



**Applied Learning
(Vocational English)
English for Business Services**

**Hong Kong College of
Technology**

1. Module Design
2. Context
3. Distinctive Features
4. Assessments

Module Design



港專 Module Structure

	Module 1 - Listening and Speaking (40 hours)	Module 2 - Reading and Writing (40 hours)
Applied Learning (Vocational English) - English for Business Services	Students will be learning basic listening and speaking skills through the following learning topics. The context covered will be in general business background.	Students will be learning basic reading and writing skills through the following learning topics. The context covered will be in general business background
	Learning Topics: <ul style="list-style-type: none">• Conversations and communication with colleagues• Personal conversations in social settings• Greeting customers• Orders and enquiries• Short conversations in business settings Contexts: <ul style="list-style-type: none">• General business contexts	Learning Topics: <ul style="list-style-type: none">• Short emails and letters• Order of a product• Graphs and charts• Advertisements• Social media Contexts: <ul style="list-style-type: none">• General business contexts
QF Level 2	Language Features/Forms: <ul style="list-style-type: none">• Commonly-used vocabulary in short conversations• Simple grammatical structures:<ul style="list-style-type: none">- Simple SVO sentence structures- Connectives and conjunctions to express basic comments and ideas logically- Discourse markers to connect ideas Communicative Purposes/Functions: <ul style="list-style-type: none">• Identifying and presenting key ideas• Giving explanations• Giving comments• Conducting discussions• Making recommendations• Soliciting useful information	Language Features/Forms: <ul style="list-style-type: none">• Commonly-used vocabulary in daily business and social correspondence• Simple grammatical structures:<ul style="list-style-type: none">- Simple and compound sentences to express feelings and requests- A variety of tenses and modal verbs to make suggestions and extend invitations- Connectives and conjunctions to present ideas and give replies logically• Different formats for different text-types Communicative Purposes/Functions: <ul style="list-style-type: none">• Giving explanations• Expressing apology and gratitude• Responding to requests and giving replies• Making suggestions• Extending invitations
Context: generic workplace contexts		



港專 Module Structure

		Module 3 - Listening and Speaking (50 hours)		Module 4 - Reading and Writing (50 hours)	
Applied Learning (Vocational English) - English for Business Services	(50 hours)	Students will be learning more advanced listening and speaking skills to handle more specific scenarios in a wider range of contexts with the use of appropriate registers and language skills.			
	Students will be learning more advanced reading and writing skills to handle more specific scenarios in a wider range of contexts with the use of appropriate registers and language skills.	Learning Topics: <ul style="list-style-type: none"> • Answering phone calls • Responding with appropriate tones and words • Carrying out conversations with customers 	Contexts: <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. • Sports Club • Social services • Public relations • Airlines • Social media 	Learning Topics: <ul style="list-style-type: none"> • Reply to letters of complaint • Memos, proposals and reports • Surveys and reports • Promotional leaflets • Writing blog posts/social media feeds 	Contexts: <ul style="list-style-type: none"> • Specific fields or work sectors, e.g. - Sports club - Advertising company - Catering industry - Public relations - Social media - Online customer service platform
QF Level 3		Language Features/Forms: <ul style="list-style-type: none"> • A wider range of commonly-used vocabulary to express emotions and make suggestions • Increasingly complex grammatical structures: <ul style="list-style-type: none"> - Complex sentence structures (e.g. relative clauses and conditionals to convey key ideas) - Connectives and conjunctions to link ideas logically - Discourse markers to organise key information in business dialogues (e.g. phone calls) 	Communicative Purposes/Functions: <ul style="list-style-type: none"> • Conducting discussions • Giving explanations • Making recommendations • Expressing emotions • Expressing apology and gratitude • Using persuasion • Making counter-suggestions • Soliciting useful information 	Language Features/Forms: <ul style="list-style-type: none"> • A wider range of commonly-used vocabulary in specific fields (e.g. serving and catering industries) • Increasingly complex grammatical structures: <ul style="list-style-type: none"> - Compound and complex sentences for writing letters, reports and promotional materials - A wide range of tenses and modal verbs to express possibility and permission - Connectives and conjunctions to present ideas and comments logically • Appropriate tones to express arguments and suggest alternatives 	Communicative Purposes/Functions: <ul style="list-style-type: none"> • Expressing goodwill • Giving explanations • Responding to requests and giving replies • Making suggestions • Extending invitations • Writing to persuade • Handling Complaints • Writing Commentary • Promoting goods and services
Context: business communication, sports and recreation, social services, public relations, tourism and hospitality, e-commerce and social media					

The modules are designed:

from basic to advanced levels

from general to specific scenarios

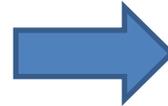
Learning & Teaching Example – Describing data

Module 1 & 2

Progressive learning

Module 3 & 4

- 1) General and more vocabulary based approach
- 2) Student acquire basic knowledge of the topic



- 1) More advanced as we dive in the business context
- 2) Students learn to **apply** language skills that they'd acquired to real life context

Module 1

- Basic and general vocabulary, phrases and sentence patterns student can use to describe data
- We equip them with English knowledge that can be applied to different contexts

3. Graphs show a trend or a change. Verbs are used to describe the directions, while adverbs are used to describe the pace and extent. Complete the following tables about trends and changes with the words provided. ↵

increase↵	grow↵	fall↵	shoot up↵	slowly↵
gradually↵	rapidly↵	decrease↵	steadily↵	slightly↵
sharply↵	stay↵	significantly↵	decline↵	go up↵
stabilize↵	remain stable↵	drop↵	rise↵	expand↵

Verb (phrase)↵	
↑↵	↵
↓↵	↵
No change↵	↵

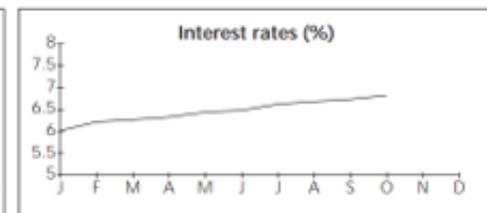
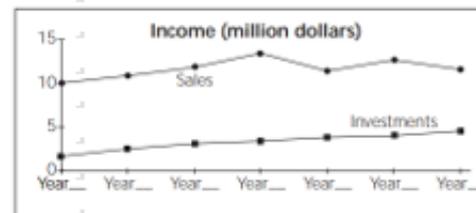
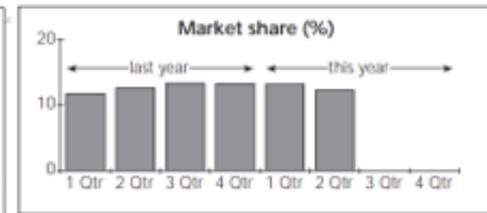
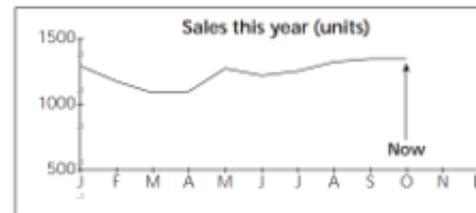


Adverb↵	
Small / slow change↵	Large / quick change↵
↵	↵

Module 3

- Students are required to make use of what they have acquired previously and apply them
- “Business Context” is emphasized

Thanks to his graph making skills Andrew grew up to become a CFO (Chief Financial Officer) of a multinational company. Now he has to give a presentation reporting the company result at a year-end.



Andrew:

“Earlier this year our sales (1) _____ were not looking good. Sales had fallen to 1100 units, and at the (2) _____ of March we appointed a new Marketing Director. During April sales began to (3) _____, although they fell back again in May, probably as a result of seasonal factors. In July and August there was a (4) _____, but in the last few months the growth in sales has (5) _____ off and we probably won’t (6) _____ our target of 1600 units by the end of the year. Our market share remains (7) _____ at about 12% in (8) _____ of very aggressive discounting by our main competitor. Income from company investments is (9) _____ at the moment, while our income from sales has, unfortunately, been rather flat over recent years. In (10) _____ to the economic context in which we operate, the outlook remains uncertain. This is largely (11) _____ to changes in interest rates, which have been going up gradually (12) _____ the last few months.”

Contexts

- Sports & Recreation
- Social Services
- Public Relations
- Hospitality
- Social Media
- Marketing

and more~





EXAMPLE

Catering Industry



- How to greet customers and take orders
- Useful words and phrases for serving customers

e.g.

2. Benny, the receptionist at Four Seasons Steak House is having a conversation with a guest. Listen to the speakers and fill in the blanks of the following conversation.

R: Good evening. Welcome to Four Seasons Steak House. Do you have a _____?

G: Yes, we do.

R: May I have your _____, please?

G: Ben Chan.

R: What's your _____, Mr. Chan.

G: 9115-0005.

R: Okay Let me repeat that. 9115-0005. A _____ of 4?

G: That's right.

R: This way please, Mr. Chan.

G: Thank you.

Social Services



- Introduction to social services
- Social work related English usage, e.g. reference form

e.g.

Part 1: Scenario task #1

You are Dona Lau, an assistant social worker in Caritas Family Crisis Support Centre. Your boss, Miss Annie ~~Yau~~ has asked you to follow a referral case, which you have just received a call from ~~Jor Yan~~ Family Services Centre about. Listen to the phone call and fill in the details for the referral case file.

Referral Case File:

Personal Profile	
Ref No.	1. _____
Gender	F.
Name	2. _____
Age	3. _____
Marital Status	4. _____
Place of Birth	5. _____
Date of Birth	6. _____
Year of Arrival in Hong Kong	7. _____
Health Condition	<ul style="list-style-type: none"> • She has suffered from paranoid 8. _____ since 2010. • Receiving regular psychiatric treatment at the SAR Specialist Clinic.
Family & Living Condition	<ul style="list-style-type: none"> • Legally granted residence in Hong Kong in 2009. • Husband passed away 9. _____ • No public housing tenancy with her son. • A very stormy relationship with her in-laws and she moved away from them with her son in 2011 to the reported address, at a monthly rental of 10. _____ • Depending on Comprehensive Social Security 11. _____ • Share a flat with other tenants.
Medical Reference	SAR Specialist Clinic.
Referral	<ul style="list-style-type: none"> • The case of Ms. Chau was referred by Jor Yan Family Services Centre on 4/4/2022.
Remarks	<ul style="list-style-type: none"> • Preference for living in 12. _____ district. • Certified 13. _____ fit to be a householder. • Her son is 9 years old, name is Chan Man Hei.

Distinctive Features

1. Simulation of business service setting

Enhancing students' English Language skills through simulating different workplace scenarios:

Answering phone calls and taking enquiries at a reception counter

Speaking to clients in an event reception setting

Attending a job interview in a panel interview setting

Serving customers and making suggestions in a restaurant or a flight cabinet setting

Handling a complaint letter and writing social media posts in an office setting



2. Opportunity to immerse in native English speaking environment

HKCT's language center organises a series of English enhancement workshops and provides facilities for learning support:

- Chat Café - group discussions with native English speaker
- Theatre and computers for movie appreciation
- English learning through reading story books or using tablets for online learning
- Online library for mode 2 students



Hong Kong Public Relations
Professionals' Association

Professional Talks/Sharing



Good connection with
professional language
associations or institutions
&
Enormous database of
employers in different
industries



Sharing sessions for our
students



Airline Services

- Airline services experts will be invited to have a sharing session with the students.
- During the session students will learn the importance of English in this setting along with some frequently used vocabulary and phrases in this industry

English for Business Services Passionate & Experienced Teaching Team

Experienced
and
passionate
teaching team

- To keep an eye on students' progress throughout the course
- To adopt different pedagogies and teaching tools such as role play, movie appreciation, online interactive platforms
- To be well acquainted with professional language tests



Assessments

Assessments

Applied Learning (Senior Secondary Level)

Assessment Scheme

Subject Title: Applied Learning (Vocational English) – English for Business Services

Area of Studies: --

Course Provider: Hong Kong College of Technology

Task No.	Task Name	Assessment Method	Brief Task Description	Assessment/ Submission Date	Contribution to Final Score (%)
1	Self- Introduction for a Career	Individual Oral Presentation	Students are required to finish an individual oral presentation for 1.5-2 mins introducing themselves for a career.	November Year1	10%
2	Listening to a Business Conversation	Listening Task	Based on an about 5-6 mins listening extract from servicing business, students are required to answer questions on test papers.	December Year 1	10%
3	Letter of Enquiry (General Business)	Written Test	Students are required to complete written responses in 100-150 words individually towards a wide range of correspondence which they may face in their future careers.	March Year 1	10%
4	Marketing Strategy Report	Written Report	Based on a given case, a group of 2 students is required to devise a strategy by pinpointing the issues. The whole report has to be in 400-450 words with other visual aids. (Each student should write 200-250 words.)	April Year 1	10%
5	Dialogue Simulation as a Social Worker	Individual Oral Presentation	Students in pair are required to demonstrate their understanding and strategy when settling a certain case. The presentation should be about 6-7 mins after some information was given.	June Year 1	15%
6	Proposal Presentation	Oral Presentation	With reading information, students are required to hand in a presentation in a group of 3 on a case mentioning their settling method. The task is composed of a presentation of their proposal for 8-10 mins.	October Year 2	15%
7	Blog Writing	Written Test	Students are required to write their blog to promote a specific business. The blog should be in 250-300 words.	November Year 2	15%
8	Letter of Suggestion / Reply	Written Test	Students are required to complete and answer more complicated correspondence learned previously in 300-350 words.	December Year 2	15%

English for Business Services Articulation

Opportunities

Developing students' self-understanding for further studies and career development in various fields of the service sector.

- Students will attain **QF level 2 or 3 certificates** upon completion
- **Further studies:** business and management, social services, sports and recreation, public relations, tourism and hospitality, ecommerce and social media
- **Career development :** Positions at entry-level (e.g. event assistant, marketing assistant, project assistant, customer service officer, recreational clubhouse officer, restaurant attendant, social media executive)

English for Business Services Contact Information

Learning English

is



&

Practical

English for Business Services Contact Information

For any enquiries you are welcome to
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