

Carmel Alison Lam Foundation Secondary School Applied Learning – Vocational English ApL(VocE)



Presenters:
Ms LUM Yu-po
Mr LIU Pak-kee

Optimising the Four Senior Secondary Core Subjects

Creating Space to Cater for Learner Diversity

Providing Different Elective Courses (2021-2022)

X_3

HKDSE
Category A

HKDSE
Category B

HKDSE
Category C

Geography

Visual Arts

Health
Management
and Social
Care

Mathematics
Extended Part
(M1)

Mathematics
Extended Part
(M2)

Applied
Learning
(Vocational
English)

Japanese

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Purposes of Providing Vocational English ApL(VocE) for our Students

21-23 1st cohort

22-24 2nd cohort

To strengthen
students' English
foundation

To help prepare
students for their
future studies and
career development

To provide an option
for students who are
still in search of their
goals

To cater for students' different
interests, abilities and aspirations

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Why do students choose this course?



I want to do business in the future, and I want to learn some business English.

1



I want to speak better English so that I can travel to different places.

2



I want to improve my English so that I can do better in my DSE exams.

3



I like drama. I want to be a famous actor in the future. So, I want to speak English well.

4



I don't like the other options. So I chose vocational English.

5



Considerations for Providing ApL(VocE)

1. Selection of a Service Provider



VENUE

ON-SITE SERVICE
VS OFF-SITE
SERVICE



CURRICULUM

COURSE CONTENT
ASSESSMENT SCHEME
L & T ACTIVITIES



TIMETABLE

WITHIN THE SCHOOL
TIMETABLE VS NOT
WITHIN THE SCHOOL
TIMETABLE

SCHOOL DAYS VS THE
WEEKENDS

FIXED TIMETABLE VS
CUSTOMIZED
TIMETABLE



STUDENT SUPPORT

ONSITE SUPPORT VS
REMOTE SUPPORT

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2. Timetabling

Carmel Alison Lam Foundation Secondary School
Full Day Time Table 2022-2023

	Mon	Tue	Wed	Thu	Fri
08:05-08:25	Morning Assembly				
L1 08:25-09:10					
L2 09:10-09:55					
09:55-10:15	Recess				
L3 10:15-11:00					
L4 11:00-11:45					
L5 11:45-12:30					
12:30-13:40	Recess				
L6 13:40-14:25	S4 VE		S5 VE		
L7 14:25-15:10	S4 VE		S5 VE		
L8 15:10-15:55	S4 VE		S5 VE		

*Test block

S4 VE

S5 VE

+ Post-exam
Period

INCLUDE
VOCATIONAL
ENGLISH
IN THE
SCHOOL
TIMETABLE

Programme Name	Certificate in Applied Learning (Vocational English) – English for Service Professionals (QF Level 3)		
Mode	2	Cohort	2022-24 ECC
Number of Class	1	Class Code	F
ApL Tutor	Mr. Raymond Cheung		

Module 3: Certificate in Applied Learning (Vocational English) – English for Service Professionals [Listening and Speaking] (QF Level 3), 50 hours

Lesson Number	Date	Time	Venue
1	September 7, 2022 (Wed.)	11:40am to 2:40pm	Carmel Alison Lam Foundation Secondary School Address: A4 Wah King Hill Rd, Kwai Chung
2	September 14, 2022 (Wed.)		
3	September 21, 2022 (Wed.)		
4	September 28, 2022 (Wed.)	1:40pm to 4:45pm	
5	October 12, 2022 (Wed.)		
6	October 19, 2022 (Wed.), online		
7	October 26, 2022 (Wed.)		
8	November 2, 2022 (Wed.)		
	November 9, 2022 (Wed.)		
9	November 23, 2022 (Wed.)		
10*	November 30, 2022 (Wed.)*	1:40pm to 5:10pm	
11	December 7, 2022 (Wed.)	1:40pm to 4:45pm	
12	December 14, 2022 (Wed.)		
13	January 4, 2023 (Wed.)		
14	February 1, 2023 (Wed.)		
15	February 8, 2023 (Wed.)		
16**	February 15, 2023 (Wed.）**	1:40pm to 5:10pm	

*Listening, Grammar and Vocabulary Test (15%)

**Individual Speaking Assessment (15%)

Module 4: Certificate in Applied Learning (Vocational English) – English for Service Professionals [Reading and Writing] (QF Level 3), 50 hours

Lesson Number	Date	Time	Venue
1	February 22, 2023 (Wed.)	1:40pm to 4:40pm	Carmel Alison Lam Foundation Secondary School Address: A4 Wah King Hill Rd, Kwai Chung
2	March 8, 2023 (Wed.)		
3	March 15, 2023 (Wed.)	1:40pm to 4:45pm	
4	March 22, 2023 (Wed.)		
5	March 29, 2023 (Wed.)		
6	April 19, 2023 (Wed.)		
7	April 26, 2023 (Wed.)		
8	May 10, 2023 (Wed.)		
9	May 17, 2023 (Wed.)		
10*	May 24, 2023 (Wed.)*	1:40pm to 5:10pm	
11	May 31, 2023 (Wed.)	1:40pm to 4:45pm	
12	June 21, 2023 (Wed.) [TBC]		
13	June 28, 2023 (Wed.) [TBC]		
14	July 5, 2023 (Wed.) [TBC]		
15	July 12, 2023 (Wed.) [TBC]		
16**	July 19, 2023 (Wed.)* [TBC]	1:40pm to 5:10pm	

*Reading, Grammar and Vocabulary Test (15%)

**Writing Assessment (15%)

SCHOOL-BASED TIMETABLE

Role of English Teacher – Coordinator

Collaborating with the
Career Guidance Committee



Subject Selection Support to Parents and Students (2022/23)

Stage 1

Oct – Nov (2022)

Class period: Sharing and discussions



Stage 2

Mar - May (2023)

Subject Selection Talk (For parents and students)

Taster Program

Small counselling groups



Stage 3

May (2023)

X3 Interviews



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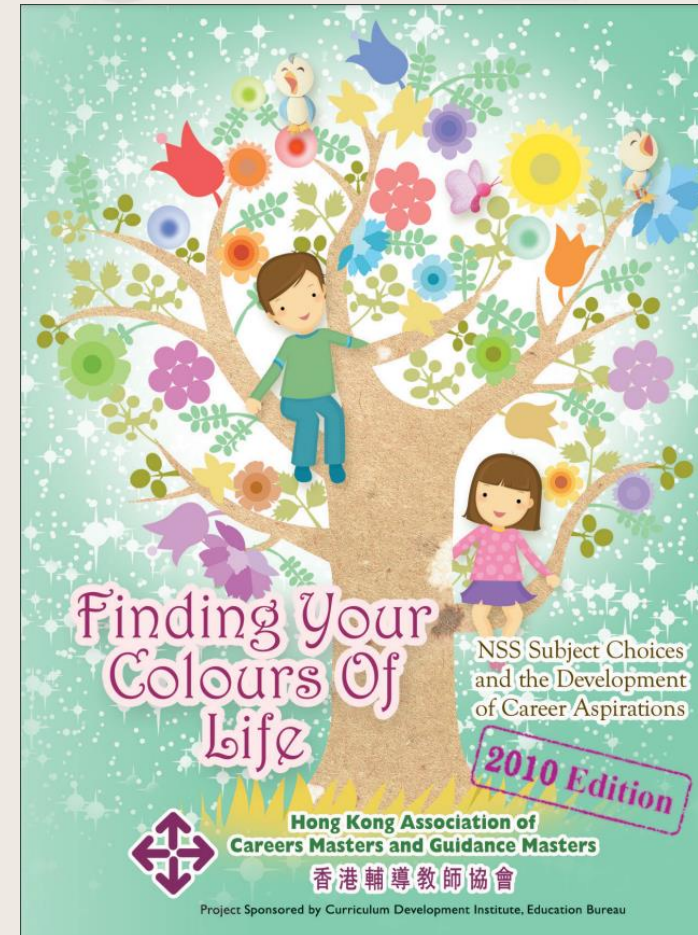
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Subject Selection Support to Parents and Students

Stage 1 (Oct – Nov 2022)

- Discussions and sharing during a Class Period
- Using “Finding Your Colours of Life” from the HKACMGM as a guide to self-understanding



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Subject Selection Support to Parents and Students

Stage 2 (Mar-May 2023)

- Subject Selection Talk
(for parents and students)
- Whole-day Taster Program
for all elective subjects
- Small-group counselling
(1 teacher + 6 students in a
group)

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Subject Selection Support to Parents and Students

Stage 3 (May 2023)

X3 Elective Subject Interviews
(ENG teacher interviews ApL(VocE) applicants)

Note: The deadline for submitting the confirmed student list varies from institute to institute.

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Subject Selection Criteria - ApL(VocE)

- 1) Student's preference
- 2) Student's ENG subject performance
- 3) ENG teacher's comment
- 4) Interview performance

21-22 中三選科意願調查 (23-26高中)

學校現收集中三同學選科意願，數據將作來年開班及編排科目組合之用。
這些選擇不會作為你最終選科申請，但同學務必認真填寫，因結果會影響學校來年高中科目組合。
請於25/1/2022(星期二)前完成此問卷。
如有查詢可與張兆熙老師聯絡(教員一室)(電郵: csh@ge.calfss.edu.hk)。

這份表單會自動收集 迦密愛禮信中學 使用者的電子郵件地址。 [變更設定](#)

班別

☐ 3A ☐ 3B ☐ 3C ☐ 3D

☐ 新增選項 或 [新增「其他」](#)

學號*

1. 1

2. 2

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Role of English Teacher – Coordinator

Communicating with the course provider/lecturer to ensure that students' learning needs are catered for

Role of English Teacher – Student Support

Help them understand the relevance and importance of the course

English Language Curriculum

ApL(VocE)

Daily life/
Future career

Help them relate what they are learning to their daily lives or their future careers

F. Talking about Abilities and Skills

Which of these abilities and skills do you have?

Physical Abilities	Mental Skills	People Skills
<input type="checkbox"/> physically fit <input type="checkbox"/> strong <input type="checkbox"/> have plenty of endurance <input type="checkbox"/> have good eyesight <input type="checkbox"/> have a good sense of balance <input type="checkbox"/> have quick reflexes <input type="checkbox"/> have good hand-eye coordination	<input type="checkbox"/> good with numbers <input type="checkbox"/> able to think logically <input type="checkbox"/> focused <input type="checkbox"/> well-organised <input type="checkbox"/> have a lot of self-discipline <input type="checkbox"/> have plenty of imagination <input type="checkbox"/> positive attitude <input type="checkbox"/> self-motivated <input type="checkbox"/> able to manage emotions	<input type="checkbox"/> a good listener <input type="checkbox"/> an effective communicator <input type="checkbox"/> sensitive to people's feelings <input type="checkbox"/> able to compromise <input type="checkbox"/> able to delegate <input type="checkbox"/> manage groups <input type="checkbox"/> work as a team <input type="checkbox"/> have patience with others <input type="checkbox"/> good at problem-solving

Example:



To talk about my physical abilities, I would say that I am *physically fit and strong*. The reason why I am physically fit and strong is that I am a health-conscious person. I love doing sports and my diet is healthy. I seldom eat junk food. In addition, I am *good with numbers*. Mathematics is my favourite subject. In terms of people skills, I would say I am good at *problem-solving*. Whenever I have problems, I will try my best to find solutions. I also help my friends solve their problems. That's why they always turn to me when they have difficulties.

Task 8: Exploring more Country Adjectives

Lucy and Emma mentioned some country adjectives in their conversation. Do you know which places they belong to? Complete the table using the correct country adjectives. The help you.

	Country/Place	Suffix "-an/-ian"		Country/Place
1	America	e.g. American	15	China
2	Australia		16	Japan
3	Korea		17	Macau
4	Indonesia		18	Nepal
5	Malaysia		19	Portugal***
6	Canada***		20	Vietnam***
7	Italy***			
8	Asia (continent)***			
9	Europe (continent)***			



Country adjectives must start with a **capital letter**.
e.g. **G**reece
Spanish

Country adjectives

Lucy and Emma travel a lot. In their conversation, they use **country adjectives** to talk about different cultures, for example, food. Read Lucy's response below and fill in the blanks with the country names.

If you like the **Greek** food, then you're going to love **Spanish** food.



Giving students encouragement

Role of English Teacher – Logistics

- Distributing the HKUSPACE materials to students
- Ensuring all equipment and devices are ready
- Giving students any reminders
- Taking the attendance
- Conducting friendly, informal check-up rounds
- Communicating with the lecturer and assess students' learning progress
- Following up on any students' needs

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Challenges and Solutions

- students' participation
e.g subject drop request

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Students' Performance

- e.g. - their attendance rates
- their performance in the VocE course



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Tips for running ApL(VocE)

1. To help students make informed decision, we ensure that:
 - students understand the ApL(VocE) qualification
 - students know the difference between the English Curriculum (Core) and ApL(VocE)
 - students understand that they will have to fulfil the learning hours requirements (80 hours in S4, 100 hours in S5). Therefore, they may have to do longer lessons than other students or they may have to do lessons on non-school days.
2. To collaborate with the Career Guidance Committee in supporting students before and during the course.



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