

ÉTUDIER À L'USPV

Master English and Applied Linguistics

mention LANGUES ET SOCIÉTÉS

ANNÉE UNIVERSITAIRE 2025-2026

► SCIENCES HUMAINES ET SOCIALES

LLSHS . UNIV - SPN . FR



UFR LLSHS

Lettres, Langues, Sciences Humaines et des Sociétés



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PROGRAMME STAFF

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PROGRAMME SECRETARY

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PROGRAMME OVERVIEW

This international Master's programme in Applied English Linguistics, taught entirely in English, is offered under a partnership agreement with Université Sorbonne Nouvelle (USN).

While theoretical linguistics (epistemology, lexicology, grammar, syntax, phonology) is not absent from the curriculum, priority is given to more applied areas of the discipline, including corpus linguistics, language teaching, language acquisition and bilingualism, specialized languages and domains, discourse analysis, applied pragmatics, and related fields.

The programme also emphasizes practical application of acquired knowledge and skills (group work, workshops, project-based work, internships, research and teaching immersion, etc.) to better prepare students for the expectations and realities of professional life.

Objectives:

The Master's programme has two primary objectives:

1. To train students in research in English linguistics by offering advanced pre-doctoral training in the areas of expertise of the participating faculty, all of whom are active researchers with publications.
2. To develop students' reflective practice in English language teaching by providing the theoretical and practical tools required for language instruction, including curriculum design tailored to specific learner populations, teaching methodologies, and assessment of linguistic knowledge and skills.

Career Paths:

Further Studies:

- PhD at USPN or USN in various branches of English linguistics
- Preparation for Option C (Linguistics) of the external agrégation in English
- Preparation for the internal agrégation in English
- Diploma or Master's in Educational Engineering
- Master's in Natural Language Processing (NLP)

Professional Opportunities:

- Researcher or faculty member in English linguistics (after completing a PhD)
- Agrégé-level English teacher (upon passing the competitive exam)
- English instructor at university in the LANSAD sector (Languages for Specialists of Other Disciplines)
- English language trainer

- Digital language processing
- Careers in educational engineering (following specialization)

Targeted Competencies:

Students will develop the ability to apply concepts and methods from the language sciences specifically to the analysis and teaching of English.

Research Skills in Applied Linguistics:

- Build a representative oral, written, or multimodal corpus
- Describe the conditions and context of discourse production
- Annotate and explore a corpus using digital tools (concordancers, annotation software for written or multimedia data)
- Combine quantitative and qualitative approaches in corpus analysis
- Conduct in-depth micro-analyses
- Identify potential biases inherent in a corpus
- Adhere to ethical guidelines in language data collection
- Develop and practice information monitoring strategies (keyword identification, use of digital tools) and process collected information (reading reports, document classification)

Skills in English Language Teaching:

- Use appropriate tools to investigate the specific needs of a target learner population (needs analysis)
- Design an English language training programme, including its linguistic dimension
- Assess students' language proficiency
- Master the fundamentals of educational engineering for language learning

Communication Skills:

- Strengthen English language proficiency (oral/written comprehension and expression, lexicon, grammar, syntax)
- Communicate scientific knowledge to diverse audiences in various contexts (academic, professional, pedagogical, outreach) and through different media (oral, written, text types, communication situations)
- Master communication tools and their conventions depending on context (emails, PowerPoint, blogs, research notebooks, etc.)

Partnerships:

This Master's programme is offered under a partnership with Université Sorbonne Nouvelle (USN). Some courses will take place at USN's Nation campus, while courses taught by USPN faculty will be held at either the Condorcet campus or the Villetaneuse campus. Timetables are arranged so that students do not need to travel between sites on the same day.

ACADEMIC CALENDAR AND TIMETABLE

Semesters 1 (M1) and 3 (M2)

*The courses taught at **USPN** are organized as follows:*

Courses at USPN begin in the week of **6 October**.

- **Week 1:** 6/10 – 10/10
- **Week 2:** 13/10 – 17/10
- **Week 3:** 20/10 – 24/10
- **Break:** 27/10 – 31/10
- **Week 4:** 3/11 – 7/11
- **Week 5:** 10/11 – 14/11
- **Week 6:** 17/11 – 21/11
- **Week 7:** 24/11 – 28/11
- **Week 8:** 1/12 – 5/12
- **Week 9:** 8/12 – 12/12

Timetable

At USPN, classes in the first semester take place on the **Villetaneuse campus**, on **Tuesdays** and **Fridays**.

M1 – Semester 1 (M1S1):

- *English for Research* (G. Furmaniak): Tuesday, 9:00–11:00
- *Morphology and Phonology* (P. Fournier): Tuesday, 12:00–14:00
- *English Linguistics* (Y. Fuchs): Tuesday, 15:00–17:00

M2 – Semester 3 (M2S3):

- *Lexicology and Phonology* (P. Fournier): Tuesday, 9:00–11:00
- *Bilingual Acquisition and Development* (A. Brunet): Tuesday, 12:00–14:00
- *English for Research* (A. Saber): Friday, 9:00–11:00

The courses taught at **USN** are organized as follows:

Courses at USN begin in the week of **22 September**.

- **Week 1:** 22/09-26/09
- **Week 2:** 29/09-03/10
- **Week 3:** 06/10-10/10
- **Week 4:** 13/10-17/10
- **Week 5:** 20/10-24/10
- **Break:** 27/10-31/10
- **Week 6:** 03/11-07/11
- **Week 7:** 10/11-14/11
- **Week 8:** 17/11-21/11
- **Week 9:** 24/11-28/11
- **Week 10:** 01/12-05/12
- **Week 11:** 08/12-12/12
- **Week 12:** 15/12-19/12

Timetable

At USN, classes take place on the **Nation campus**, on **Mondays** and **Thursdays**.

M1 – Semester 1 (M1S1):

- A7SLG11- *Child Language Acquisition* (A. Morgenstern): Monday 10:00-12:00, A601
- A7MLG13 - *Research Methodology* (L. Rouveyrol / J. Rouaud): Thursday 10:00-13:00, C217 (25/09 ; 09/10 ; 16/10 ; 23/10 ; 06/11 ; 13/11)
- A7EPR11 - *Epistemology of English Studies* (J. Stephens/A. Morgenstern): Monday 17:00-19:00, BR03 Amphi 350.

M2 – Semester 3 (M2S3):

- A9SLG11 - *Forms in discourse* (E. Corre): Monday, 12:00-14:00, C114B.
- A9MLG13 - *Postgraduate Conference* (E. Corre & L. Rouveyrol) : Thursday 10:00-12:00, C217 (02/10 ; 17/11 ; 24/11 ; 01/12 ; 08/12 ; 15/12).

ACCESS TO THE USPN CAMPUS

How to Reach the University

By Car, from Paris

From Porte de la Chapelle, take the A1 motorway towards Lille. Exit at junction 2 (Saint-Denis – Stade de France), then follow signs towards Villetaneuse Université.

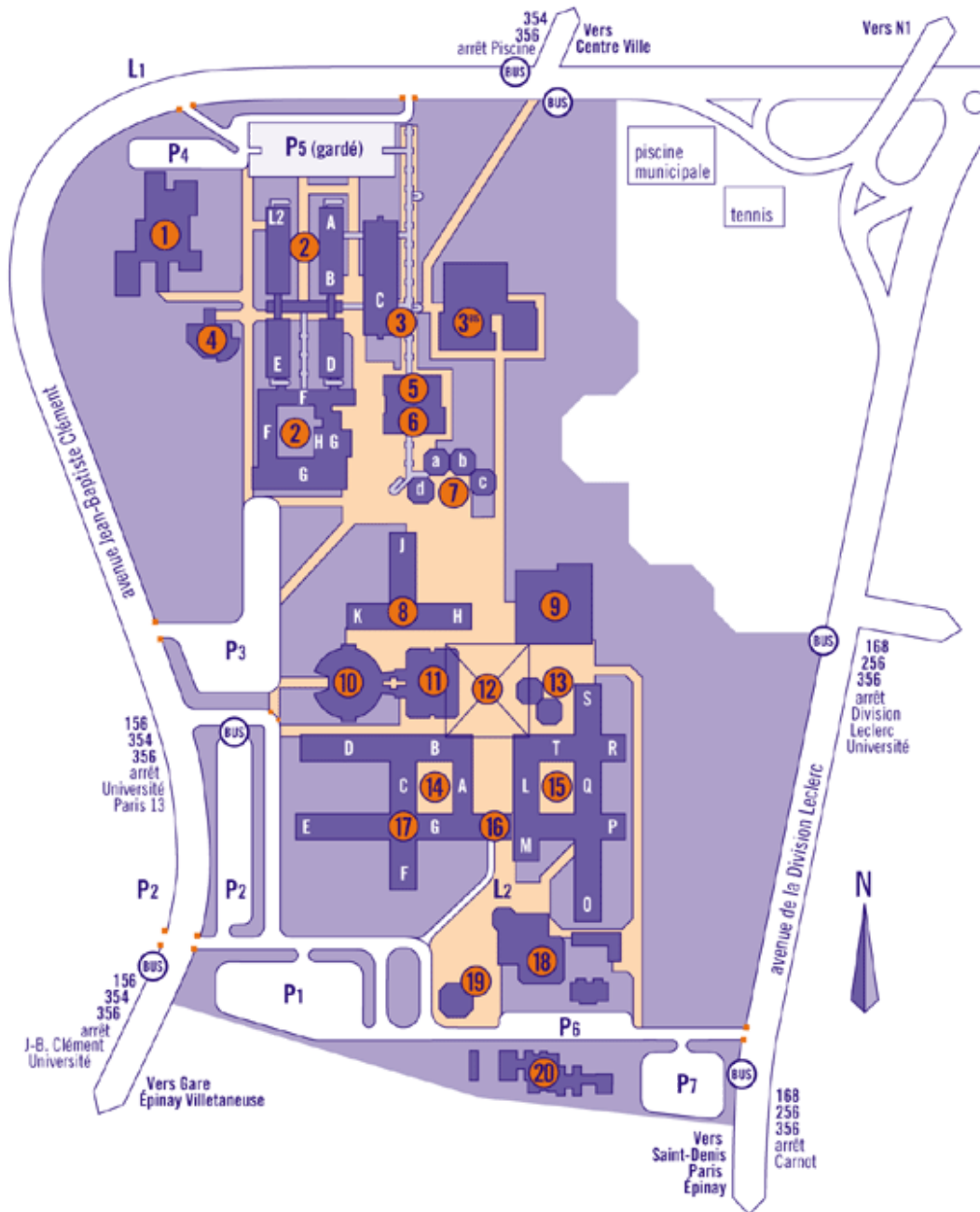
GPS Coordinates

Latitude: 48.9561507 – Longitude: 2.3412625999999364

By Public Transport

- **Train (Line H):** From Gare du Nord (platforms 30 to 36), take a train towards Persan-Beaumont, Valmondois, Monsoult-Maffliers, or Pontoise, making sure that it stops at Épinay–Villetaneuse station. At Épinay–Villetaneuse, exit on the Villetaneuse side, then take tram line T11 towards Le Bourget and alight at Villetaneuse–Université.
- **Bus:** From Épinay–Villetaneuse station, you may also take bus 361 towards Gare de Pierrefitte–Stains RER and get off at the Université Paris 13 stop.
- **Tram:** Alternatively, take tram line T8 from Saint-Denis Porte de Paris (metro line 13) and travel to the terminus, Villetaneuse–Université.

On the USPN campus, classes are scheduled in the LLSHS department (indicated as no. 14 on the map below).



ACCESS TO THE USN CAMPUS

Address

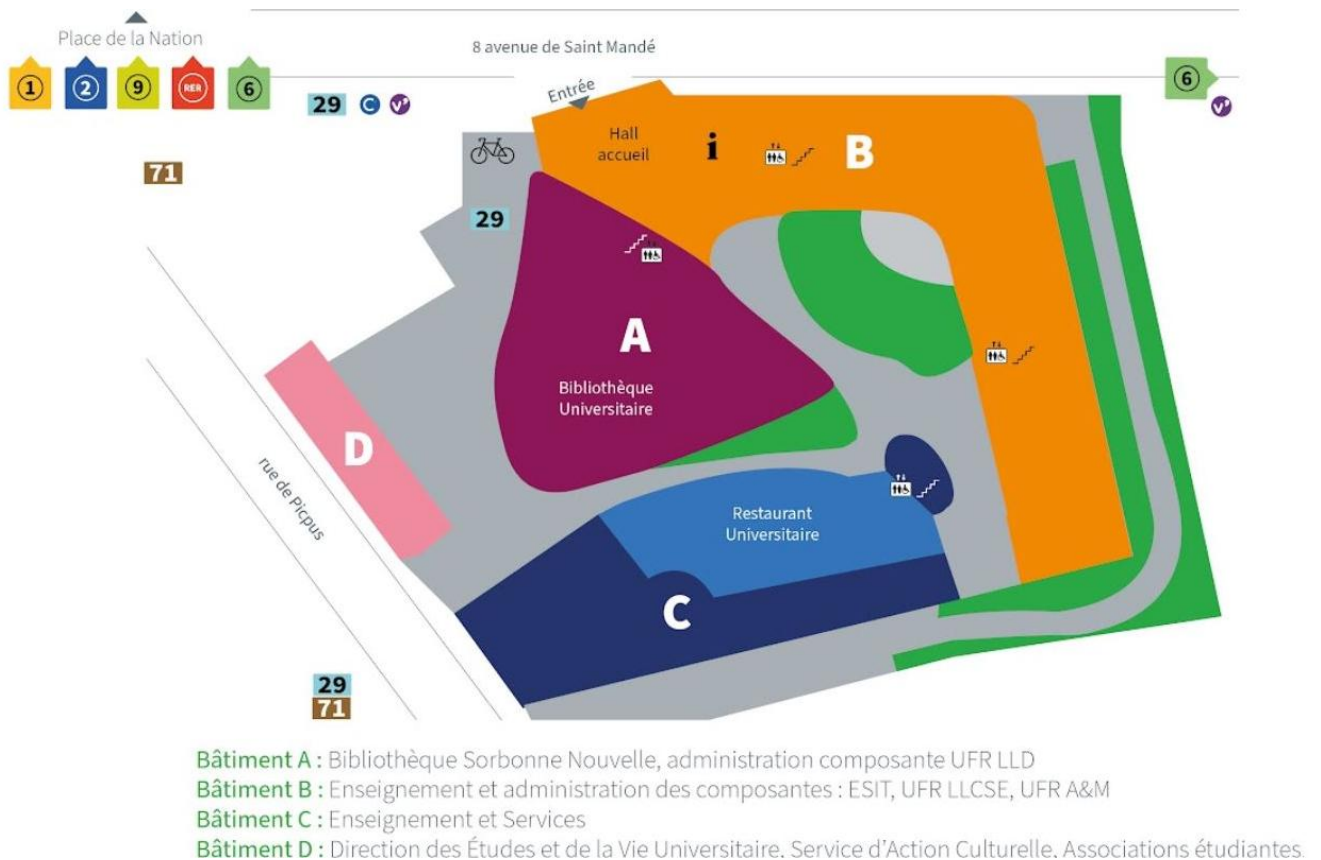
8 avenue de Saint-Mandé – 75012 Paris

By Public Transport

- **Metro / RER:** Line 6 (Nation or Picpus), Line 1 (Nation), Line 8 (Montgallet), RER A (Nation)
- **Bus:** Line 26 (Nation–Trône), Line 29 (Fabre d'Églantine), Line 56 (Picpus), Line 57 (Diderot), Line 71 (Fabre d'Églantine), Line 86 (Nation–Pierre-Bourdan), Line 351 (Nation)
- **Vélib' Bike-Share:** Station 1208 Saint-Mandé Favre, Station 12019 Gare de Reuilly, Station 12016 Picpus

On-Site Facilities

Two bicycle parking areas are available for the use of students and staff.



PROGRAMME STRUCTURE

Tutoring

Student tutoring will be provided by doctoral candidates registered at USPN.

The faculty member supervising the M1 research project and M2 dissertation also serves as the director of studies, providing guidance to the student throughout their programme.

Internships and Supervised Projects

- A compulsory long-term internship at the end of M2 (in research in linguistics or language training). International internships are possible and encouraged.
- Optional internships in the early semesters of M1 and M2 as part of the “Professional Immersion” course units.
- M2 students are responsible for organizing a scientific event (“Masteriales”) during the first semester of M2, with support from the teaching and administrative team.

Assessment

Courses and seminars are assessed entirely through continuous assessment.

CURRICULUM

M1 – SEMESTER 1

Course title	University	Instructor	Hours	ECTS
English Linguistics	USPN	Fuchs	18	6
Morphology and phonology	USPN	Fournier	18	6
Child language acquisition	USN	Morgenstern	24	6
Epistemology of English studies	USN	Morgenstern/Stephens	8	3
Research methodology	USN	Rouveyrol/Rouaud	12	3
English for research	USPN	Furmaniak	18	3
Evaluation of research progress				3

M1 – SEMESTER 2

Course title	University	Instructor	Hours	ECTS
English for specific purposes	USPN	Saber	18	5
Discourse analysis	USN	Rouveyrol	24	5

Didactics	USN	Rouveyrol / Bruderman	24	5
Corpus Linguistics and genre analysis	USPN	Furmaniak	18	5
Professional immersion	USPN	Furmaniak	12	3
Research work				7

M2 – SEMESTER 3

Course title	University	Instructor	Hours	ECTS
Lexicology and phonology	USPN	Fournier	18	6
Bilingual acquisition and development	USPN	Brunet	18	6
Forms in discourse	USN	Corre	24	6
English for research	USPN	Saber	18	3
Professional immersion	USPN	Saber		3
Postgraduate Conference	USN	Corre / Rouveryrol		3
Evaluation of research progress				3

M2 – SEMESTER 4

Course title	University	Instructor	Hours	ECTS
<u>Each student chooses 3 seminars out of the 4 offered:</u>				
Applied pragmatics	USPN	Furmaniak	18	6
English for specific purposes	USPN	Saber	18	6
Didactics of English	USN	Rouveyrol / Horgues	24	6
Multimodality	USN	Morgenstern	24	6
Extended internship				3
Dissertation				9

YEAR 1 – SEMESTER 1

Title	English Linguistics
Year/semester	M1S1
Instructor	Yann Fuchs
Contact hours	18 hours over 9 sessions
Location	USPN, Villetaneuse campus
ECTS credits	6
Course description	This course primarily aims to consolidate basic knowledge in English linguistics, particularly by reviewing the most fundamental elements expected to be mastered when entering a Master's program. It can be considered, in part, as a refresher course on most of the grammatical skills acquired after completing a Bachelor's program in English studies. The ultimate objective of the course is to provide students with a common understanding of essential linguistic elements specific to English, which will be transferable to other courses and seminars in the Master's program.
Key topics	It will focus in particular on elements of grammar, morphology and syntax, from the most basic to the most complex, in a progression that will ensure mastery of some of the main general concepts as well as those specific to the English language in these areas. The course will also focus on several specific features of the English language in terms of the fundamental uses of certain forms, from a semantic and pragmatic perspective, in the general domains of the noun, the verb, and the complex sentence.
Learning outcomes	Upon completing the course, students will be expected (among other skills): - to have acquired essential knowledge in the general linguistic functioning of English; - to be able to recognize a certain number of linguistics items and structures, from the most basic to the most complex;

- to be able to analyze various items of the language from a morphological and syntactic point of view;
- to understand the semantic and pragmatic issues at stake in the use of certain forms specific to the English language.

Assessment 2 written exams in the course of the semester.

References Bibliographical references will be provided at the beginning of the semester.

Title **Morphology and phonology**

Year/semester M1S1

Instructor Pierre Fournier

Contact hours 18 hours over 9 sessions

Location USPN, Villetaneuse campus

ECTS credits 6

Course description This introductory course offers a foundational understanding of three key areas in the study of linguistics: phonetics, phonology and morphology.

Key topics The course provides the necessary tools to analyse the sound system of English. The fundamental morphological processes of word formation are also dealt with.

Learning outcomes

- Recognize and transcribe English speech sounds using the International Phonetic Alphabet (IPA).
- Understand the articulatory features of consonants and vowels.
- Understand the fundamental concepts of English phonetics and phonology (e.g. phoneme, allophone, minimal pair, articulatory processes, syllables, syllable weight, stress assignment, intonation patterns, varieties of English).

- Analyse word formation processes such as affixation, compounding, blending or truncation.
- Identify and describe the interactions between morphological and phonological processes.

Assessment One oral exam (50%) and one written exam (50%).

References A list of references will be provided at the beginning of the semester.

Title [Child language acquisition](#)

Year/semester M1S1

Instructor Aliyah Morgenstern

Contact hours 24 hours over 12 sessions

Location USN, Nation Campus

ECTS credits 6

Course description This Master's seminar lies at the intersection of language acquisition, English linguistics, and general linguistics. It explores how children become "apprentice language learners" by engaging with the theoretical and empirical foundations of early language development. Drawing on filmed, ecologically valid corpora collected in family settings, we will examine the complex interplay between children and their linguistic environments.

A central focus will be placed on how children appropriate the various semiotic resources used for human interaction—including gestures, gaze, facial expressions, sign and speech—as well as on the progressive development of morpho-syntactic, semantic, and pragmatic competence. Topics will include the emergence of grammatical structures, negation, prosody, the acquisition of determiners and pronominal systems, the use of conventional gestures, as well as narrative and argumentative abilities in

context. Particular attention will be paid to the role of adult interlocutors in scaffolding linguistic practices.

The seminar will include comparative analyses of longitudinal data in English, French, and French Sign Language (LSF). It will focus on first language (L1) acquisition but will also consider second language (L2) learning. Deviations from conventional adult language will be analyzed as indicators of language appropriation and communicative strategies.

Students will also be introduced to fieldwork using ethnographic methods, collecting and analyzing their own data and the ethical issues involved. The course will culminate in a student-led scientific event on child language, during which participants will present group projects illustrated with video recordings of family interactions.

**Learning
outcomes**

- Develop the ability to present original research findings.
- Engage critically in scholarly debates on first and second language acquisition, drawing on a range of theoretical frameworks.
- Strengthen comprehension and use of scientific English.
- Read, synthesize, and present peer-reviewed research articles related to child language acquisition and communicative practices in family settings.
- Identify and analyze key linguistic, and multimodal features in naturalistic corpora.
- Acquire methodological skills in ethnographic fieldwork, including data collection, transcription, and analysis of child language in context.

Assessment

Reading or conference report 40% - Collective oral presentation 60%

References

Bruner, J. (1983) *Child Talk : learning to use language*, New York, Norton.
Clark, E. V. (2003). *First language acquisition*, Cambridge, Cambridge University Press, 2003.
Tomasello, M. (2003) *Constructing a language. A usage-based theory of language acquisition*. Harvard University Press.

Title **Epistemology of English studies**

Year/semester M1S1

Instructor	Aliyah Morgenstern / Jessica Stephens
Contact hours	6 hours over 3 sessions
Location	USN, Nation Campus
ECTS credits	3
Course description	This lecture course brings together all students enrolled in the <i>Langue et Société</i> programme, regardless of their specific track. It will be coordinated by a course leader and will feature thematic contributions from faculty members of the department, each presenting their own research approach, with the aim of showcasing the breadth of our research areas. Following two initial sessions devoted to research ethics and deontology, subsequent sessions will be organised thematically in order to present the full disciplinary range covered by English studies, in connection with the specific tracks offered in the <i>Langue et Société</i> Master's programme within the Department of Anglophone Studies (literature, civilisation, arts and heritage, translation/translation studies, linguistics). Each lecture will be divided into two distinct parts: A 45-minute to 1-hour presentation outlining a research trajectory, a research project, or similar topic. A follow-up session for in-depth engagement, which may take the form of a guided reading or a question-and-answer session with the speaker.
Assessment	Each student is required to attend a minimum of three lectures and to participate in the two follow-up sessions. Assessment will take place on the final hour of the semester. It will consist of a summary/synthesis (from 800 to 1200 words) of what you have learnt during those sessions, with examples drawn from 3 sessions at least.

Title	Research methodology
Year/semester	M1S1
Instructor	Julie Rouaud/Laurent Rouveyrol
Contact hours	14 hours over 7 sessions (weeks 1-7)

Location	Nation Campus
ECTS credits	3
Course description	This course deals with the methodology of the research thesis and other scientific texts in linguistics and didactics. The programme includes a section focusing more on the thesis itself, a section on the use of two (sometimes three) specialised software programmes, and a section on collective group work to be presented orally at the end of the semester. The seminar will therefore help students acquire basic methodological tools and perspectives that may be implemented in their research work.
Key topics	At the beginning of the semester, we will examine the various possible methodologies (qualitative and quantitative) corresponding to the fields of Linguistics, Didactics and Phonetics. Students will also be introduced to the notions of corpus design and investigation methods. A few softwares and online resources (research management tools, concordancers, taggers) will be mentioned and used during the course.
Learning outcomes	- Formulate your research problem/question, - Choose the methodology, corpus and software to be used, - Present your research work clearly for the thesis (sources used, theoretical contributions, methodology) - Participate in academic debates and discussions in English and French. - Describe and publicize / mediatize your research in English.
Assessment	1 oral exam, 1 written exam

Title	English for research
Year/semester	M1S1
Instructor	Grégory Furmaniak
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	3

Course description	This course offers a practical, hands-on introduction to academic English, with a particular emphasis on the forms of English used by linguists across different research contexts. The focus will be on the lexical and grammatical features of academic discourse, approached in two stages. Each session will concentrate on one or two targeted areas of vocabulary or grammar. Students will first engage in close observation of authentic written and spoken materials drawn from a range of linguistic genres and subfields. This initial phase will be followed by a series of progressively structured activities, moving from simple gap-filling tasks to guided production exercises. While spoken English will be considered, the primary emphasis of the course will be on written academic English.
Key topics	Academic vocabulary, tenses, modality, coordination and subordination.
Learning outcomes	By the end of the course, students should be able to: - Employ specialized vocabulary characteristic of academic English in both written and spoken contexts. - Apply relevant grammatical resources of English effectively within linguistic research writing. - Analyze the distinctive linguistic features of academic English and adapt their own production in response.
Course outline	1) Academic vocabulary 2) Tenses and their use in academic context 3) Modality and hedging 4) Reporting, quoting and citing 5) Assessment 1 6) Linking clauses : coordinators, subordinators and connectors 7) Relative clauses 8) Nominalisation and passivization 9) Assessment 2
Assessment	Mid-term paper, 50% of final grade Final exam, 50% of final grade

YEAR 1 – SEMESTER 2

Title	Introduction to English for specific purposes
Year/semester	M1S2
Instructor	Anthony Saber
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	5
Course description	The seminar offers an introduction to the study of English in the context of specialized domains. Institutional, social, terminological, pedagogical and discursive aspects will be addressed.
Key topics	What are specialized domains? Terminology and jargon in specialized milieus Specialized discursive genres English for law, for medicine, for science, for economics Military, academic, and scientific English Professional-based fiction Workshops on specialized corpora using concordancers
Learning outcomes	At the end of the seminar, students should be able to: - identify the main marks of specialization in a given discourse and explain the reasons why they appear; - explain the differences between general vocabulary, terminology, and jargon; - build specialized corpora representative of specialized varieties of English, and analyze them using a concordancer.
Assessment	Mid-term paper, 50% of final grade Final exam, 50% of final grade

References

- Bhatia V.K., 1993, *Analysing genre: language use in professional settings*, Londres, New York, Longman.
- Dudley-Evans T. et St John M.J., 1998, *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*, Cambridge, Cambridge University Press.
- Hyland K., 2005, « Stance and engagement: a model of interaction in academic discourse », *Discourse Studies*, 7, 2, p. 173-192.
- Mourlhon-Dallies F., 2008, *Enseigner une langue à des fins professionnelles*, Paris, Didier.
- Petit M., 1999, « La fiction à substrat professionnel : une autre voie d'accès à l'anglais de spécialité », *ASp. la revue du GERAS*, 23-26, p. 57-81.
- Petit M., 2010, « Le discours spécialisé et le spécialisé du discours : repères pour l'analyse du discours en anglais de spécialité », *E-rea. Revue électronique d'études sur le monde anglophone*, 8.1.
- Saber A., 2026 (forthcoming), *Anglais de spécialité et LANSAD*, Toulouse, Presses universitaires de Toulouse.
- Swales J., 1990, *Genre analysis: English in academic and research settings*, Cambridge, New York, Cambridge University Press.
- Trouillon J.-L., 2014, *Approches de l'anglais de spécialité*, Perpignan, Presses universitaires de Perpignan, 300 p.

Title	Discourse analysis: Analysing political and media discourses
Year/semester	M1S2
Instructor	Laurent Rouveyrol
Contact hours	24 hours over 12 sessions
Location	Nation Campus
ECTS credits	5
Course description	This seminar is an introduction to discourse analysis and has two main aims: on the one hand, the exploration of political and media discourses in their general contemporary complexity, and secondly to introduce the

concepts of analysis, indispensable in this disciplinary field. The concepts of genres and types of discourse, among others, will be our common thread throughout the work. The approach will be both linguistic and language oriented, with particular emphasis on the marker-discourse genre relationship: which markers are salient in political discourse, and under what conditions?

Political and media discourse cannot be analysed without taking into account their societal and contextual roots: is the period an election campaign, what is the dominant ideology in power?

The strategies (particularly argumentative, positioning and interaction management ones) employed by the various speakers, politicians and media men and women should therefore be examined using a conceptual framework, such as that developed by the *Critical Discourse Analysis* school.

Learning outcomes

- Identify (and analyse) political and media discourse in terms of genre
- be able to build up a corpus of analysis in relation to the research question
- know how to use analytical concepts on media productions
- know how to select and use certain digital resources in order to analyse corpora
- be able to present your research work clearly
- be able to take part in debates and technical discussions in English.

Assessment

2 written exams with an oral presentation for the second one.

References

- Adam Jean-Michel. (1992, 2017) *Les textes, types et prototypes*. Nathan Université.
- Brown Gillian and Yule George. (1983) *Discourse Analysis*, CUP.
- Charaudeau Patrick et Maingueneau Dominique. (2002) *Dictionnaire d'Analyse du discours*. Seuil.
- Chilton Paul. (2004) *Analysing political discourse: theory and practice*. Routledge.
- Fairclough Norman. (1995) *Media Discourse*. Arnold
- Fairclough Norman. (2000) *New Labour, New Language*. Routledge
- Plantin Christian. (1990) *Essais sur l'argumentation : Introduction à l'étude linguistique de la parole argumentative*. Kimé.
- Plantin Christian. (2016) *Dictionnaire de l'argumentation. Introduction aux études d'argumentation*. ENS, ed.
- Tannen Deborah, Hamilton Heidi, Schiffrin Deborah (eds), (2015), *The handbook of Discourse Analysis*. Second Edition, Wiley Blackwells.
-

Title	Didactics: New perspectives in language learning and teaching
Year/semester	M1S2
Instructor	Cédric Brudermann / Laurent Rouveyrol
Contact hours	24 hours over 12 sessions
Location	Nation Campus
ECTS credits	5
Course description	This English-language seminar is designed to be both theoretical and practical. It aims to equip students with the necessary concepts and tools to distance themselves and position themselves in a 'responsible' manner (Narcy-Combes, 2005) in relation to the issues that arise in the field of second language acquisition research. Assessment will be our main topic, as well as the analysis of the possible effects of feedback and artificial intelligence on language development, certification, interlanguage, language development, certification, interlanguage and the status of errors. Students will also be provided with the basics of the action-orientation approach and the scenario-based perspective. To address these issues students will be called upon to take an active part in the seminar: producing dossiers (from main task to assessment), building up a corpus of learners, annotating and analysing errors (Corder, 1967) and reporting the results.
Learning outcomes	At the end of the seminar, students will be able to be able to carry out autonomously informed practices, likely to promote language development.
Assessment	1 oral, 1 written exam
References	Bachman, L. F (2007) What is the construct ? The dialectic of abilities and contexts in defining constructs in language assessments. In J. Fox, M. Wesche, D. Bayliss, L. Cheng, C. E. Turner & Ch. Doe (Eds.). <i>Language testing reconsidered</i>, p.41-72. University of Ottawa Press.

Chappelle, C. (2023). Wiley Encyclopaedia of Applied Linguistics (2nd Edition). Wiley.

Council of Europe (2018). *Companion Volume*.

Corder, S.P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5, 161-170.

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.

Fulcher, G. & Davidson, F. (2007). *Language testing and assessment : an advanced resource book*. London : Routledge.

Jablonkai, R.R. & Csomay, E. (2022). *The Routledge handbook of corpora and English Language Teaching and learning*. Routledge.

Narcy-Combes, J.-P. (2005). *Didactique des langues et TIC : vers une recherche-action responsable*. Ophrys.

O'Keeffe, A. & McCarthy, M. (2019). *Learner corpora and language teaching*. John Benjamins.

Perez-Paredès P. & Boulton A. (2025). Data-driven learning in and out of the language classroom. C.U.P.

Robinson, P. (2002). *Individual differences and instructed language learning*. John Benjamins.

Title	Genre analysis and corpus linguistics
Year/semester	M1S2
Instructor	Grégory Furmaniak
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	5
Course description	This course has a dual objective: to provide students with essential knowledge and practical skills in corpus analysis, and to develop their awareness of the influence of text genre on language use. Accordingly, the course includes a significant practical component. Working in pairs, students will design a small corpus of their own choosing, enabling them to compare the linguistic features of two different text types. Using tools from corpus linguistics, they will identify formal markers that distinguish the

two genres and account for these differences, with particular attention to the socio-pragmatic functions of the genres under investigation.

Key topics

- What is a genre?
- What is a corpus? How to build a corpus?
- How to use a concordancer?.

Learning outcomes

By the end of this course, students should be able to:

- Construct a written corpus appropriate to their research needs,
- Describe the formal and functional properties of a given genre,
- Use a concordancer to identify differences between two corpora,
- Account for observed formal differences between the two corpora,
- Present the results of their research in both written and oral form.

Transferable Skills

- Collaborative project work
- Online research
- Categorization and classification
- Academic writing
- Oral presentation skills

Course outline

The first two sessions will introduce the theoretical and practical tools needed to design, construct, and utilize a corpus tailored to specific research objectives. The subsequent sessions will take the form of workshops, in which students will collaborate in pairs and develop their skills through guided practice under the supervision of the instructor.

Assessment

(Written) research report + oral presentation

References

Alonso-Almeida, Francisco & Laura Cruz-García. 2011. "The value of *may* as an evidential and epistemic marker in English medical abstracts." *Studia Anglica Posnaniensia*, 46(3). DOI: 10.2478/v10121-010-0004-7

Biber, Douglas, Johansson, Stig, Leech, Geoffrey, Conrad, Susan & Edward Finegan. 1999. *Longman Grammar of Spoken and Written English*. London: Longman.

Swales, John. 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Title	Professional immersion
Year/semester	M1S2
Instructor	Grégory Furmaniak
Contact hours	12 hours
Location	Villetaneuse Campus
ECTS credits	3
Course description	This module is designed to introduce students to the professional world of research in linguistics. It combines first-hand testimony, experiential learning, and academic engagement. The module begins with a guest lecture by a linguist, who will present their academic trajectory and professional experience. Students will then gain practical insight into the academic community by contributing to the organization of the Villetaneuse Conference on Spoken English (on 27-28 March 2026)—assisting with tasks such as distributing programs, welcoming participants, and providing logistical support. In addition, each student will be required to attend at least one conference talk and submit a short written report that summarizes the presentation, analyzes its key points, and reflects on the experience of participating in an academic event.
Learning outcomes	By the end of the module, students will be able to: - Describe the educational and professional pathways available in the field of linguistics. - Demonstrate an understanding of the practical aspects of organizing an academic conference. - Collaborate effectively in carrying out logistical tasks that support a scholarly event. - Summarize and analyze the content of at least one research talk in phonetics. - Reflect on their experience of engaging with the research community and evaluate its relevance to their own academic trajectory.
Course outline	- Presentation of the module - Guest lecture - Preparation of the conference
Assessment	Written report.

YEAR 2 – SEMESTER 3

Title	Lexicology and phonology
Year/semester	M2S3
Instructor	Pierre Fournier
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	6
Course description	This course is based on the theory that the English lexicon is divided into four subsets: <i>Core</i>, <i>French</i>, <i>Foreign</i> and <i>Learned</i>. Words within each subset share distinct linguistic properties that set them apart from those in the other subsets. Words of foreign origin fall under the <i>Foreign</i> subset and exhibit specific semantic, phonetic, phonological, letter-to-sound, segmental, morphological, frequency-related and syntactic characteristics, among others. The course examines the phonological processes and features associated with the four sublexica - such as stress assignment, letter-to-sound correspondences, free foreign vowels, vowel reduction, variation across English varieties, and more - with a particular focus on those affecting loanwords.
Learning outcomes	-
Assessment	one oral exam (50%) and one written exam (50%).
References	A list of references will be provided at the beginning of the semester.

Title	Bilingual acquisition and development
Year/semester	M2S3
Instructor	Alice Brunet
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	6
Course description	This Master's seminar provides an overview of bilingual acquisition and language practices. The primary focus will be on the simultaneous acquisition and use of two languages in childhood, although we will also examine some aspects of bilingual language practices in adults. The seminar adopts a multidimensional approach that encourages students to engage with theoretical frameworks used to study bilingual language acquisition, explore the implications of learning and using two languages at the phonological, morphological, and syntactic levels, and consider the social and environmental factors that shape bilingual development. Each session is organized thematically and includes discussion of research articles, along with empirical analyses of video data drawn from naturalistic video corpora. Seminar participants will be expected to select or compile a bilingual corpus in order to analyze a specific aspect of bilingual acquisition or language use. They will submit a written report that presents a description of the theoretical framework and an analysis of authentic video data, including a discussion of how their findings relate to current research in the field of bilingualism. The final session of the seminar will be dedicated to the oral presentation of this work.
Requirement	Participants are expected to bring their personal computers and earphones to the seminar sessions to engage in data analysis activities. Prior to the seminar, they should download and install the ELAN software, available at: https://archive.mpi.nl/tla/elan/download.
Learning outcomes	Develop a solid grasp of the main theories on bilingual acquisition and language practices Draw on scientific literature to produce a thorough analysis of bilingual data Acquire analytical skills for working with bilingual data, particularly through the use of ELAN and/or Excel

Attain greater proficiency in understanding and producing scientific English in the field of bilingual acquisition

Assessment	Research project on authentic data (written report 50% + oral presentation 50%)
References	Genesee, F., & Cenoz, J. (2001). <i>Trends in bilingual acquisition</i> . John Benjamins Publishing. Grosjean, F. (2008). <i>Studying bilinguals</i> . Oxford University Press. De Houwer, A. (2009). <i>Bilingual first language acquisition</i> . Multilingual Matters. ELAN (Version 6.9) [Computer software]. (2024). Nijmegen: Max Planck Institute for Psycholinguistics, The Language Archive.

Title	Forms in discourse: Tense, Aspect, Modality (TAM) – contrastive and transtheoretical study
Year/semester	M2S3
Instructor	Eric Corre
Contact hours	24 hours over 12 sessions
Location	Nation Campus
ECTS credits	6
Course description	In English (and in most languages), the verb is the locus of temporal, aspectual and modal determination. Tense is defined as the grammaticalized expression of (chronological) time ; the category called ‘aspect’ comes from Slavic languages, and was imported into English to define several oppositions like the simple vs. progressive (<i>be</i> + <i>V-ing</i>) constructions, and the perfect construction (<i>have V-en</i>). Modality is a category of meaning, which has to do with evaluation of the veracity/falsity/desiredness, etc., of the situation. In many languages, these different categories interact, which leads some linguists to advocate a super TAM(E) category.

In this seminar, based on parallel (translation) corpora, we will study those interactions, with constant reference to different levels of linguistic analysis (morphology, syntax, semantics, discourse) and different theories (formal and usage-based theories). An important part of the work will be devoted to the reading and analysis of specialized articles and excerpts, as well as analysis of corpus data.

Learning outcomes	Read, synthesize, and discuss peer-reviewed research articles related to questions of TAM. Strengthen comprehension and use of scientific English specific to the study of the domain. Develop the ability to develop a research question based on empirical, corpus data. Build up inductive (from data to the rule) and deductive (from the rule to its application) reasoning. Build an editorial expertise in English on a scientific topic.
Assessment	One mid-term paper (homework) : 50% One in-class final exam : 50%
References	Larreya, Paul & Watbled, Jean-Philippe, <i>Linguistique générale et langue anglaise</i>, Paris, Nathan Université, 1994. (réédité) Yule, George, <i>The Study of Language</i> (Second edition), Cambridge, Cambridge University Press, 1996. Crystal, David, <i>The Cambridge Encyclopedia of Language</i>, Cambridge, Cambridge University Press, 1987. Huddleston, R. & Pullum, G. (2002), <i>The Cambridge Grammar of the English Language</i>. Quirk R. et al, (1985), <i>A Comprehensive Grammar of the English Language</i>, Longman.

Title	English for research
Year/semester	M2S3
Instructor	Anthony Saber
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus

ECTS credits	3
Course description	This 'hands on' seminar will address key aspects of English for research & publication. It aims to empower and encourage students to publish their research in leading international peer-reviewed journals.
Key topics	Structured abstracts Rhetorical moves and steps in a research article Brevity and concision in scientific writing Scientific phraseology Common language issues in a scientific article
Learning outcomes	At the end of the seminar, students should be able to: - write an abstract in English - use key lexis and phraseology for writing scientific papers - structure information in an adequate fashion in a scientific article - proofread their manuscripts and edit main errors or language infelicities - write a cover letter accompanying a submission
Assessment	Mid-term paper, 50% of final grade Final exam, 50% of final grade

Title	Professional immersion
Year/semester	M2S3
Instructor	Anthony Saber
Contact hours	
Location	Villetaneuse Campus
ECTS credits	3

Course description**Learning outcomes**

- This module aims to provide professional immersion and exposure to research in the field of English applied linguistics. It will mostly be based on participation in scientific conferences or scientific projects.

Course outline**Assessment**

A report on lessons learned from the scientific activities conducted by each student.

Title	Postgraduate Conference
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Year/semester	M2S3
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Instructor	Eric Corre / Laurent Rouveyrol
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Contact hours	12 hours
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Location	Nation Campus
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ECTS credits	3
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Course description

This course unit will provide students with the opportunity to present their research during the *Mastériales*, which will take place in the mid-semester break. Supervised by faculty advisors, students will be responsible for organizing the scholarly event in the form of a mini-study day. This includes designing the program, arranging panels, chairing sessions, as well as managing communication about the event through the production of posters, flyers, and announcements. Students engaged in research projects will present their work, chair sessions, and lead Q&A discussions. Students enrolled in the professional track will take charge of the organizational aspects (communication, poster design, mini-website, etc.), thereby gaining insight into the multiple dimensions of planning an academic event and enhancing the professional value of this

**Learning
outcomes**

By the end of this course, students will be able to:

- Present their research in a clear and effective manner, demonstrating an initial competence in academic communication.
- Gain first-hand experience in the organization of a scholarly event.

Assessment

Students presenting at the *Mastérialles* will be assessed on the basis of their presentation.

Students involved in the organization of the *Mastérialles* will be assessed on the basis of an activity report.

YEAR 2 – SEMESTER 4

Title	Applied Pragmatics
Year/semester	M2S4
Instructor	Grégory Furmaniak
Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	6
Course description	This course applies the concepts and analytical tools of pragmatics to the study of language use in situations of conflict. We will examine how conflict emerges, how it is enacted through language, and how it may be managed or resolved.
Key topics	- What constitutes a conflict? Its causes, contexts, and typical components. - How does conflict manifest linguistically, particularly in interpersonal interaction — the primary focus of pragmatics? - Linguistic forms and discursive strategies that shape conflictual encounters. - Linguistic forms and strategies employed to prevent, mitigate, or terminate conflicts. - Potential strategies for avoiding, de-escalating, or resolving conflict.
Learning outcomes	By the end of the course, students will be able to: - Conduct a linguistic analysis of conflictual encounters in a variety of settings, including: - o Identifying the linguistic and non-linguistic elements that render an exchange conflictual. - o Identifying, categorising, and analysing different types of offensive speech acts. - o Assessing the interpersonal relationships between interlocutors and tracking their evolution over the course of an interaction using the concept of <i>facework</i>.

- Explaining the role of implicit meaning in the development of conflict.
- Propose strategies that could have prevented, defused, or resolved the conflict.
- Evaluate, where relevant, the inevitability or even the potential usefulness of conflict.

Course outline

1. Pragmatics – Basic Concepts
2. Defining Conflict
3. Conflictual Speech Acts
4. Conflict and Facework
5. Conflict and Implicature
6. Oral Presentations

Assessment

- Oral reading review – 50%
- Final oral presentation analysing a conflictual exchange – 50%

References

Austin, J. L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.

Brown, P., & Levinson, S. C. (1987 [1978]). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Culpeper, J. (2011). *Impoliteness: Using Language to Cause Offence*. Cambridge: Cambridge University Press.

Grice, H. P. (1975). *Logic and Conversation*. In Cole, P. & Morgan, J. L. (Eds.), *Syntax and Semantics, Vol. 3: Speech Acts* (pp. 41–58). New York: Academic Press.

Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.

Title	English for specific purposes: Research methods and epistemological issues
Year/semester	M2S4
Instructor	Anthony Saber

Contact hours	18 hours over 9 sessions
Location	Villetaneuse Campus
ECTS credits	6
Course description	Classes will mostly be based on critical reviews of recent research articles on ESP.
Key topics	Specialized domains and the concept of specialization: epistemological issues Discourse analysis and specialized discourse genres Analyzing specialized varieties of language using different disciplinary perspectives: lexicology, linguistics, corpus linguistics, and pragmatics Metaphors in specialized domains
Learning outcomes	At the end of the seminar, students should be able to: - use conceptual frameworks from the French School of Discourse Analysis and English for Specific Purposes (ESP) in their research; - model the parameters that define specialization from the perspective of different disciplinary sectors (language teaching, terminology, discourse analysis, in particular); - critically review recent publications in specialized languages and test their epistemological soundness; - mobilize methods guaranteeing epistemological soundness in their own research.
Assessment	Oral presentation, 50% of final grade Final exam, 50% of final grade
References	References will be provided during the seminar. The theoretical framework of the seminar will be based on : Saber A., 2024, <i>Domanialité en anglais contemporain</i>, Rennes, Presses universitaires de Rennes.

Title	Didactics of English:New perspectives in language learning and teaching: assessment and oral production
Year/semester	M2S4
Instructor	Céline Horgues / Laurent Rouveyrol
Contact hours	24 hours over 12 sessions
Location	Nation Campus
ECTS credits	6
Course description	This seminar is the follow up to the M1 Didactics course and aims at providing participants with in-depth concepts related to assessment (<i>validity, reliability, transferability</i>) and more particularly <i>SBA</i>, scenario-based assessment (Purpura, 2024). This seminar will particularly focus on the assessment of verbal interaction (Zabala & Rouveyrol, 2022) through various language certification systems. The emphasis will also be laid on aspects of oral corrective feedback relevant to L2 learning/teaching. In particular, we will study how SLA research brings about key findings as to the structure of a corrective feedback sequence (learner output trigger- teacher corrective feedback - learner uptake) in formal instruction settings, with a special focus on the typology of corrective feedback types and foci. The concepts of the impact and effectiveness of corrective feedback will also be reflected upon. These various aspects of oral corrective feedback will be put into perspective by taking into account i) the distinction between oral/written modalities (both for the target and form of the language correction) ii) the impact of the learning/teaching setting (comparing formal language instruction taught by a professional language teacher with other learning settings, in particular informal learning settings such as tandem collaborative learning where learners of different languages help each other learn the L2 language and culture).
Learning outcomes	At the end of the course, students will be able to reflect on assessment dynamics and conceive assessment schemes for specific action oriented tasks. Students will also be able to reflect on oral corrective feedback in order to conceive their own strategies.

Assessment	2 written exams (dossiers)
References	Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. <i>Language Teaching</i>, 46, 1–40. Nassaji, H. & Kartchava, E. (Eds) 2021. <i>The Cambridge Handbook of corrective feedback in second language learning and teaching</i>, Cambridge University Press. Scheuer, S. & Horgues, C. (2021) Corrective feedback and unintelligibility: Do they work in tandem during tandem interactions?. In Anastazija Kirkova-Naskova, Alice Henderson & Jonás Fouz-González (eds), <i>English Pronunciation Instruction: Research-based Insights</i>, 223-252, Amsterdam, The Netherlands: John Benjamins. Purpura, J. E. (2024). Learning-oriented language assessment. In A. J. Kunnan (Ed.), <i>The Companion to Language Assessment</i>. Oxford: Wiley Zabala Delgado, J. and Rouveyrol, L. (2022) Assessing verbal interaction: towards European harmonization. Insights from the co-operation between Spanish and French language exams for Higher Education (CertAcles/CLES) <i>Language Learning in Higher Education</i>, vol. 12, no. 1, pp. 129-157. https://doi.org/10.1515/cercles-2022-2039.

Title	Multimodality: Multimodal interactions
Year/semester	M2S4
Instructor	Aliyah Morgenstern
Contact hours	24 hours over 12 sessions
Location	Nation Campus
ECTS credits	6
Course description	This seminar is open to all Master's students—whether specializing in linguistics, literature, or cultural studies—who wish to develop analytical tools for examining written, spoken, and multimodal discourse with a focus on the combination of semiotic resources. The course draws on a diverse range of corpora, including literary texts, press articles, political speeches, televised debates, and video recordings of naturally occurring social interactions (e.g., parent–child exchanges,

family or friendly dinners, thematic conversations). Students are encouraged to contribute data excerpts relevant to their own research projects.

From a linguistic perspective, the course focuses on how “language users” (speakers, writers, signers) mobilize various semiotic resources to express viewpoint, engage with content, and negotiate interpersonal stances. We will explore a range of phenomena commonly referred to as stance-taking, point of view, speaker commitment, intersubjective positioning, judgment, and evaluation.

The analysis will consider not only traditionally “linguistic” forms—spoken or written—but also embodied resources such as gestures, facial expressions, object manipulation, spatial positioning, and gaze. A central goal is to understand how these resources work together in context to construct meaning and organize interaction.

Learning outcomes

- Develop the ability to present original analyses of written, spoken, and multimodal discourse, using appropriate academic conventions and theoretical terminology.
- Engage critically in scholarly discussions on stance, viewpoint, and evaluation across a variety of discourse genres and interactional contexts, drawing on frameworks from discourse analysis, pragmatics, semiotics, and interactional linguistics.
- Strengthen comprehension and use of scientific English.
- Read, synthesize, and present peer-reviewed research articles and chapters.
- Identify and analyze key verbal and nonverbal features in diverse corpora focusing on how participants construct stance, engagement, and intersubjectivity.

Assessment

Reading or conference report 40% - Collective oral presentation 60%

References

Course readings will be provided on Moodle.

Biber, Douglas & Finegan E. (1999). Styles of Stance in English: lexical and grammatical marking of Evidentiality and Affect, *Text* 9 : 1, pp. 93–124.

Englebretson Robert (ed.) (2007). *Stancetaking in Discourse : Subjectivity, Evaluation, Interaction*. Amsterdam/Philadelphia : John Benjamins.

Weizman, Elda (2008). *Positioning in Media dialogue*, Amsterdam/Philadelphia : John Benjamins.

ACADEMIC REGULATIONS

1. Enrolment

A maximum of two enrolments is permitted in M1. Re-enrolment is subject to a reasoned decision by the annual examination board.

2. Monitoring of the Student Success Contract

Each student is required to meet with their academic supervisor, who also serves as their director of studies, at least once per semester.

3. Rules for Validation

3.1 Validation and accumulation of course units (UEs)

Once a course unit has been validated (minimum grade: 10/20), it is definitively acquired.

3.2 Validation of internship/dissertation

The compulsory internship in M2, semester 2, is validated through an internship report appended to or integrated into the M2 research dissertation.

4. Rules on Compensation

Semesters and academic years are not compensable. All semesters must be validated.

5. Attendance and Non-Completion

5.1 Attendance requirements

Since the assessment mode is full continuous assessment, no unjustified absence is permitted. Any unjustified absence will result in a grade of 0 for the assessment conducted during the missed session.

5.2 Rules in cases of non-completion

Re-enrolment is subject to the decision of the examination board.

6. Progression Rules

6.1 Progression to the next year

Students will progress automatically to M2 upon successful validation of both semesters of M1.

6.2 Rules on re-enrolment

Each student is allowed a maximum of one re-enrolment per year.

Re-enrolment is not an entitlement: it is subject to the decision of the annual examination board.

10. Examination Regulations

10.1 Organisation of assessment

Full continuous assessment.

10.2 Initial examination session

Seminars and courses are assessed throughout the semester within each seminar/course.

10.3 Organisation of resits

Resits are integrated into continuous assessment. In case of a justified absence, the instructor will either arrange a substitute assessment or reallocate the weighting of the missed assessment to the remaining ones.

The M2 dissertation may be submitted and defended either in session 1 (before the May examination board) or in session 2 (for the September board).

10.4 Examination board dates

- M1: Semester 1 (February); Semester 2 + annual board (July)
- M2: Semester 3 (February); Semester 4 + annual board (May); Session 2 (September)

11. Internship

All students are required to complete a compulsory internship of at least two months during the second semester of M2.

RESEARCH WORK (M1)

At the beginning of the academic year, each student is required to contact a faculty member whose area of expertise aligns with the student's intended field of study. With the faculty member's agreement to provide supervision, the student and supervisor will define a specific research topic and notify the programme directors accordingly.

The supervisor may be a faculty member of either Université Sorbonne Paris Nord or Université Sorbonne Nouvelle.

Each supervisor is free to define their own standards and expectations. However, most supervisors view the M1 research project as preparatory work for the M2 dissertation, rather than a dissertation in itself. The following elements are generally expected:

- Approximately 50 pages (plus references)
- An introduction that clearly defines and delimits the research question
- A comprehensive and structured literature review (i.e., an organized and problematized overview of the relevant scholarship)
- A methodology section specifying in detail the data to be used, the procedures for data collection, and the methods of analysis
- A preliminary analysis of a sample of the data

The M1 research project commences in the first semester. Following approval of the research topic by the supervisor, the student and supervisor shall meet regularly to provide guidance and monitor the progress of the work. At the end of the first semester, the supervisor will submit a grade assessing the project's progress.

DISSERTATION (M2)

Didactics

Learning outcomes (skills):

- Conduct a didactic field experiment, compile a corpus, and analyze research data using appropriate tools.
 - Carry out both quantitative and qualitative analyses of the collected data in order to address the research question and contribute to the advancement of the field.
 - Write the dissertation in clear, fluent academic language and in a format that ensures readability (*approx. 80 pages*).
 - Prepare effectively for the oral defense.
-

Linguistics

Learning outcomes (skills):

- Conduct fieldwork, where required by the research topic, compile a corpus, and analyze research data using appropriate tools.
- Carry out both quantitative and qualitative analyses of the chosen topic, ensuring that the work makes a scientific contribution to the field.
- Write the dissertation in clear, fluent academic language and in a format that ensures readability (*approx. 80 pages*).
- Prepare effectively for the oral defense.

COMPULSORY INTERNSHIP

Year 2, Semester 4

Students are required to complete a compulsory internship of **at least 2 months** and **8 hours per week**. The internship must be related to the Master's programme and may take place in one of the following areas:

- **Research:** in a laboratory or as part of a research project
- **Language teaching:** in schools, universities, or private language institutions
- **Language engineering**

Each student is assigned a **university internship tutor**, who may be the student's supervisor or another member of the programme faculty.

Ideally, the internship should relate to the topic of the student's research dissertation. In this case, observations and data collected during the internship can be fully integrated into the dissertation. If the internship is not directly connected to the dissertation topic, a separate internship report will be appended to the dissertation.

For information on the procedure and to request the “**convention de stage**” form, please contact gest-stages.llshs@univ-paris13.fr



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