

## **Vacancies and Employment Profiles in the Aerospace Industry: Content and Language Integrated Learning through the Internet**

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### **Abstract**

In a global industry, information and communication technologies are becoming increasingly important as resources and mediators bridging distances and borders. Owing to their rapid spread and worldwide availability, they bear a great potential for language learning and teaching. This holds true for general as well as specialised pedagogical settings, such as aeronautical engineering education.

This contribution presents a teaching module that merges content and language instruction by means of a web-based group task in the field of aerospace vacancies and employment profiles. Students investigate professional resources on the Internet in order to gain insights into the aviation industry's requirements for employment-seeking candidates. By comparing their strengths, skills and qualifications with the demands of the aerospace industry, learners develop an awareness of their own educational needs as well as employment prospects after graduation. The module enhances learner motivation in a twofold way: first, through the use of information and communication technologies in the classroom and, second, through the integration of authentic industry materials into a language-learning task.

These electronic materials form the core of a multi-phase activity that covers five 45-minute teaching units. Professional vacancies offer a rich source of terminology and examples of up-to-date industry-specific skills and qualifications. By working with such text types, learners become familiar with the register of employment and recruitment in the aeronautical industry and gain insights into the working environment and main activities of various aviation professionals. Their future fields of occupation are presented from a current and content-driven perspective, so that the engagement of students is extremely high.

The module described allows for multiple adaptations to varying learning situations, professional contexts and student groups. It thus facilitates the integration of content and language by information and communication technologies.