Applied Learning

2022-24 Cohort; 2024 HKDSE

Item	Description		
1. Course Title	Applied Learning (Vocational English) – English Communication		
2. Course Provider	Vocational Training Council		
Area of Studies/ Course Cluster	Cross Areas of Studies		
Medium of Instruction	English		
5. Learning Outcomes	 Upon completion of the course, students should be able to: (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 Module 2 - Reading and Writing (QF Level 2) (QF Level 2) (40 hours) (40 hours) Language input: Language input: Announcements, discussions, interviews, Briefing documents, emails, letters, presentations, telephone conversations, graphics, notes, promotional leaflets, voice messages, etc. rules/regulations, etc. Language output: Language output: Discussions, presentations, telephone Emails, letters, promotional leaflets, etc. conversations, etc.



Generic workplace contexts	Topics: Workplace and social communication Product/service promotion Human resources Requests and enquiries Orders and delivery Finance matters	Communicative functions: Apologies and thanks Discussion and evaluation Directions and instructions Explanations Expressions of goodwill Invitations Offers Persuasion Preference Requests and replies Suggestions	Language features: Commonly-used vocabulary Simple grammatical structures: 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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^{*} Italicised items are for QF Level 3 modules only.

ApL (VocE) (B) Module 3 - Listening and Speaking Module 4 - Reading and Writing (QF Level 3) (50 hours) Language input: • Announcements, briefings, discussions, Briefing documents, circulars, emails, interviews, *meetings*, presentations, letters, graphics, notes, notices, promotional telephone conversations, voice messages, leaflets, reports, rules/regulations, etc.

Language output:



Contexts: Specific trade

Language input:

Language output:

• Briefings, discussions, meetings,

etc.

sectors (e.g. banking, engineering, hospitality, import/export, logistics, retail)

Topics:

presentations, telephone conversations, etc.

(QF Level 3)

(50 hours)

- Workplace and social communication Product/service
- promotion Human resources
- Requests and enquiries
- Orders and delivery
- Finance matters
- Surveys and reports
- Problems and complaints

Communicative functions:

- Apologies and thanks
- Discussion and evaluation
- Directions and instructions
- Explanations
- Expressions of goodwill
- Invitations
- Offers
- Persuasion
- Preference
- Requests and replies
- Suggestions
- Argument
- Expression of emotion
- Problems and replies

Language features:

Emails, letters, notices, promotional leaflets,

reports, social media posts/responses, etc.

- A growing range of vocabulary
- Increasingly complex grammatical structures:
- simple, compound or complex sentences
- positive, negative, interrogative or imperative forms
- a wide variety of verb forms, tenses, modals or discourse markers (conjunctions, sequence words, etc.)
- complex constructions (e.g. conditionals, comparison, concession)
- a small range of alternative constructions that reflect variations in register





Draft as at December 2021

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.

Possible further study and career pathways

Further studies

e.g. applied science, business, communication, design, engineering, hospitality, information technology, services

Career development

• e.g. positions at entry level (e.g. pharmacy assistant, assistant HR officer, media assistant, junior designer, electrical and electronic technician, hotel front desk officer, IT support officer and customer service assistant)



Cluster of professions/trades/industries related to the course

e.g. applied science, business, communication, design, engineering, hospitality, information technology, services

Future global and local outlook

- various macro- and micro-environmental factors help sustain Hong Kong's position as a leading international city in Asia which has boosted the demand for human resource equipped with high language proficiency
- individuals who can cope with the demands of communication in English in the workplace are crucial to various industries and to Hong Kong at large

Beginners' skill set to facilitate entry to further studies and/or work

- Workplace and social communication strategies
 - identify and address the needs of the intended audience/customers
 - analyse research findings and give presentations to promote products or services
 - integrate diverse materials of different media of communication to form sound and autonomous judgments and to present ideas and views effectively
 - identify the aptitudes and abilities required in various industries and plan a personal roadmap to achieve necessary qualifications

Communicative functions

- express thanks and goodwill
- offer apologies
- give directions, instructions and explanations
- handle requests and enquiries
- express preferences
- make offers, suggestions and invitations
- present arguments and ideas for evaluation
- use persuasion techniques
- handle problems and complaints

Language features

- use a range of trade-related vocabulary
- form increasingly complex grammatical structures



Foundation knowledge developed in junior secondary education and Secondary 4

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

- Chinese Language Education and English Language Education communication skills (verbal and written)
- Mathematics Education problem-solving skills
- Science Education fundamental scientific concepts and inquiry skills
- **Technology Education** technology as a value-added process

courses of Applied Learning Business, Management and Law/

Media and Communication/Services

Relations with other areas of studies/

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 e.g. the language skills, communication skills and customer-/client-oriented strategies acquired in this course can contribute and be transferred to the study of courses under the area of studies of Business, Management and Law/Media and Communication/Services





Cross-fertilisation, e.g. enabling students to apply the language skills covered in this course in the study of Citizenship and Social Development

and telephone calls) in trade-related contexts

course in the study of **Citizenship and Social Development**, as well as cross-fertilising their subject knowledge and skills such as describing the socio-economic environment in Hong Kong in work-related contexts

Relations with core subjects and

other elective subjects

enhancing the breadth and depth of studies in senior

secondary English Language Education (e.g. listening,

speaking, reading and writing skills, and the 'Learning English

through Workplace Communication' module in the Elective

Part) since the vocational English skills students acquire in

this course help them understand and produce a variety of

written texts (e.g. emails, letters, notices, promotional leaflets

and reports) and a range of spoken texts (e.g. presentations

Expanding horizons, e.g.

Enhancing and enriching, e.g.

 expanding students' horizons and broadening their personal views for their studies in Personal, Social and Humanities Education Key Learning Area (e.g. Economics, History, Geography, and Tourism and Hospitality Studies) through various learning activities such as discussing and examining different issues, explaining causes and effects, analysing facts and figures, and describing trends

Consolidating and synergising students' studies, e.g.

learning processes such as analysing customers' complaints and offering solutions not only enhance students' language proficiency but also develop their critical thinking and problem-solving skills; students can integrate the knowledge and skills acquired which can potentially benefit the study of other subjects in **Science Education** (e.g. Biology, Chemistry and Physics)