Boosting Vocational Orientation in Foreign Language Teaching and Learning through Extracurricular Activities

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Overview

1. Definition: Vocational orientation in foreign language teaching and learning;
2. Definition: Extracurricular activities in the context of higher education;
3. Examples of extracurricular activities in higher education with regard to vocational orientation.
1. Definition: Vocational orientation in foreign language teaching and learning

- Language learning for vocational purposes is situated between language learning for **general purposes** (in schools) and languages for **specific purposes** (in industry).
- It covers the contribution languages make to the **professional development** and **personal growth** of mostly **young adults**.
- It sees language learning as a crucial phase of a **lifelong educational process** and introduces work-related tasks.
- These challenges have changed attitudes and led to **new methods** of language learning.

(see Egloff 2000)
1. Definition: Vocational orientation in foreign language teaching and learning

New methods:

- Hands-on, project-based, cooperative forms of learning;
- Combination of learners’ needs and the demands of work;
- New delivery modes such as distance learning and call;
- Flexible learning units on a modular basis;
- Forms of self-study, computer forums, tandem learning partnerships;
- Action orientation, project orientation, practical scenarios, case studies, or training companies.

(see Egloff 2000)
1. Definition: Vocational orientation in foreign language teaching and learning

Figure 1: Job-relevant registers (Efing 2014: 420)
2. Definition: Extracurricular activities in the context of higher education

- Extracurricular: “out of the regular timetable” (in an educational context) or “unscheduled” (Duden online);
- No contribution to the marks/grades students get at the end of a semester;
- Examples of modern extracurricular activities in educational contexts: sports, theatre, music, excursions, or voluntary/honorary work.

(see Prikoszovits 2017)
2. Definition: Extracurricular activities in the context of higher education

Why do pupils/students attend extracurricular activities?

• Pupils in primary and secondary schools do so in order to go through social learning processes, to improve their overall performance, and their motivation.

• Students at universities do so to acquire vocationally relevant skills, look for possibilities for further qualification, or gain credits for their university career (ECTS).

(see Prikoszovits 2017)
2. Definition: Extracurricular activities in the context of higher education

• The interest in extracurricular activities has decreased, as students have less time for such activities in BA/MA courses.

• It is important to advertise extracurricular activities and so increase their popularity.

• It is also crucial that they have some connection to the department/faculty; otherwise, they will not last.

• The quality assurance and further development of extracurricular high school activities are important.

(see Prikoszovits 2017)
3. Examples of extracurricular activities in higher education with regard to vocational orientation

Excursion to Vienna with students from Naples (April 2011)
3. Examples of extracurricular activities in higher education with regard to vocational orientation

- **Explaining**, both actively explaining and following explanations, is an important linguistic act in professional contexts (see Kiefer 2015).
- Interacting with the interpreter at the UNO and the other leaders (e.g. Parliament) require **registering skills** (see Efing 2014).
- Ozil and Polat (2011) name some learning objectives that are relevant in occupational teaching, namely **mobility**, heightening of **sensitivity** to others, the **ability to contrast**, that is, to sensitize the foreign and the own.
3. Examples of extracurricular activities in higher education with regard to vocational orientation

• One student opted for an Erasmus year at the University of Vienna after the trip. Cothran (2010) describes how profitable student exchange and the networking of universities are in terms of career orientation.

• The students were encouraged to actively participate in the travel planning (see Augart 2014).

• The follow-up phase was especially job-related. In groups the students created exhibition pieces on topics such as culinary delights, sights or history, which they put together into an entire exhibition on the trip at their university in Naples.
3. Examples of extracurricular activities in higher education with regard to vocational orientation
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Extracurricular activities in St Andrews: The German Theatre

- Plan/organize in German;
- Networking Isolation;
- Advertise not only in St Andrews;
- Write and publish reports in German;
- Create a homepage, document your work;
- Sponsors from German-speaking countries;
- Only involve your lecturers when necessary;
- Leave the classroom!!
Appendix


