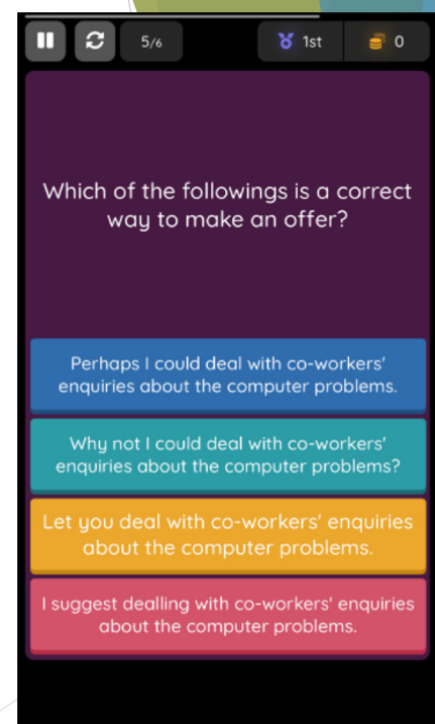
2. Enter the code
3. Press "Join a game"

Code: 6287



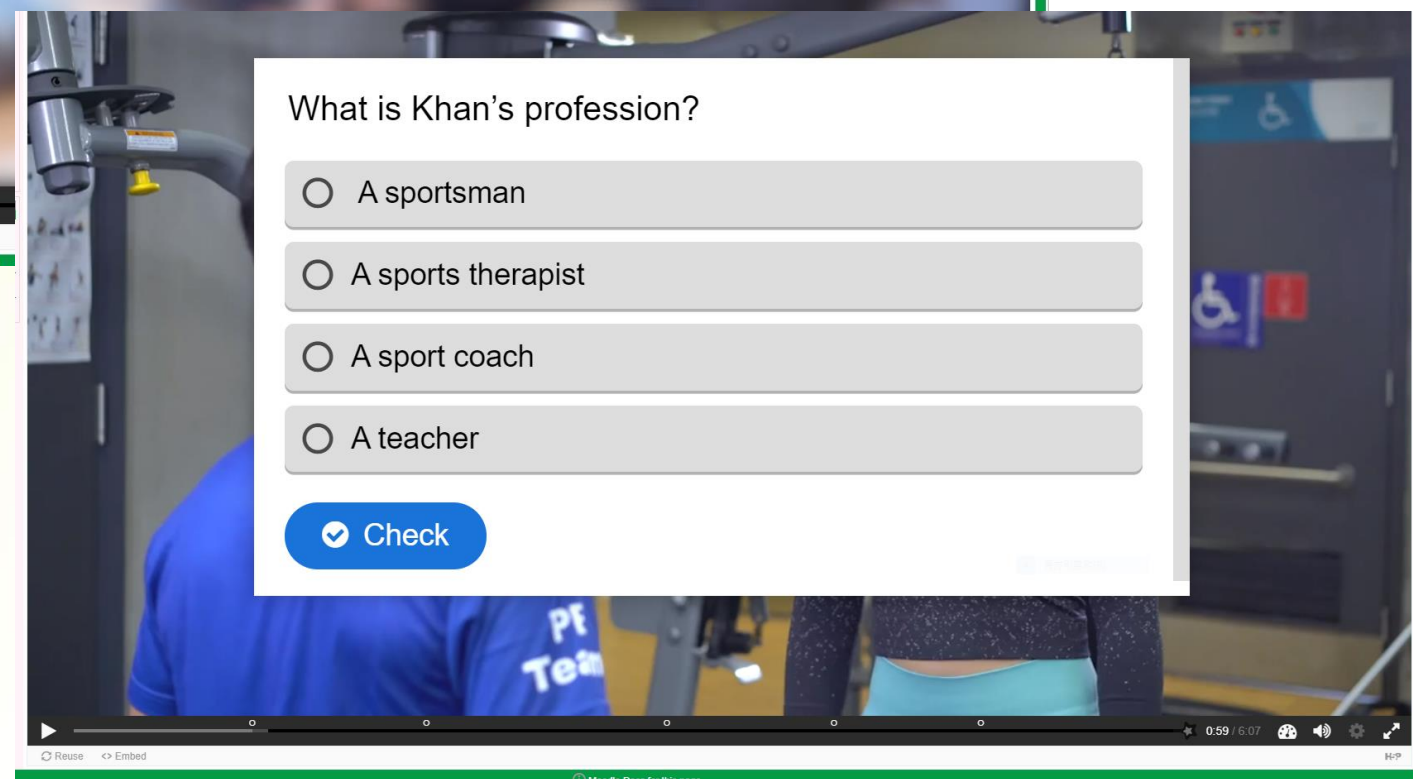
Instruction

1. There are 6 rounds
2. In each round, there will be 4 sentences of making offer
3. Choose the correct one
4. They will be some grammatical mistakes made in the wrong ones
5. Points will be given to the first one who answers correctly
6. The one with the highest points will be rewarded



Experiential Learning

- Virtual Tour



Experiential Learning

- Visit to T-Hotel



The screenshot shows the homepage of The T Hotel Hong Kong. The website features a dark header with the hotel's logo, navigation menu, and a search bar. The main content area includes a large banner with the text "WELCOME TO THE T HOTEL HONG KONG" and a description of the hotel's location and training focus. A booking request form is visible on the left side of the page.

The two photos show hotel staff in uniform. The top photo shows a group of staff members in a dining area, with one staff member serving a guest. The bottom photo shows a group of staff members in a hallway, with one staff member holding a white cloth.

Feedback from stakeholders

The learning and teaching materials for the course are well designed and highly useful for students. They equip students with relevant skills necessary for their career.

External Examiner

Tutors

The teaching and learning materials were sufficient and highly contextualised with workplace situations, which effectively raised students' awareness of the target language use in an authentic work environment.

Students

The lessons are delivered in a professional manner. Clear explanations and useful feedback are given by tutors, which facilitates our learning.

Good Practices

- Close and effective collaboration between the secondary schools and course provider facilitates students' learning.
- A regular class schedule contributes to better students' performance.

Class Arrangements

Commencement Date: September 2022

Mode 1

Time: Saturday 2:00 pm - 5:00 pm
(Note: Lessons will also be scheduled during the summer holidays.)

Venue:

1. Hong Kong Institute of Vocational Education (Haking Wong)
702 Lai Chi Kok Road, Cheung Sha Wan, KLN.
2. Hong Kong Institute of Vocational Education (Chai Wan)
30 Shing Tai Road, Chai Wan, HK.
3. Hong Kong Design Institute (HKDI)
3 King Ling Road, Tseung Kwan O, N.T.

Mode 2

Class venues can flexibly be arranged in either students' own schools, or the premises of the VTC. Details will be confirmed between the VTC and schools concerned.

Admission & Selection

Taster Programme	Mar 2022 <ul style="list-style-type: none"> • Hands-on activities • Role-play in a hair salon • Online self-learning package
Selection Interview	May - July 2022

Assessment	Criteria
Group Interview	Motivation in learning Vocational English
	Aptitude
	Communication skills

VTC's Experience in Providing Vocational English Courses

- VTC launched the Vocational English Programme for Senior Secondary Students (VES) in 2009
- Since then, more than 3000 students from over 100 schools have joined the VES
- In 2018, VTC was commissioned as one of the three course providers of Vocational English Course (VEC) under the Vocational English Programme Grant offered by the EDB
- Around 700 students (S4 & S5) from the participating schools took VEC in AY2018/19

Contact us

Enquiry Hotline	(852) 2836 1264 (Applied Learning)
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