



MOBILITY AND LANGUAGE POLICY



FOREWORD

**BY CHARLOTTE RAULT,
DIRECTOR OF THE DEPARTMENT OF LANGUAGES AND CULTURES (DLC) AND
LANGUAGE POLICY OFFICER
TOULOUSE 1 CAPITOLE UNIVERSITY**

Ladies and Gentlemen, Dear Colleagues,

This issue of 'International voices' focuses on language policy and mobility. Promoting international exchanges and cooperation, developing into a truly international university, home to students and researchers from a wide variety of cultural and social backgrounds, and preparing students to become open-minded global citizens, ready to take up the challenge of international understanding and intercultural awareness are some of the missions of Toulouse Capitole University.

Understandably, these objectives can only be reached if university members are able to communicate in more than one language. That is the reason why a university-wide language policy framework now defines the university's approach to languages and the actions that are taken to encourage its members to learn languages and reflect on the roles of languages in teaching, research and administration. The Language Policy Officer (Chargée de mission politique des langues) is in charge of implementing the university's language policy, in partnership with the Department of Languages and Cultures (DLC), and of supporting the internationalisation of Toulouse Capitole University, by improving and promoting language learning and mobility among our students, as well as among our academic and administrative staff.

Language classes for students and staff alike, across all disciplines, are organised by the DLC, while the Language Resource Centre (CRL) promotes autonomous language learning. In September 2022, we have decided to open new optional remedial English classes for L2 Law and Economic and Social Administration (AES) students in order to help them reach the level of English which is required by partner universities to succeed academically while they study abroad. In order to supplement in-class teaching, students and staff will be given access to an online language platform, Global Exam, where they will be able to develop their language skills not only in English but also in other languages. It is going to start in June.

We have worked with the Professional Development Service and ENGAGE.EU steering committee in order to offer new English courses to university staff who want to build on their confidence in communicating in English. "[Learning in Progress](#)" targeting academics and "[Engage with English](#)" targeting administrative staff are intensive courses that aim at supporting university members, as their jobs are getting more and more internationally-oriented. These programmes complement what has been on offer for many years, notably the CRL's 'Tuesday English workshops' or the [Teaching in English](#) programme which supports teachers as they embark on teaching their 'core subject' through English.

The DLC and the CRL also work in partnership with the International and European Relations Office to promote language learning, language diversity and international mobility among our students and our staff. In order to encourage student mobility, we have designed a new 'International Track' for Law and for ESA Bachelor's degree students (see inside).

The university's language policy also sets the welcoming of foreign staff and students as one of its priorities. We are developing the existing catalogue of French classes (FLE) in order to meet the needs of researchers and to support incoming students who wish to enroll in courses taught through French.

This newsletter sheds light on our actions and on some of the stakeholders of Toulouse Capitole University Language Policy. I hope you will enjoy discovering what we do to promote language learning and internationalisation.

'TAKE THE CHALLENGE': HOW TO TEACH IN ENGLISH?



The University's Department of Languages and Culture along with the University's staff training department have set up a language program for the teaching staff called Teaching in English, coordinated by Jennifer Harpur. They provide intensive courses, for example TAKE THE CHALLENGE; Weekly sessions; Teacher observation opportunities, in-depth workshops throughout the year and support for teachers preparing to teach abroad.

These courses provide support for academic staff who do, would like to or may have to do their teaching through the medium of English. They are designed to improve the overall quality of academic teaching by updating lecturers' language skills and discussing pedagogical techniques, combining innovative teaching methodology and linguistic practice, offering lecturers of all disciplines hands-on linguistic tools and teaching strategies in order to communicate their materials more effectively, advancing the lecturer's ability to structure and deliver lectures in English more confidently, and communicate effectively with students and colleagues.

Take the Challenge is interactive and grounded in discussion and group work. It uses the academic subjects of the participants as a core resource to illustrate EMI teaching strategies.

Take the Challenge takes place twice a year over three days, usually in June and December in Toulouse (and now also in Rodez) and is free of charge.

More information here : [Take the Challenge](#)



HOW DO WE PROMOTE MOBILITY?



The International Track

An 'International Track' is going to open in September for Law and for Economic and Social Administration (ESA) Bachelor's degree students.

In September 2022, all second year (L2) Law or ESA students will be given the possibility to enroll in a 4-year bachelor programme which includes a full year abroad as an Erasmus student and/or as an intern. It means that students will do their L2 in Toulouse in 22-23, a year abroad in 23-24 and when they come back in 24-25, they complete their 3rd year at UTC.

The "International Track" is richer than a simple gap year because the courses students will have followed in the host university between year 2 and year 3 of their degree will be included into their degree transcript and the title "International Track" will also be added to their degree certificate.

In year 2 of their Bachelor's Degree, students prepare their year abroad with the International Relations Office, the University Careers Service (SUIO-IP) and the Department of Languages and Cultures. We are all very motivated to allow the greatest number of students to go abroad; that is why, optional English language classes will open in September for L2 Law and L2 ESA students with the objective to bring them to the language proficiency level required by partner universities.

LANGUAGE COURSES AND MOBILITY 2021-22

HOW MANY STUDENTS, ADMINISTRATIVE AND TEACHING STAFF ENROLLED IN LANGUAGE COURSES?

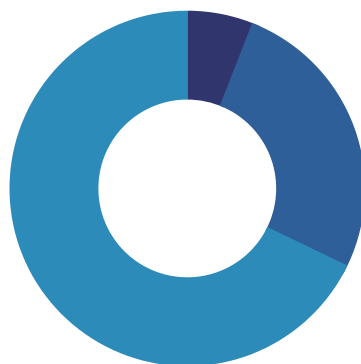
FIGURE
IT OUT

60

outgoing UT1 students enrolled in language classes (English, Spanish)

114

incoming students enrolled in FLE courses at UT1 (French as Foreign Language)



72

administrative and teaching staff enrolled in English courses at UT1

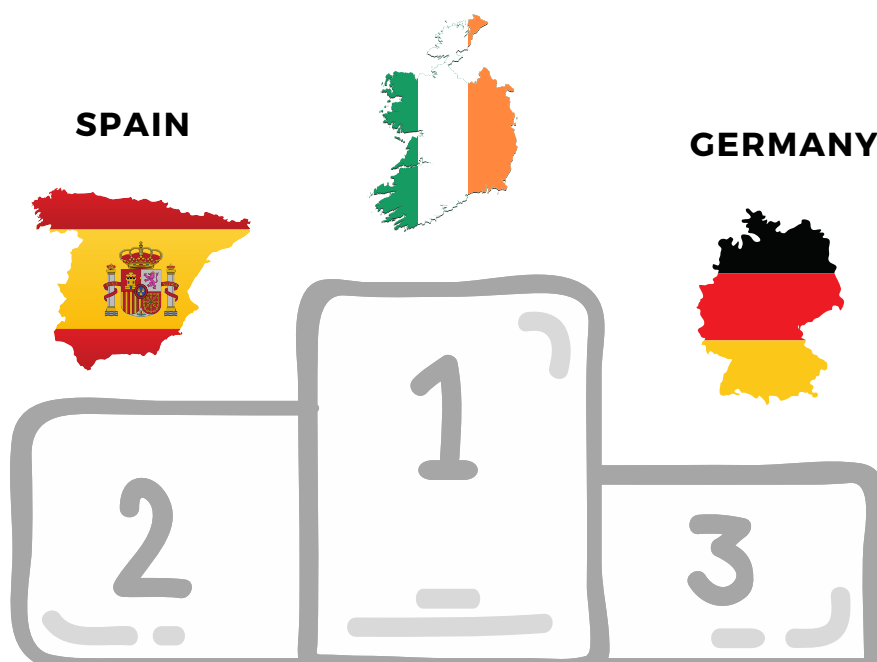
TOP 3: INCOMING STUDENTS TAKING FLE COURSES: WHERE DO THEY COME FROM?

WHAT'S
MORE?

IRELAND

SPAIN

GERMANY



2021-2022 YEAR

INTERVIEWS

TEACHER-STUDENT CONVERSATION

FRENCH AS FOREIGN LANGUAGE - A PROFESSOR AND STUDENT CONVERSATION



Isabelle Kawa-Topor
FLE professor

Could you please introduce yourself?

Isabelle: I have worked throughout my career as a French as Foreign Language (FLE) teacher, and I have been working here at UT 1 for 8 years until now. It is a rewarding and an exciting job!

King Tong: I am King Tong Wong from Hong Kong. I worked as a flight attendant before coming here for around 4 years and I travelled from all around the world. Now, I am studying at TSM.

How different are mobility students as an audience?

King Tong, have you ever studied French before? Why did you sign up for French courses at UT1?

Isabelle: It is a large audience with different ways of learning and behaving which makes the courses richer and more interesting. This diversity requires constant adaptation for teacher and students as well. International students are generally very motivated and interested in learning French and its culture. The course also gives them the opportunity to meet students from other languages and cultures.

King Tong: Yes, I did. I learned French in Alliance Française in Hong Kong.

But after graduation, I started working and did not practice a lot. My Master's degree does not include courses in French as foreign language. Even if we study in English, I think it is important to have French classes because we need to be more independent when living in France.

What teaching methods do you use? How do you deal with students from different cultures?

For you student, what kind of pedagogical resources do you like? Did you like the intercultural dimension of those courses?

Isabelle: I use the flipped classroom method with authentic and actual audio, videos, and written documents. It means students have to prepare for their French courses before coming. This is a real challenge! I use Moodle and offer extra documents and activities to students who need to work on specific themes in French, based on their needs.

As most of the time, it is an extensive course with only 3 hours per week, it is not enough to reach our goals. So, I try to engage the class with a French speaking environment as much as possible while I only speak English in my beginners' or elementary classes to explain instructions. Students often understand the difficulties they have in common, that is why I encourage them to help each other. This approach ensures stronger group dynamics and empowers them to improve their level. It is important for me to observe students, help them and interact with them.

King Tong: I like all of them! Materials, documents on Moodle, promotion activities. The dimension of those courses is very diverse. There are different nationalities, we are all foreigners which make us feel better and more comfortable to speak French. We are less afraid of making mistakes.



King Tong Wong
Incoming student learning French

PRE-MOBILITY SPANISH CLASSES : A STUDENT IMPRESSION

Where will you do your international mobility?

I will do my mobility at the University of Valencia, in Spain, in the third year of law.

How did the intensive Spanish courses help you improve your language skills?

First of all, you have different choices of topics (grammar, vocabulary of daily life and university's vocabulary). I find that it really allows you to go deeper. The courses are only in Spanish, which allow you to improve your skills. In addition, there are many interactive oral activities which are also important and play a significant role.

Do you feel more prepared for your mobility abroad?

I feel more prepared and confident for my mobility. I learned a lot of useful vocabulary.



Célia Arnaud
Student enrolled in intensive language classes (Spanish)

"ENGAGE WITH ENGLISH": ENGLISH CLASSES FOR ADMINISTRATIVE STAFF INVOLVED IN OUR EUROPEAN UNIVERSITY



Frederic Faisy
Head of Administration at UT1 involved in our European University

Could you introduce yourself and your mission at UT1?

My name is Frederic Faisy, I am the Head of Administration at Toulouse Capitole University.

What did you expect from these language courses?

I wanted to be able to overcome my blocks in expressing myself in English and to review basic notions since I did not have the opportunity in my previous jobs to practice English.

How did these English classes help you improve your skills?

These English classes allowed me to practice the language and to dare to speak while accepting that the expression is not perfect. These courses also allowed me to review the basic notions of the language.

Do you plan on signing up for a job shadowing mission in the EU alliance?

I would love to, but I am afraid it will not be compatible with my activities over the next few months.