



Master
graduate program in language
science LScie-Grad
(Master in language science
– language science track)
Student guide 2026-2027

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General informations

Address of the Department of Linguistics

Nantes Université
UFR Lettres et Langages
Département Sciences du langage
Chemin de la Censive du Tertre
BP 81227
44312 NANTES Cedex 3

The Department of Linguistics is responsible for organizing coursework (such as schedules and class management). For enrollment, applications, requests for recognition of prior learning, transfer of academic records, and degrees, please contact the Humanities Division's Registrar's Office (**Service de la scolarité du Pôle Humanités**).

Course Registration

Students' course selections must be **approved by the graduate advisor** prior to registration. Course selections are preliminary choices and may be modified by the department due to organizational constraints. All course registrations must be submitted **to the department** and **the Registrar's Office**.

Course Schedules

Schedules are available at <https://edt.univ-nantes.fr> (restricted access)

Exemption from Attendance Requirements

The attendance waiver (*dispense d'assiduité*) allows a student to be **evaluated for certain courses solely through a final exam**. Any student who chooses this option is required to take the final exam. All requests must be submitted to the Humanities Division's Registrar's Office. All requests must include a justification.

Internship Agreements

Internship agreements (optional, required, etc.) are available at the department of linguistics office.

Assessment Procedures (Modalités de contrôle des connaissances)

The assessment procedures for each course can be viewed via the following link:

<https://lettreslangages.univ-nantes.fr/fr/modalites-de-contrôle-des-connaissances-de-lufr-lettres-langages>

Libraries

Nantes University offers access to a **network of ten university libraries** (*bibliothèque universitaires BU*).

Access to these libraries is free. Students at Nantes University are automatically enrolled in the university library network: **only a student ID card is required to borrow materials**.

There is no limit on the number of items that can be borrowed at one time; the loan period ranges from one month (for undergraduate and master's students) to two months (for doctoral students and those preparing for the *agrégation*).

Library materials are listed in the **Nantilus catalog**; users can log in to their accounts to access various services, such as reserving items or renewing loans.

The **BU Lettres, located on the Tertre campus**, is a multidisciplinary library offering, among other things, a large collection in the field of language sciences (part of the collection is in storage).

You can return materials to any library of your choice.

Real-time library hours are listed on this page:

<https://bu.univ-nantes.fr/informations-pratiques/horaires>

The university libraries regularly offer training sessions for all skill levels:

<https://bu.univ-nantes.fr/les-formations>

The University provides students with access to the University **Library of Letters, Humanities, and Social Sciences** (Bibliothèque Universitaire de Lettres et Sciences humaines et sociales) in Censive (1st floor).

To help you with your presentations and research:

The Library of Humanities and Social Sciences offers year-round thematic training sessions on the resources it provides for your academic work. These training sessions cover the following topics: using **bibliographic databases** (by discipline, such as PsycINFO, Francis, MLA, etc.), online journals and news, **Internet** research methods, and the **documentary film collection**.

Student Health Service (Service de santé des étudiants)

Payment of tuition fees entitles students to free medical services, including general medical consultations; specialized consultations (such as gynecology and medical-psychological consultations); vaccinations; and counseling and preventive care.

A social worker is also available to assist students.

Contact : Service de Santé des Étudiants au 110 boulevard Michelet BP 32238 44322 Nantes Cedex 3. Tél : 02.40.37.10.50 / Mail : accueil.sse.nantes@univ-nantes.fr

Contacts and useful links

Département Sciences du langage (Department of Linguistics)

UFR Lettres et Langages
Chemin de la Censive du Tertre
BP 81227
44312 Nantes Cedex 3

Office : Censive Building, office 109.5 (1st floor)
02 53 52 22 76

secretariat.sc-langage@univ-nantes.fr

Office hours: Monday (remote work)
Tuesday, Wednesday, Thursday and Friday
8:45 to 12:30 and 13:30 to 16:30

<https://lettreslangages.univ-nantes.fr/departements/sciences-du-langage/>

Scolarité / inscriptions (Registration Office)

Scolarité du Pôle Humanités
Chemin la Censive du Tertre, BP 81227, 44312 Nantes Cedex 3 (Bâtiment Tertre)
<https://humanites.univ-nantes.fr/gouvernance-organisation/les-services-mutualises/scolarite-humanites>

Master's Program Director: Isabelle Roy

Isabelle.roy@univ-nantes.fr

Graduate programme LScie-Grad's Director: Isabelle Roy

Graduate Advisor for the Master's program: Orin Percus

orin.percus@univ-nantes.fr

Laboratoire de Linguistique de Nantes (LLING - UMR 6310)

dir. Hamida Demirdache / Marta Donazzan

<http://www.ling.univ-nantes.fr>

Overview of the LScie-Grad Graduate Program and the Master's Degree

The **Master's in Language Science** (Language Science track) is part of the **Graduate Program in Language Science (LScie-Grad)**. LScie-Grad is a 5-year program consisting of 2 years of Master's study and 3 years of Ph.D. study.

LScie-Grad is affiliated with the **Linguistics Laboratory (Laboratoire de Linguistique de Nantes - LLING, UMR 6310, CNRS/Nantes University)** and fits naturally within the research areas defined by LLING, namely the “Speech Dynamics” and “Structure-to-Interpretation” research tracks.

The core of the faculty consists of **LLING members**, and Master's students are integrated into LLING's research through their courses, research projects, participation in the research activities of the graduate program, and participation in the laboratory's research seminars (“Speech Dynamics” and “Structure-to-Interpretation” seminars).

The goal of the Master's program at LScie-Grad is to provide students with in-depth training in various fields of linguistics, equipping them with the modeling skills and theoretical foundations essential to any scientific investigation of language, and offering them advanced training in the use of quantitative and experimental methods for data analysis and collection. By combining theoretical and experimental skills, the program enables students to develop research at the intersection with other disciplines in the cognitive sciences.

The Language Sciences Master's program is designed based on the belief that a solid foundation in fundamental linguistics is essential not only for success in the field of Language Science, but also for the development of interdisciplinary research. The program focuses on a set of core courses whose content all students must master. A refresher program is integrated starting in the first semester, and the student's course of study is determined by their needs during that first semester. The structure of the Master's program ensures that all students progressively reach an advanced level in the study of Language Science.

Master's program

Presentation

Students receive academic guidance from a **Graduate Advisor**.

First Year (M1): The first-year curriculum is the same for all students:

- ◇ In their **first semester**, students are required to take two courses in fundamental linguistics: “Phonology and Phonetics” and “Syntax and Semantics,” as well as two “Core Seminars” of their choice and one course in “Methods in Linguistics”;
- ◇ In their **second semester**, they take two “Core Seminars” of their choice, one “Directed Studies in Linguistics” course, and a research internship that forms the basis of their research paper (qualifying paper) (“Research Training”).

Important:

- The “**Core Seminars**” are **shared between the M1 and M2 levels**, so that students can choose which courses they wish to take in the M1 and which in the M2. Consultation with the **Graduate Advisor** is **mandatory** to validate course selections.
- To cover the needs of students with varying levels of prior education, the first-semester courses in fundamental linguistics—“Phonology and Phonetics” and “Syntax and Semantics”—are divided into two levels: the “**general**” courses are intended for students without sufficient prior training, and the “**advanced**” are intended for students who have already acquired the necessary foundations during their undergraduate studies. The choice between the two levels is made after discussion with the Graduate Advisor during the pre-semester meeting.
- The research paper required to earn the Master's degree takes the form of a **qualifying paper**. In the first year (M1), the work is primarily focused on literature review and defining a research question ; the work then continues into the second year (M2). Research topics and appropriate supervision must be determined in consultation with the **Graduate Advisor**.

Second year (M2): The format for the second year is similar.

- ◇ In the **first semester**, students take 3 “Core Seminars” of their choice, as well as 1 “Methods in Linguistics” course.
- ◇ In the **second semester**, students take 2 “Core Seminars” and 1 “Directed Studies in Linguistics” course; as well as a “Research Training” internship, which forms the basis of their work for the qualifying paper.

Important:

- In the M2, participation in the LLING lab’s research activities is mandatory; this is validated by attendance at a certain number of **research seminars (“Sounds dynamics” and “Structure to Interpretation” (S²I))** throughout the year.
 - ⇒ Seminars are announced on the lab’s calendar:
<https://lling.univ-nantes.fr/fr/agenda-lling>
- **Outbound mobility** opportunities are available and strongly encouraged: these may take the form of an internship at other research units in France or Europe, an internship at a company, or other arrangements. The mobility plan must be discussed with the Graduate Advisor as early as possible.

Program summary

Year 1 (M1)

Semester 1: 5 UEF

UE	Course	ECTS	
UEF 01	Phonology and phonetics	6	general or ¹ advanced level
UEF 02	Syntax and semantics	6	general or ¹ advanced level
UEF 03	Core seminar 1	6	<i>See list of « Core seminars » on the next page</i>
UEF 04	Core seminar 2	6	
UEF 05	Methods in Linguistics (I)	6	

Semester 2: 4 UEF

UE	Cours	ECTS	
UEF 01	Core seminar 3	6	<i>See list of « Core seminars » on the next page</i>
UEF 02	Core seminar 4	6	
UEF 03	Directed studies in linguistics (I)	3	
UEF 04	Research Training	15	<i>qualifying paper requirement</i>

Year 2 (M2)

Semester 1: 4 UEF

UE	Course	ECTS	
UEF 01	Core seminar 5	6	<i>See list of « Core seminars » on the next page</i>
UEF 02	Core seminar 6	6	
UEF 03	Core seminar 7	6	
UEF 05	Methods in linguistics (II)	6	

Semester 2: 5 UEF

UE	Course	ECTS	
UEF 01	Core seminar 8	6	<i>See list of « Core seminars » on page 10</i>
UEF 02	Core seminar 9	6	
UEF 03	Directed studies in linguistics (II)	3	
UEF 04	LLING seminars - "Speech Dynamics" - "Structure-to-Interpretation"	3	<i>Lab seminar requirement</i> See calendar : https://lling.univ-nantes.fr/fr/agenda-lling
UEF 05	Research Training	18	<i>qualifying paper requirement</i>

¹ In accordance with the Graduate Advisor's decision.

Core seminars

Over the course of the two-year master's program, students must complete a total of **9 core seminars**, out of 11 courses. They are distributed as follows: 4 in the first year (M1) and 5 in the second year (M2). These seminars are shared between the first and second years, so that students are free to choose whether to take them in the first or second year, depending on their academic plans and in consultation with the Graduate Advisor.

Semestre 1

- **Experimental linguistics: speech and sound systems**
- **Experimental linguistics: structure and interpretation**
- **Field linguistics**
- **Sociolinguistics**
- **Psycholinguistics and acquisition**
- **Trends in linguistics (*en M2 seulement*)**

(for students who have not already taken these courses in the M1)

- **Phonology and phonetics: advanced**
- **Syntax and semantics: advanced**

(Philosophy department)

- Philosophie de l'esprit (in French)
- Philosophie des sciences (in French)

(A la FLCE)

- Linguistique anglaise séminaire A (CMS3MO7E3E)

Semestre 2

- **Comparative linguistics**
- **Linguistics and cognition**
- **Topics in linguistics: speech and sound systems**
- **Topics in linguistics: structure et interpretation**
- **Linguistics and philosophy**

(Philosophy department)

- Philosophie du langage (cf., Linguistics and philosophy)

(FLCE)

- Linguistique anglaise séminaire B (CMS3MO8E4K)

Semester 1 course descriptions

Phonology and phonetics – general

J-M Beltzung

After deriving the French phonetic system from the IPA (International Phonetic Alphabet) and explaining how it works, we will discuss the various articulatory characteristics of speech sounds. In the second part of this course, we will cover the basic concepts of phonology (oppositions, distinctive features, natural classes, allophony, etc.) and examine how this branch of linguistics differs from phonetics. This course will be taught in French and in English.

Syntax and semantics – general

A. Cochard / O. Percus

In the “syntax” component, this course provides an introduction to formal and comparative syntax. Based on a detailed study of concrete problems in syntax, it examines morphological, syntactic, and interpretive properties within a single language and/or across a set of languages, and formulates explicit hypotheses to account for the observed facts and contrasts. In doing so, the course seeks to introduce students to argumentation in syntax and, more generally, to the scientific approach of generative grammar.

In the “semantics” component of the course, we will begin to sketch a theory of how the interpretation of a sentence depends on its structure. In so doing, we will introduce some basic notions of formal semantics. The content of this part of the course is inspired primarily by the text *Semantics in Generative Grammar* by Irene Heim and Angelika Kratzer (Malden: Blackwell, 1998).

Phonology and phonetics – advanced

A. Tifrit

This course provides an introduction to Government Phonology and its recent developments. In this context, we will examine the hypothesis that phonological segments are structured in a manner analogous to syntactic structures. We will assess the implications for phonological representations of the use of unary primitives in generative grammar.

Syntax and semantics – advanced

I. Roy

This course presents recent developments in syntactic theory and semantic theory. Our intention is to introduce students to theoretical notions and empirical phenomena that go beyond those discussed in the introductory classes. We will address a range of topics at the

syntax-semantics interface and in a variety of languages, with a particular focus on the architecture of the sentence, functional domains of the sentence and the DP and the relation between structure and interpretation.

Methods in linguistics (I)

O. Crouzet

The objective of the course is to apply statistical methods—first fundamental ones (descriptive statistics) and then more advanced ones (inferential statistics)—using the R statistical language. Knowledge gained in the undergrad “Statistical Data Analysis” course (L3-Semester2) is an **essential prerequisite**: students who have not taken this course must have read the course materials corresponding to the L3 program, which will be made available on Madoc during the first few weeks of the semester. Additional conceptual notions will be covered alongside the technical tools. The course will be partially taught in French, but readings, portions of the course materials, and an oral component of the course (at the request of the class) will be conducted in English.

Methods in linguistics (II)

A. Bernard

The objective of this course is to provide students with practical knowledge of the methods used in experimental linguistics research. The course offers hands-on training in experiment design, coding, and implementation, as well as data collection and analysis (including considerations related to ethical protocols). By the end of the course, students will be able to design, conduct, and present a small-scale online (psycho)linguistic experiment. There are no prerequisites for this course.

Experimental linguistics: speech and sound systems E. Delais-Roussarie / B. Grandon

The seminar will focus on the experimental study of speech production mechanisms (in adults and children, typical and atypical speech, L1, L2, etc.) in terms of their segmental and suprasegmental aspects. Part of the course will cover the implementation of methods for compiling and analyzing spoken corpora relevant to the topics covered.

Long-Distance Questions and the Syntax–Semantics Mapping

Languages differ in how they form long-distance questions: *wh*-phrases may undergo overt long-distance movement, remain *in situ*, or participate in partial-movement/scope-marking constructions. This cross-linguistic variation raises a fundamental question for the syntax–semantics mapping: how is the semantic scope of a *wh*-expression derived from its syntactic representation? We will address this question from two complementary perspectives. First, from a theoretical perspective, we will examine current work on the syntax and semantics of questions and the different grammatical mechanisms by which *wh*-scope can be established (Dayal 1994, 2016; Abels & Dayal 2025). Second, from an acquisition perspective, we will investigate how children acquire the mapping between syntactic dependencies and semantic scope. A striking developmental finding is that children produce partial-movement (PM) structures corresponding to grammatical options found in adult languages. Why PM, but not *wh*-in-situ, in languages like English where neither is available in the target grammar? And why PM in French, where *wh*-in-situ is available in the target grammar, and would appear to be the more economical option? Using experimental evidence from comprehension and elicited production—including island effects and the felicity conditions of children’s long-distance questions—we will investigate what these developmental patterns tell us about how children.

Field linguistics***to be determined****[Intensive Course, December 2026]*

The goal of this course is to train students in methods for collecting, transcribing, organizing, and analyzing firsthand data in a language that has been little documented and/or understudied, based on simple, selected grammatical phenomena. We will work with native speakers of one or more languages.

Sociolinguistics***not open this year***

Ce cours vise à présenter les principaux courants de la sociolinguistique pour ensuite déterminer des problématiques de recherche. La sociolinguistique interactionniste et ses méthodes de terrain seront le cadre de travaux proposés par les étudiants et discutés en commun. Les articles essentiels dans ce domaine seront examinés ainsi que les méthodologies qu’ils utilisent.

Copular constructions: advanced theoretical and empirical perspectives

This course explores the crosslinguistic syntax and semantics of nonverbal predication, and other copular constructions more generally. We will address the taxonomy of copular sentences and the internal structure of each type of construction. In order to do that we will address a large range of issues at the syntax-semantic interface, including agreement, copulas, nature and interpretation of subjects, nature and interpretation of predicates, referentiality, information structure, in a variety of languages.

Psycholinguistics and acquisition**A. Bernard / H. Demirdache***Negation*

As early as Wason (1959), researchers noted that negative sentences take longer to process than their positive counterparts, suggesting that deriving negative meaning is cognitively costly. A prominent explanation is the two-step model: comprehenders first mentally represent the affirmative counterpart of a negative sentence before integrating negation (Kaup, Lüdtke & Zwaan 2007). In the psycholinguistics part of the class, we will use negative sentence comprehension to explore methodologies for investigating real-time processing, focusing on mouse-tracking. Mouse trajectories during sentence verification provide a continuous measure of the unfolding decision process.

In the acquisition part, we examine how children interpret negation when it interacts with scalar (gradable) adjectives. Negation of an absolute gradable adjective can entail its antonym (*not dry* → *wet*), whereas negation of a relative gradable adjective does not (*not tall* ≠ *short*) (Kennedy & McNally 2005). Recent experimental work shows that preschool children are sensitive to this distinction, while revealing developmental differences in their interpretation of negated relative adjectives (Zhang & Zhou 2026). We use these findings to investigate how children compose negation with different scalar structures and how semantic composition interacts with pragmatic reasoning.

Together, these two parts use negation to investigate meaning from complementary perspectives: how complex meanings are processed in real time and how their underlying semantic representations are acquired.

(Philosophy department)

[Check with the department for course content and schedules]

Philosophie de l'esprit (in French)

Philosophie des sciences (in French)

(FLCE)

[Check with the department for course content and schedules]

Linguistique anglaise séminaire A

Semester 2 course descriptions

Directed studies in linguistics (I)

I. Roy

This course will cover a variety of topics based on the research interests of the M1 students (who will largely lead the discussion). The course has two objectives: (i) to teach M1 students how to develop a research question, and (ii) to enable them to understand and discuss the work of others, including in fields removed from their own.

Directed studies in linguistics (II)

A. Tifrit

This course will cover a variety of topics based on the research interests of the M2 students (who will largely lead the discussion). This course has two objectives: (i) to learn how to present one's work (context, research question, methods) and (ii) to be able to understand and discuss the work of others, including in fields removed from their own.

Comparative linguistics

M. Haiden

This course introduces students to the comparative method in linguistics. After a brief historical introduction ranging from Schlegel's (1808) groundbreaking work on Sanskrit, the comparative diachronic approach (Wackernagel 1892, Fowler 1957), typology and linguistic universals (Greenberg 1963), to an assessment of the presuppositions and implications of the comparative approach for linguistic theory and language acquisition, we will apply the comparative method to data at the syntax-semantics interface, adapt Dayal's indefiniteness questionnaire (Dayal 2026) to one or more native languages spoken by the participants, and compare our results with the case studies in the book.

Selected references

Dayal, Veneeta. 2026. The (In)definiteness Questionnaire. In *The Open Handbook of (In)definiteness*, 43–60. The MIT Press.

Fowler, Murray. 1957. The Historical-Comparative Method. *The Classical Journal* 52(6). 259–264. <http://www.jstor.org/stable/3294806>.

Schlegel, Friedrich. 1808. *Ueber die Sprache und Weisheit der Indier. Ein Beitrag zur Begründung der Alterthumskunde*. Heidelberg: Mohr und Zimmer.

Wackernagel, Jacob. 1892. Über ein Gesetz der indogermanischen Wortstellung. *Indogermanische Forschungen* 1. 333–436.

Linguistics and cognition

O. Percus

Our courses in syntax and semantics are dedicated to theories of linguistic *competence*. To what extent are these theories relevant when it comes to characterizing an aspect of *performance* — namely, what we do when we understand (or produce) sentences in real time? To address this question, we will consider some psycholinguistic data, focusing on the domain of syntactic processing.

Topics in linguistics: speech and sound systems

A. Tifrit

This course will introduce and explore the latest developments of Government Phonology. We will discuss the internal structure of segments and their relationships through various phenomena (lenition, spirantization, palatalization...) and languages.

Topics in linguistics: structure and interpretation

I. Roy

Definiteness cross-linguistically

This course will be devoted to aspects of the syntax and semantics (and also to some extent philosophical aspects) of definite descriptions across a variety of languages and grammatical systems. We will be focusing on their morphosyntactic realization (articles, demonstratives, and bare nominals; definiteness marking in articleless languages (e.g., Slavic, Korean, Japanese) vs. article languages; the weak/strong article distinction in Germanic (Schwarz)), compositional semantics (the iota operator, uniqueness and maximality conditions, situation-based accounts of definite descriptions (Heim, Elbourne, Loebner), weak definites, predicative definites), and discourse function across languages. We will address definiteness marking strategies cross-linguistically (adnominal vs. free morphemes, tone/word-order marking, etc.)

Linguistics and philosophy

O. Percus

[This interdisciplinary seminar is open to students enrolled in Philosophy as well, and will be held partly in French and partly in English. All readings will be in English.]

Possible worlds in language and thought.

Sentences and thoughts have content: they represent the world. An influential approach in semantics and in philosophy analyzes the content of sentences and thoughts in terms of "possible worlds." On this picture, acquiring new information amounts to ruling out certain worlds that were compatible with the information one previously had. Inquiry — that is, the search for knowledge — thus progresses through the narrowing down, or sometimes the

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revision, of an informational background corresponding to a set of possible worlds. The aim of this seminar, which will be conducted largely in English, will be to examine the implications and limits of such an approach. In particular, we will ask whether it must admit, beyond possible worlds, other kinds of possibilities, in particular worlds "centered" on an individual or on a moment. Along the way, we will consider the nature of assertion and what is at stake when we report the beliefs of others.

Indicative bibliography:

Lewis, D. K. (1979) 'Attitudes De Dicto and De Se', *Philosophical Review* 88(4): 513-543.

Lewis, D. K. (1986) *On the Plurality of Worlds*. Oxford: Blackwell.

Ninan, D. (2012) 'Counterfactual Attitudes and Multi-Centered Worlds', *Semantics and Pragmatics* 5(5): 1-57.

Stalnaker, R. (1978) 'Assertion', *Syntax and Semantics* 9: 315-332.

(Philosophy department)

Philosophie du langage (see 'Linguistics and philosophy')

[We ask students to enroll in the class 'Linguistics and philosophy' rather than in the philosophy class 'Philosophie du langage.' The topic will be the same.]

(FLCE)

[Check with the department for course content and schedules]

Linguistique anglaise séminaire B

Study abroad

Internships and other research visits in research units outside of the LLING, either in France or in Europe, can take place during the first or the second year. For more information contact Isabelle Roy, or the graduate advisor Orin Percus.

Study abroad programs may only take place during second year of the master's program. The study abroad plan must be developed during the year prior to departure in consultation with the academic coordinator for international relations in the Department of Language Sciences.

The study abroad program may last one semester or the entire academic year. The semester(s) abroad are recognized based on an academic agreement signed by both universities (Nantes University and the host university) prior to departure, which may be amended on site by mutual agreement. The selection of courses abroad is determined in consultation with the academic advisor, in alignment with the student's academic track and career goals. Language courses may be credited with ECTS credits. Assessments completed abroad are converted to grades on a scale of 20 upon the student's return to France. Students are advised to return to France with their transcripts so that this conversion can be completed as soon as possible, ensuring that the semesters spent abroad are officially recognized in time for the exam committees.

Please note:

In the first year of the master's program (M1), exchange students must earn the credits corresponding to their thesis at Nantes University.

There are several types of study abroad programs available:

- **IN EUROPE**

- As part of the **ERASMUS+** program

Erasmus+ is a program funded by the European Union that offers initiatives designed to support the European activities of higher education institutions, particularly student exchanges.

The study period abroad is an integral part of the student's home institution's degree program and is fully recognized academically. In other words, Nantes University recognizes the study period in Europe and grants credit for it (provided local exams are passed), even if the program content differs from that of the home institution, provided that the program agreement has been signed by the international relations coordinators at both universities.

Erasmus student status exempts students from paying tuition fees at the host university (for courses, exams, lab use, library access, etc.), but these fees continue to be collected by the home institution (Nantes University). Scholarships are awarded (European and regional scholarships) to help fund studies abroad; for students already receiving scholarships, these may be supplemented by an international mobility grant.

Eligibility requirements:

Duration of stay: 3 to 12 months (per academic program: Bachelor's, Master's, Doctorate);

Destination: The host institution must have a bilateral Erasmus agreement with Nantes University;

Academic level: Minimum of second year of a Bachelor's degree or equivalent.

For more information:

<https://www.univ-nantes.fr/international/partir-a-letranger/programme-erasmus-partir-a-letranger>

-As part of the EUniWell program

Double Degree in Multilingualism with the University of Konstanz. (The DD is planned to open in September 2027).

• OUTSIDE EUROPE

The destination catalog is available at the following address: <https://www.univ-nantes.fr/international/partir-a-letranger/les-conventions-bilaterales>

For more details about these international exchange agreements, you can:

- visit the “Study Abroad” page on the Nantes University website

<https://www.univ-nantes.fr/international/partir-a-letranger/les-programmes>

- for administrative questions, contact **Hélène Jaffrain**, International Relations Coordinator for the UFR. She is available to meet with students all day on Tuesdays and Wednesdays, as well as on Friday mornings (Office 535, School of Foreign Languages and Cultures FLCE): helene.jaffrain@univ-nantes.fr

- For academic questions, contact Nathalie Garric, International Relations Coordinator for the department, or Isabelle Roy and Ali Tifirt.

Optional UE « Validation de l'Engagement Etudiant » (VEE) M2.

In order to encourage students to **engage in volunteer work** for the benefit of society and to acquire skills through such activities, the **UFR Lettres & Langues**, in accordance with the recommendations of Nantes University and the Ministry of Higher Education and Research, offers students in all its programs an **optional UE** at the end of their degree program (second semester of the third year for Bachelor's degrees, second semester of the second year for Master's degrees).

This applies only to **unpaid volunteer work within France for nonprofit organizations** (excluding religious organizations or those that incite hatred or advocate discrimination), **volunteer work on behalf of the university** (e.g., elected representatives on central councils, key roles in student government), or **certain paid positions that meet specific public service criteria** (e.g., volunteer firefighters).

Two conditions must be met: (i) the commitments must be **substantial** (more than 150 hours per year); (ii) the **proposal must have been submitted to and approved by the UFR's VEE committee**, which meets at the beginning of the academic year (mid-October). Contact the committee chair at nicolas.correard@univ-nantes.fr. The committee has sole discretion regarding whether or not to approve the project and may consider any request from the applicant for an adjustment to their course of study.

Credit for this elective course is granted at the end of the year after the submission of the required **supporting documents and a brief activity report** (2–3 pages). No grade is assigned.

In practice, **this validation entitles the student to a 0.25-point increase in their overall GPA at the end of the program under standard circumstances** (or a 0.5-point increase in exceptional cases, such as national-level responsibilities or commitments exceeding 150 hours per year). The increase is automatically applied upon validation of the course unit at the end of the second semester of the third year of the bachelor's program.

This commitment may take place at an earlier stage of the program but is validated **only once** during the course of study, at the end of the program (L3 or M2): Example: You complete a VEE process during your second year of the Bachelor's program by presenting your volunteer commitment project at the beginning of the year to the committee, which approves it and verifies the project's completion at the end of the year upon presentation of supporting documents (certificate and report) > a record of this commitment will be kept for deferred validation of the elective course unit at the end of the third year of the Bachelor's program. The same applies during the first year of the Master's program (M1) for validation at the end of the second year (M2).

University Calendar 2026-2027

<https://lettreslangages.univ-nantes.fr/accueil/calendrier-universitaire-lettres-et-langages>



Pôle HUMANITES – UFR L&L
Calendrier Universitaire 2026-2027

	Du	Au
Pré-rentree Accueil	07-sept	11-sept
Cours 1 ^{er} semestre	14-sept	11-déc
<i>Vacances de la Toussaint</i>	26-oct	1 ^{er} nov
Rattrapage de cours - Révisions	14-déc	18-déc
<i>Vacances de Noël</i>	21-déc	03-janv
Examens 1 ^{er} semestre	04-janv	16 janvier inclus
Cours 2 nd semestre	18-janv	16-avr
<i>Vacances d'Hiver</i>	1 ^{er} mars	05-mars
<i>Vacances de Printemps</i>	19-avr	30-avr
Examens 2 nd semestre	03-mai	20 mai inclus
	Sauf les 6, 8 et 17 mai fériés et fermé le 7 mai	
Oraux, Corrections, délibérations...	21-mai	04-juin
Date limite d'affichage des résultats	04-juin	
Examens 2 nd session	14-juin	26 juin inclus
Oraux, Corrections, délibérations...	28-juin	09-juil
Date limite d'affichage des résultats	09-juil	



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Nantes Université

Le, 04.05.26

