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

New Perspectives on Language Teaching and Learning
Cross-Sector Annual Conference 2018
“Engaging Language Learners“
Matthias Prikoszovits, University of Vienna
University of St Andrews, 9 June

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

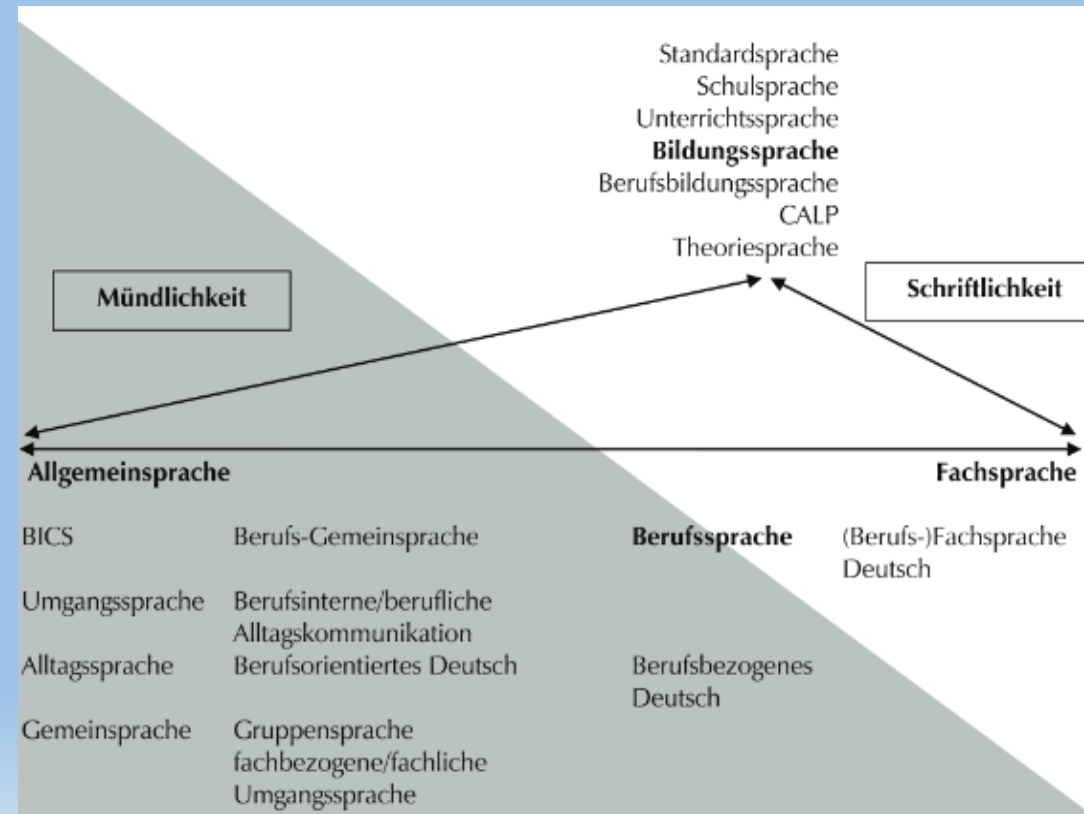


Figure 1: Job-relevant registers (Efing 2014: 420)

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 Prikozovits 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 Efig 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

A screenshot of the byretheatre website. The header is teal with the logo "the byretheatre" and a small yellow dog icon. Below the header is a navigation menu with links: Home, What's On, Cafe Bar, Hire the Byre, Your visit, Helpful Information, and Contact Us. The main content area features a ticket listing for "OTR18: The Physicists/Die Physiker (12+)". The listing includes a black and white photograph of Albert Einstein sticking his tongue out. Text on the page includes "Die Physiker / The Physicists", "by Friedrich Dürrenmatt", "WEDNESDAY 11 & THURSDAY 12 APRIL, 7:30PM", "£5", and a "SOLD OUT" button.

the byretheatre

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*Die Physiker /
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SOLD OUT

3. Examples of extracurricular activities in higher education with regard to vocational orientation

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

- **Augart, Julia (2014):** „Deutsch für den Beruf? Zur Professionalisierung in den Curricula im südlichen Afrika.“ In: Dalmas, Martine (Red.): *Germanistik im Dialog. Deutsche Sprache und Kultur im afrikanischen Kontext. Beiträge der DAAD-Germanistentagung 2012 mit Partnerländern in der Region Subsahara-Afrika*. Göttingen: Wallstein, 225-34.
- **Cothran, Bettina F. (2010):** „Germanistische Studiengänge im globalen Kontext: Programme und Perspektiven in den USA.“ In: Middeke, Annegret (Hrsg.): *Entwicklungstendenzen germanistischer Studiengänge im Ausland. Sprache – Philologie – Berufsbezug*. (= Materialien Deutsch als Fremdsprache, Band 84. fadaf). Göttingen: Universitätsverlag, 57-75.
- **Efing, Christian (2014):** „Berufssprache & Co.: Berufsrelevante Register in der Fremdsprache. Ein varietätenlinguistischer Zugang zum berufsbezogenen DaF-Unterricht.“ In: *Info DaF* 4, 41, 415-441.
- **Egloff, Gerd (2000):** „Vocational education and training.“ In: Byram, Michael (Hrsg.): *Routledge Encyclopedia of Language Teaching and Learning*. London/New York: Routledge, 667-672.
- **Kiefer, Karl-Hubert (2015):** „Fachgebundene Erklärungshandlungen in Berufsfeldern mit grenzüberschreitendem Kontakt.“ In: Antje Dohrn; Andreas Kraft (Hrsg.): *Fachsprache Deutsch – international und interdisziplinär* (= Schriftenreihe Lingua. Fremdsprachenunterricht in Forschung und Praxis. Band 33.). Hamburg: Verlag Dr. Kovač, 157-173.
- **Ozil, Şeyda; Polat, Tülin (2011):** „Das Fach Deutsch und seine Anwendungsperspektiven in der Türkei. Überlegungen zur Errichtung eines berufsorientierten Masterstudiengangs.“ In: Eckehard Czucka; Eva Neuland (Hrsg.): *Interkulturelle Kommunikation. Perspektiven einer anwendungsorientierten Germanistik*. Beiträge einer internationalen Fachkonferenz in Kairo 9. bis 12. November 2009. München: iudicium, 340-354.
- **Prikoszovits, Matthias (2017):** „Extracurriculare Aktivitäten als Chance für verstärkte Berufsorientierung im universitären DaF-Unterricht: Zwei Fallbeispiele aus Südeuropa. In: *GFL German as a foreign language* 3/2017, 1-20.

