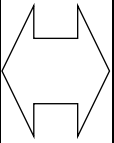


Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Applied Learning (Vocational English) – English for Business Services
2. Course Provider	Hong Kong College of Technology
3. Area of Studies/ Course Cluster	Media and Communication/ Language and Culture
4. Medium of Instruction	English
5. Learning Outcomes	Upon completion of the course, students should be able to: (i) cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence; (ii) 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 (iii) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

		Module 1 - Listening and Speaking (40 hours)		Module 2 - Reading and Writing (40 hours)	
		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.	
Applied Learning (Vocational English) - English for Business Services	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
Context: generic workplace contexts					

		Module 3 - Listening and Speaking (50 hours)		Module 4 - Reading and Writing (50 hours)	
Applied Learning (Vocational English) - English for Business Services	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.		
	QF Level 3	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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Sports club - Advertising company - Catering industry - Public relations - Social media - Online customer service platform
Context: business communication, sports and recreation, social services, public relations, tourism and hospitality, e-commerce and social media		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

7. The Context

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

Possible further study and career pathways

Further studies

- e.g. courses related to business and management, sports and recreation, social services, public relations, tourism and hospitality, e-commerce, social media

Career development

- e.g. marketing assistant, recreational clubhouse officer, event assistant, project assistant, customer service officer, restaurant attendant, social media executive

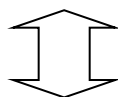
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

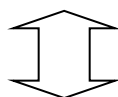
- enhancing the breadth and depth of the four language skills – listening, speaking, reading and writing in **English Language Education** through different workplace scenarios (e.g. soliciting and answering enquiries, writing social media feeds/blog)

Expanding horizons, e.g.

- students taking **Physics, Chemistry, Biology, Geography** and/or **History** can expand their horizons in applying vocational English in the workplace (e.g. identifying problems and discussing views with customers. writing informative leaflets/blogs to promote a business)



Applied Learning (Vocational English) – English for Business Services



Relations with other areas of studies/ courses of Applied Learning

e.g.

Business, Management and Law/Media and Communication

- students taking this course and other Applied Learning courses in **Business Studies/Media Production and Public Relations** have the opportunities to consolidate and connect their learning experiences in these courses (e.g. writing business and social correspondence/blog posts/social media feeds)

Applied Science/Services

- this course provides students with opportunities to apply vocational English related to **Sports/Hospitality Services** (e.g. presenting key ideas, instructions and services in physical activities/customer services)

Foundation knowledge developed in junior secondary education

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

- **English Language Education** – communication skills (verbal and written)
- **Mathematics Education** – presentation of research findings
- **Technology Education** – writing proposals/reports in business communication
- **Physical Education** – giving instructions in various physical activities

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in different professional and vocational fields (e.g. business communication, sports and recreation, social services, public relations, tourism and hospitality, e-commerce and social media).

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on commonly-used vocabulary in daily business and social correspondence; role-plays, group discussions on handling customer's complaints) and eye-opening opportunities to experience the complexity of the context (e.g. visit training centres and professional sharing).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. video presentations, blog writing and proposal writing to promote a business).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. students have to organise information to prepare a more complex case/answer in order to settle a customers' enquiry in written and oral form and apply their language skills in a wider range of familiar daily contexts).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- acquire various vocabulary items, sentences and expressions commonly used in vocational settings for business communication;
- apply listening, speaking, reading and writing skills to facilitate effective communication in a diversified servicing industry; and
- enhance communication skills and socialising abilities to further develop language competence for future articulation or career through learning and practising.

(ii) **Foundation Skills**

- enhance workplace communication skills (e.g. listening and speaking skills) through simulated oral interactions;
- acquire a sufficient number of high frequency vocational vocabulary words by reading and writing extensive information;
- apply the vocabulary and language knowledge to cope with translation tasks of different levels of complexity in daily scenarios and at the workplace; and
- strengthen the comprehensive language competence by utilising an array of tools (e.g. tool books and e-learning books) to improve the four language skills in English.

(iii) **Thinking Skills**

- develop analytical skills through various trainings in listening, speaking, writing and reading (e.g. note jotting, daily oral interaction and theme-based critiques);
- participate in daily conversation using appropriate strategies; and
- apply problem-solving skills in daily activities and vocational setting.

(iv) **People Skills**

- establish interpersonal skills, collaborative and team working skills with peers through participating in different group activities and work tasks; and
- develop self-management skills through socialising, coordinating and team work in classroom and experiential activities.

(v) **Values and Attitudes**

- foster active and self-directed learning via different kinds of activities;
- increase students' self-confidence, proper values and attitudes towards future careers through experiential learning;
- demonstrate sensitivity at work in coping with difficulties and problems; and
- develop work integrity and honesty by respecting others.