

# The 2-minute guide to the ICHÉC bilingual section

**A few months ago, a new colleague at ICHEC struck up a conversation with me in the staffroom. When I mentioned that I teach English in the bilingual section, he looked puzzled. “If they’re bilingual,” he asked, “why do they need an English course?”**

**This document answers that very question.**

**The insights shared here come from recent discussions with the bilingual section’s coordinators - Madeleine Philippe, Laurence Echevin - and our wider team.**

# CONTENTS

**Bilingual section**

**Soft skills**

**Language objectives**

**Synergies**

**B1 program**

**B2 program**

**B3 masterclasses**

# ICHEC BILINGUAL SECTION

The bilingual section at ICHEC equips students with business communication skills for the professional world of the 21st century. This program is designed for students who are fluent in English.

While part of the broader ICHEC language department, the bilingual section views language primarily as a tool within the larger framework of business communication. The curriculum is carefully balanced to develop both language proficiency and communication expertise.

Ultimately, the communication courses offered in this section emulate those taught at leading Anglo-Saxon business schools, such as the ***LSE*** and ***Harvard Business School***, but are specifically tailored for students for whom English is a second or third language.

# SOFT SKILLS

In the 1970s, Albert Mehrabian determined that over 90% of communication is nonverbal. Some might argue that in today's fast-paced digital world, effective communication is the most important skill in any professional setting.

The bilingual courses are designed to develop these skills, giving students the essential tools they'll need throughout their professional careers.

Critical thinking, public speaking, debating, delivering presentations, mastering digital tools, pitching complex ideas, and managing teams — along with the other soft skills essential to professional communication — lie at the core of this curriculum.

# LANGUAGE OBJECTIVES

Language is to communication what scales are to music. Without solid grammar and extensive vocabulary, effective communication falls flat.

The first two years of the program are dedicated to ensuring that students achieve the language skills defined by the ***Full Professional Proficiency*** framework (LinkedIn).

In the absence of a formal entrance exam, a series of B1 and B2 level assessments monitor students' language abilities, ensuring they reach the required proficiency before entering the B3 masterclasses, where full professional proficiency is a prerequisite.

# SYNERGIES

The bilingual section's focus on communication makes it a natural collaborator across departments.

Recent and upcoming partnerships include:

**AIP:** The communication course in B1 is closely interconnected with the Methodology seminar

**MARKETING:** new storytelling workshops and assignments in B1 and B2

**PSYCHOLOGY:** initiatives on emotional intelligence, stress management, and working with diverse profiles

Other collaborations are underway with management, BMC case studies, and new IngeCo projects, among others.

# B1 PROGRAM

First-year students in the bilingual section are introduced to the tools and skills they will develop throughout their undergraduate studies.

The minimum language requirement is B2 (European framework). An entrance placement test will help students assess their current level and determine if they have the chops for this section.

The challenge for B1 teachers is to offer courses and activities that are stimulating for advanced students while providing enough flexibility to support others.



# **B2 PROGRAM**

**B2 aims to strengthen the skills introduced in B1 and guide students toward an intermediate level. New topics are covered in greater detail and with more nuance.**

**Because of their internships in the second term, the second year is shorter.**

**Like any ‘second act’ in a play, the challenge of this course is to keep students engaged, maintain the momentum established in B1, and ensure they reach the language level required for the B3 masterclasses.**

# **B3 MASTERCLASSES**

The B3 bilingual course consists of four masterclass modules: writing, debating, pitching, and job interviews (the latter is part of another UE).

***Full Professional Proficiency*** is a prerequisite for this course.

These modules assess students' mastery of the skills introduced in B1 and B2 and represent the culmination of the undergraduate program.

An overview of these B3 modules is provided on the following pages: B3 skills, the 7 ICHEC skills, and the B3 language objectives.

# B3 SKILLS

prepared in B1 and B2

## WRITING DEBATING PITCHING INTERVIEWS

|                | WRITING   | DEBATING   | PITCHING  | INTERVIEWS  |
|----------------|---|--|---|---|
|                | Students write an argument essay with tools, predicting consequences, counter arguments... in a business context  | Students prepare an assessed debate in teams, arguing for or against a motion using various persuasion techniques  | In pairs, students create a product or service, develop the branding, and pitch a business plan to potential investors as a PechaKucha                          | Students develop a comprehensive job application file, (cover letter, CV, and video CV), followed by a bilingual job interview                        |
| SOFT SKILLS    | critical thinking, argumentation, synthesizing, mind mapping, persuasion, logical reasoning, analytical skills, clarity and coherence, strategic thinking | body language and non-verbal communication, argumentation, persuasion, humour, critical thinking, stress management, self-confidence, resilience, creativity, teamwork | body language, non-verbal communication, teamwork, showmanship, time management, persuasion, humour, creativity, managing attention and stress, self-confidence | body language, non-verbal communication, self-knowledge, resilience, stress management, personal branding, professionalism, composure, self-awareness |
| ORAL SKILLS    | activating specific expressions through debating exercises  | clarity and articulation, public speaking, formal spoken language, advanced vocabulary   | public speaking, pacing, fluency, clarity, storytelling, conciseness, marketing communication   | spontaneous speech, fluency in 2 languages, storytelling, professional communication  |
| WRITING SKILLS | advanced grammar, vocabulary and syntax, academic style, structuring and organizing ideas in writing  | argument building in writing, speech writing   | copywriting for marketing   | professional cv, compelling cover letter, video CV script   |
| DIGITAL SKILLS |   |  | logo design, visual branding, slide design, AI for marketing  | making a video CV   |
| THEMES         | sustainability, social media, media   | humour, public speaking  | branding, marketing, entrepreneurship   | personal branding, business communication, recruitment  |

# ICHEC SKILLS

prepared in B1 and B2

## Desirable Futures

WRITING assignments analyze the current and future impact of solutions on individuals, organizations, ecosystems, and society. The PITCHING module challenges students to creatively develop products/services aligned with new prospective, regenerative, and inclusive future narratives.

## Decision-Making

Key parameters and challenges are addressed collaboratively by teams for their business plans (PITCHING) and individually for job files (JOB INTERVIEWS).

The consideration of diverse perspectives in DEBATING and WRITING enhances their decision-making capabilities.

## Entrepreneurship

The business plan PITCH identifies a problem or need and transforms it into a business opportunity. Students design innovative, economically viable, and socially impactful solutions, culminating in a pitch of their strategic roadmap and operational actions to investors.

## Critical Thinking

WRITING and DEBATING modules develop argumentation through diverse perspectives. B1/B2 equip students to critically evaluate source reliability and legitimacy. The B3 modules hone this skill in professional simulations.

## 7 ICHEC SKILLS

B3 bilingual modules  
ICHEC 25-26

## Communication

DEBATING and WRITING modules cultivate clear, concise, fluent, comprehensive, logical, and assertive articulation in both oral and written forms, rigorously assessed in the BILINGUAL JOB INTERVIEW. The curriculum adapts communication across diverse professional contexts by adjusting tone, register, and terminology for varied audiences and situations.

## Self-Development

While preparing for their JOB INTERVIEWS, students learn about themselves by identifying their strengths and areas for improvement. Through teamwork and individual assignments, they come to understand individual and group functioning, their motivations, talents, and consider the role they wish to have in society.

## Collaboration

DEBATE and PITCHING team members establish key guidelines for a constructive, motivating, and inclusive team dynamic, driving collective, collaborative, and unifying action that accommodates diverse situations and personalities.



# B3 LANGUAGE SKILLS

prepared in B1 and B2

**The prerequisite for B3 bilingual modules is Full Professional Proficiency —**  
*students must be able to use the language fluently and accurately on all levels and as normally pertinent to professional needs, can understand and participate in any conversations within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary.*

Students must exhibit advanced communicative competence, participating fluently and continuously in diverse discussions. This necessitates spontaneous, articulate expression of nuanced ideas with structured, persuasive arguments, utilizing a sophisticated and grammatically accurate lexicon, including idiomatic expressions and appropriate register.

## ORAL

Students must demonstrate the ability to produce structured and error-free professional written communication across various formats, adapting register to the audience and potentially utilizing digital tools. This encompasses composing effective, tailored, and error-free application documents and authoring well-structured texts on specialized subjects.

## WRITING

Students must possess the capacity to comprehend authentic, complex, and extended texts on both general and professional subjects. This includes understanding detailed reports, analyses, and commentaries presenting diverse opinions and viewpoints, as well as interpreting all forms of correspondence, potentially utilizing linguistic resources.

## READING

Students must be able to comprehend complex audio-visual content, including diverse speakers and accents, and follow unstructured audio, demonstrating strong listening comprehension skills across varied linguistic and contextual challenges.

## LISTENING

To learn more about the bilingual program at ICHEC, reach out to one of our coordinators:

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