

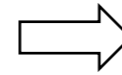
Applied Learning

2022-24 Cohort; 2024 HKDSE

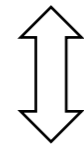
Item	Description
1. Course Title	Applied Learning (Vocational English) – English Communication
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Cross Areas of Studies
4. Medium of Instruction	English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (1) cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence; (2) 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 (3) develop self-understanding for further studies and career development in the related field.

6. Curriculum Map – Organisation and Structure

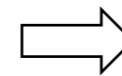
ApL (VocE) (A)	
Module 1 - Listening and Speaking (QF Level 2) (40 hours)	Module 2 - Reading and Writing (QF Level 2) (40 hours)
Language input: <ul style="list-style-type: none"> Announcements, discussions, interviews, presentations, telephone conversations, voice messages, etc. Language output: <ul style="list-style-type: none"> Discussions, presentations, telephone conversations, etc. 	Language input: <ul style="list-style-type: none"> Briefing documents, emails, letters, graphics, notes, promotional leaflets, rules/regulations, etc. Language output: <ul style="list-style-type: none"> Emails, letters, promotional leaflets, etc.



ApL (VocE) (B)	
Module 3 - Listening and Speaking (QF Level 3) (50 hours)	Module 4 - Reading and Writing (QF Level 3) (50 hours)
Language input: <ul style="list-style-type: none"> Announcements, <i>briefings</i>, discussions, interviews, <i>meetings</i>, presentations, telephone conversations, voice messages, etc. Language output: <ul style="list-style-type: none"> <i>Briefings</i>, discussions, <i>meetings</i>, presentations, telephone conversations, etc. 	Language input: <ul style="list-style-type: none"> Briefing documents, <i>circulars</i>, emails, letters, graphics, notes, <i>notices</i>, promotional leaflets, <i>reports</i>, rules/regulations, etc. Language output: <ul style="list-style-type: none"> Emails, letters, <i>notices</i>, promotional leaflets, <i>reports</i>, <i>social media posts/responses</i>, etc.



Contexts: <ul style="list-style-type: none"> Generic workplace contexts 	Topics: <ul style="list-style-type: none"> Workplace and social communication Product/service promotion Human resources Requests and enquiries Orders and delivery Finance matters 	Communicative functions: <ul style="list-style-type: none"> Apologies and thanks Discussion and evaluation Directions and instructions Explanations Expressions of goodwill Invitations Offers Persuasion Preference Requests and replies Suggestions 	Language features: <ul style="list-style-type: none"> Commonly-used vocabulary Simple grammatical structures: <ul style="list-style-type: none"> simple, compound or complex sentences positive, negative, interrogative or imperative forms a variety of verb forms, tenses or modals common discourse markers (conjunctions, sequence words, etc.) complex constructions (e.g. conditionals, comparison, concession)
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Contexts: <ul style="list-style-type: none"> <i>Specific trade sectors</i> (e.g. banking, engineering, hospitality, import/export, logistics, retail) 	Topics: <ul style="list-style-type: none"> Workplace and social communication Product/service promotion Human resources Requests and enquiries Orders and delivery Finance matters <i>Surveys and reports</i> <i>Problems and complaints</i> 	Communicative functions: <ul style="list-style-type: none"> Apologies and thanks Discussion and evaluation Directions and instructions Explanations Expressions of goodwill Invitations Offers Persuasion Preference Requests and replies Suggestions <i>Argument</i> <i>Expression of emotion</i> <i>Problems and replies</i> 	Language features: <ul style="list-style-type: none"> <i>A growing range</i> of vocabulary <i>Increasingly complex</i> grammatical structures: <ul style="list-style-type: none"> simple, compound or complex sentences positive, negative, interrogative or imperative forms a <i>wide</i> variety of verb forms, tenses, modals or discourse markers (conjunctions, sequence words, etc.) complex constructions (e.g. conditionals, comparison, concession) a <i>small range of alternative constructions that reflect variations in register</i>
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* Italicised items are for QF Level 3 modules only.

7. The Context

- The information on possible study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. The Education Bureau and the course providers of Applied Learning are exploring and seeking recognition related to further education and career development opportunities for students successfully completing the Applied Learning courses.

