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CLIL4ALL

ROADMAPPING CLIL4ALL – Université Jean Monnet

Institut Universitaire de Technologie de Saint-Etienne

Institut Universitaire de Technologie de Roanne

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Introduction

About the national context, at the end of the 1980s, the French government has opened widely the access to university. The number of students increased significantly, reaching 3 million today. More than 60% of each age groupe is currently graduated by leaving high school and can therefore apply for university studies. In comparison with other countries, the yearly fees have remained low (less than 400 hundred euros at the bachelor level). The main challenge for the French universities has been rather to manage with the demographic growth than to maintain their attractiveness. Lately the development of private business and engineering schools has changed the situation by generating a new competition between private versus public sector at national higher educational level. However, up until now, the competition has only concerned the attracting of new students in addition to the already existing audience.

The French government is applying the directives of the Toubon law (1994), which limits the use of English in companies. Moreover, the French “cultural exception” has created a gap with northern

European countries in the system of education about opening language policy to English taught programmes, particularly in the introduction of content courses in English in universities. We note that in French universities, French is the primary language of instruction so most programmes are only taught in French. Yet more and more universities are offering courses taught in English and the number of courses taught entirely or partly in English has increased by more than 50% since 2014 to reach about 1300 today.

1. Academic disciplines

1.1 UJM in the French higher education system

The Université Jean Monnet (UJM) de Saint-Étienne is a multi-disciplinary institution which is spread over 5 campuses and divided into 5 faculties, 4 institutes, 3 schools and 24 research units. It is a public university whose development relies on strong international cooperation and public-private partnerships to promote technology transfer.

With 20 000 students, including about 1000 international students, UJM offers 4 main teaching areas :

- Arts, Humanities, Languages
- Humanities and Social Sciences
- Law, Economics, Management
- Science, Technology, Health

In 2021, at UJM the vice-rector of Education and Internationalization prioritised the topic of incoming students and CLIL programme. He asked all the institutions to increase active international student recruitment as well as English programmes implementation.

1.2 IUTs in the UJM

In this academic landscape, the IUTs have a special position because of three reasons. First, their bachelor programs offer more studying hours than those in academic faculties and are beloved by junior students who are commonly doubting about their own concentration capacities. Secondly, unlike the academic faculties, the IUTs are legally allowed to select the candidates who are applying after high school. Thirdly, despite of the increase in the number of students, the human and financial resources of the IUTs have been barely expanded by the public administration. Therefore the access to the IUTs has become more selective under the pressure of the growing number of applicants.

The IUT of Saint-Etienne and the IUT of Roanne, both institutes of technology part of the Université Jean Monnet are participating in the CLIL4ALL project in the business and engineering domains. Located at Campus La Métare (IUT Saint-Etienne) and in the town of Roanne (IUT de Roanne), they offer 12 Bachelor programs and two Master programs in Engineering (IUT de Roanne). A research lab is also located at the IUT of Roanne and supervises several doctoral thesis in Engineering. Almost 3600 students (2000 for the IUT de Saint-Etienne and 1600 for the IUT de Roanne) are enrolled each year.

Below are the programmes and courses offered by the two IUTs at Bachelor level:

 MARKETING   • E Marketing, e-business & entrepreneurship • Business development & customer relations • International Business	 SUPPLY CHAIN  • Supply chain management • Quality and supervision of integrated management systems
 BUSINESS MANAGEMENT   • Accounting, tax and financial management • Human Resources Management • Entrepreneurship and business management	 NETWORKS & TELECOMMUNICATIONS  • Cybersecurity • Operator Networks and Multimedia
 BIOLOGY & SUSTAINABLE ENGINEERING  • Ecotechnology • Corporate social responsibility	 INDUSTRIAL ENGINEERING & MAINTENANCE  • Engineering of multi-technical systems • Management, methods, innovative maintenance
 APPLIED PHYSICS  • Technological instrumentation • Physical and Chemical control • Environmental analysis and process	 ELECTRICAL ENGINEERING  • Automation and industrial computing • Embedded systems • Energy management

Accessibility for French students to learn English-language programmes is increasing in both Institutes of Technology. The IUT de Saint-Etienne is now offering 50 courses in English in the 7 programmes, mainly in the business field but also in engineering.

English courses: <https://www.iut.univ-st-etienne.fr/en/training-offer.html>

In the French context, bachelor programs have to conform to national final qualifications in their discipline. The final qualifications are determined by a national document named PN (Programme National). This document, comprising a skills reference framework and a training reference framework, guarantees the homogeneity of the bachelor diploma (Bachelor Universitaire de Technologie or BUT), resources and assessments but does not provide for the possibility of teaching them in English. This is a matter for each IUT to decide according to its language policy.

<https://www.iut.univ-st-etienne.fr/en/index.html>

Examples of courses taught in English for second and third-year students at the IUT de Saint-Etienne.
(Resource A)

2. Roles of English within the IUT programmes

In Saint Etienne and Roanne IUTs, French is the primary language of instruction but English is taught in all the bachelor programmes and almost in all of the six semesters. Depending on the programme, this compulsory English course lasts 20 H to 30 H per semester (up to 2H per week for business students and 1H30 for engineering students) which corresponds to 10 per cents of the students training and is worth between 3 and 5 ECTS. English is taught in specific classes focusing on oral practice (comprehension and expression), but also grammar and vocabulary.

The main objective is to help the students become proficient enough in English to enter the professional world so at the end of their training. They are expected to have both soft and hard skills : communication skills (to be able to look for a job, communicate with a colleague in an international team, etc...) and specific business or technical skills to work in an international setting (to be able to understand and write professional or technical documents). The content of these English courses is adapted to the field and skills each programme prepares their students for.

After having validated their Baccalauréat (= end of high school diploma), the students entering the higher education system are supposed to have reached a B2 level but in reality, the level of the IUT students varies greatly, from A2 to C1. There is no minimum level required for entering those language courses which are systematically included in the curriculum.

Whatever their level in English, students follow the same class: they are not divided according to their level, a situation of heterogeneity that may sometimes be difficult to handle for teachers.

International students also participate to these classes and are not indifferent groups. There are no online courses, all our courses are taught on site. At Saint-Etienne it has been decided that the secondyear students would register on this platform and have access to it for free.

At the IUT of Roanne, the development of english-speaking courses is directly related with twothree international projects spawned from the ECMT (for Entrepreneurship & Communication in Multicultural Teams) Erasmus + Strategic partnership programme which were realized during the years 2010s with the support of the EU. The necessary international cooperation insidewithin the created network was a powerful mean for motivating academic staff to experiment these pedagogical innovations. By the secondthird project, more than ten courses were taught in english in business or engineering fiels. But these experiments werehas not been convincing enough for anchoring these new practices in the existing curricula. Only a few of themcourses taught in English are still effective in the IUT of Roanne due to the persistent commitment of some teachers in business or engineering studies.

As for teachers teaching these English courses, they all have national universities diplomas specialized in languages, a minimum of a master's degree.

Students are also invited to take the TOEIC test in order to improve their employability but this is not compulsory and it is not part of the curriculum. Since the academic year 2023-2024: the IUT decided to deliver its own English level certificate to all of its second-year students. Because of the CLIL4ALL project, content and language teachers decided to jointly work on a business vocabulary list which holds the most common terminology of the profession in English.

3. Internationalisation and Language Policy

3.1 Agents

According to the national objectives for higher education, internationalisation has not been considered for a long time as a priority in the IUTs. Some structural aspects have complicated the links with foreign academic partners. First, until 2022, the IUT degrees (called DUT) were two-years programs. For the students, it was difficult to plan an academic exchange for one or two semesters during this short cursus. Secondly, the research in the IUT is less important than in academic faculties. The pedagogical staffs cannot rely on the international cooperations which are commonly existing in research laboratories.

It must be also precised that at the same time, the IUTs have been implied in another internationalisation concerning french-speaking students. The admission of international students was long promoted by the French Ministry for Foreign Affairs. It was concerning particularly the countries of North and Sub-Saharan Africa and was conceived as a part of the diplomatic soft power. This education politic changed quite suddenly five years ago when the French government decided on a new strategy which has been orientated towards Europe and Asia and was based upon the developing of an english-speaking studies programmes. Nevertheless, the aspects of the previous internationalisation with french-speaking students are still deep-rooted. For instance, the IUT of Roanne enrolls still today 20% of french-speaking international students.

Despite of these difficulties, many IUTs have tried to make their cursus more international. Most of the time, it has been the consequence of local initiatives, even if the national IUTs-network (called ADIUT) has offered a frame and a place for exchanging and coordinating the local experiences. In particular, many IUTs have conceived a one-year degree (called DUETI) to enable students to pursue an international experience after their 2-years degree. In this framework, the IUTs of Saint-Etienne and Roanne have developped international relations with many academic partners since the years 2010.

Since 2022, the creation of the technological bachelor degree has opened new possibilities for internationalisation. The three-years programmes enable the pedagogical staffs to conceive for their students one or two semesters abroad. In addition to inevitable technical ajustements, it implies undoubtedly a cultural change that is still working at the IUT of Roanne and Saint-Etienne.

Each IUT manages the Internationalisation and Language policy under the direction of a Head of International office. He depends administratively on the UJM General International Office. The ViceRector together with the Managers of Education are jointly responsible for educational development and activities. An administrative staff supports the two International Offices.

At the IUT of Saint-Etienne, this dual service RIL (Relations Internationales et Langues) is composed of four people, two teachers and two administrative staff, all of them being involved in the CLIL programme.

Internationalisation is now an integral part of the global policy of the IUTs. During their studies, every student develop knowledge in a cross-culture context of their professional profile and

environment. A “buddy programme” for incomings students is implemented, thanks the UJM French Language Center called CILEC - <https://cilec.univ-st-etienne.fr/fr/index.html> - and some of these foreign students participate to the IUT International Project (<https://www.iut.univ-stetienne.fr/en/training-offer.html>)

Lots of students choose international internship throughout the third-year Bachelor degree.

Above the programmes including internationalisation (semester / full year / BIP / COIL) in the curriculum within English taught courses (IUT de Saint-Etienne):

- | | |
|----|--|
| 1. | International business sales & marketing (Technique de commercialisation) |
| 2. | Business English courses (Gestion Administrative et Commerciale des Organisations) |
| 3. | English + courses (Gestion des Entreprises et des Administrations) |
| 4. | Technical Semester (Mesures Physiques) |

3.2 Language Policy

A language policy does not currently exist but a document is being drafted within the IUT.

French remains the main language and a lot of efforts still have to be made to make the institution more “internationally friendly”. Yet, work is progress: updating the English website, increasing the number of content courses in English, interviewing teachers and researchers. (Resource B)

There is no specific required language entry level for students except for the international students for the English taught courses (B2).

Moreover, the IUT offers Optional Languages courses (German, Spanish, Italian, Chinese, Portuguese, Russian) opened to all students on Thursday afternoons. These classes are not mandatory so students who follow them are given extra points on their current semester mark. There is a professionalisation budget within the IUT: teachers teaching content courses in English are given financial incentives. Hours are paid double the first year and 1.5 the next ones.

In 2022, the IUT has signed a contract with the company Global Exam which provides staff and students with an online platform: that allows to have a free access to it (TOEIC and DELE training, personalized language practice...).

Resources

A - Examples

- International Business - Purchasing and Sales programme

The aim of the International Business (Purchasing and Sales) is training students in international marketing and sales by developing strategic and operational skills in an international context and languages. On completion of the course, graduates will be able to take up positions in international trade, whatever the organisation they join.¹

- SAÉ² business game – Business Administration programme

Managing a business development project in an international context:

The objectives of the SAÉ are to take charge of a project with an intercultural dimension within an organization and to propose an internationalization strategy.

By focusing on an organization's international and intercultural issues, the project manager and his/her team must assess its potential for commercial development as part of an internationalization strategy. The aim is to answer how to implement an international business development project within an organization in a foreign language (English or Spanish).

¹ <https://www.iutvannes.fr/wp-content/uploads/2024/01/PN-BUT-TC.pdf>

² The SAÉ or learning and assessment situation is "a set of one or more tasks to be carried out by the student in order to achieve the set goal". It enables students to develop and practise a skill that is essential for acquiring a university degree. An SAÉ focuses on a pedagogy that includes objectives, a method and evaluation. It is the coherence between these three pillars that is sought within it.

It is therefore also used by the teacher to monitor the development of the student's skills and to help him or her learn. Students will be confronted with a number of authentic and complex professional situations during their university course, in order to acquire and assess their skills. Competencies are at the heart of the system, with SAÉs accounting for 40% of the final grade.

B - Interview



ROADMAPPING UJM FORM

Professor in GACO department (Business Administration)

IUT Saint-Etienne

Q. How did you become involved in teaching in English? Were you asked by the faculty? Was teaching in English part of your professional career?

I was behind the creation of the Business English group in the GACO department at the IUT in St Etienne in 2012 and I naturally started teaching the ICT course in this group.

I started by reading books on the subject (e.g. Oxford English for IT) and by installing the MS Office pack in English to use the software.

Previously working in a vocational high school, I supervised a cross-curricular project with the English teacher (creation of a photo novel in English).

Q. How long have you been teaching in English? Were you asked to teach in English or did you volunteer?

I've been volunteering since September 2012.

Q. Is your teaching connected to other activities you do in English such as attending conferences and publishing?

No because I'm a high school teacher not a PhD lecturer. Q.

Do you enjoy teaching in English?

A lot

Q. Are the students more equipped to work internationally and use their global competences?

It seems obvious to me, especially for acquiring specialist vocabulary in English and, in my case, using software with an English interface.

Q. Did you have to provide any language certificate or test when taking up your position? Do you think it would be a good idea to have a standard that everyone involved in an EMI programme should fulfil?

I didn't have to provide a language test when I took up my job, but I knew that my level was broadly satisfactory for the teaching envisaged at bac + 1 / bac + 2 level in France.

I think that a common framework should be defined for people wishing to teach in English (e.g. the equivalent of a DNL certification in a non-linguistic discipline in the euro section at high school).

Q. Do you have any experience of teacher education development programmes at UJM? No

Q. How would you describe the support you receive from the UJM, the IUT?

Thanks to CILEC, I was able to take a one-year English course to prepare for CAE Cambridge certification in 2015 (I finally passed FCE - level C1).

At the IUT, I had the help of my English colleague to translate some of the material for my ICT practical work, as well as co-animating the first course, in particular to acquire vocabulary related to classroom management, and to correct the quality of the language (grammatical errors and pronunciation in particular).

Q Do you think professors teaching in English should have to demonstrate C1/C2 level? What is the level of English that a professor needs to teach in English?

A C1 level would seem appropriate for teaching in English; a B2 level would be a minimum.

Q. Has your methodology changed as a result of teaching in English? Do you teach differently in a foreign language?

The teaching is different because my courses included French students who had already had ICT courses in French, with fairly disparate levels of English, mixed with a few Erasmus students who, overall, were much better in English but had no pre-requisites in ICT.

Q. Would you like to comment on collaboration with language teachers? Sharing a course, having a language teacher involved. What is the value of that experience? How would you like to change it?

See the comment to the previous question

+ I also shared the marking of the assessments with this colleague (I marked the technical part of creating a website and the English teacher marked the language part).

Q. Are there times when you would ask for or give a French translation in class? Allowing students to say what a term is in their language? To what degree should one exclude other languages?

Because I teach in the field of management and due to the general level of French students' language skills, it's inevitable that I sometimes have to translate a term during a course.

In addition, before the course started, I gave them a bilanguage glossary of the terms used in ICT to familiarize them with the language.

Q. Do you agree that the quality or quantity of content may suffer in courses taught in a foreign language?

No, personally, the students in the BE group had the same content as the students taking the same course but in French, and the assessment was also the same.

Q. Do you notice in these groups that their intercultural and communication skills improve? At the end are they more articulate?

Certain improvement in intercultural skills (for the students and myself) as these courses systematically included Erasmus mobility students.

Q. Is teaching in English more enjoyable or easier than teaching in French?

The difference lies mainly in the fact that the students have volunteered for the BE course and are therefore generally more motivated. In the French groups, the audience is very heterogeneous (attitude, interest, skills acquisition)