

THE ECLIS GAZETTE

The PhD Newsletter



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2025 in Review: What Did You Miss?

Congratulations to Our ECLIS Graduates

To begin with, a big congratulations to the 17 doctoral candidates who successfully defended their theses in 2025:

Olivier Blond-Rzewuski (Education Sciences - CREN)
Hélène Jalin (Psychology - LPPL)
Marie-Céline Chades (Philosophy - CAPHI)
Mireille Youssef (Psychology - LPPL)
Nadia Ikhlef Zebiche (Education Sciences - CREN)
Tess Bretesché (Psychology - LPPL)
Etienne Honoré (Education Sciences - CREN)
Elise Guenoux (Education Sciences - CREN)
Andrew Laurin (STAPS - MIP)
Valériane LOISON (Infocom Sciences - CREN)
Kévin Mahot (STAPS - MIP)
Romane Pedro (Sc. du langage - LLING)
Sandra Sakal (Education Sciences - CREN)
Gilles Moreau (Education Sciences - CREN)
Antoine Cochard (Language Sciences - LLING)
Tristan Tallio (STAPS - MIP)
Titouan Morin (STAPS - MIP)
Camille Ribadeau-Dumas (Psychology - LLPL)



We also wish the best of luck to those planning to defend their thesis this year!



ECLIS DOCTORAL SCHOOL WELCOME DAY - PHOTO BY INÈS BOUILLAUD

Looking back at the ECLIS Doctoral School Welcome Day

The first highlight of the academic year was the **ECLIS Doctoral School Welcome Day**, held on **November 28, 2025**.

On this occasion, doctoral candidates had the opportunity to **discuss their research** during a *Speed Doctoring* session, take part in various **workshops**, and enjoy a **convivial moment fostering exchanges and interdisciplinary discussions**.

Looking Ahead to 2026: Early-Year Updates

Focus on selected doctoral training courses



- The training course **Research Writing Workshop – Writing Your Thesis**, offered by the ECLIS Doctoral School (DIS-ECLIS-05), once again welcomed a large number of doctoral candidates this year.

Through a combination of practical advice and both playful and academic writing activities, participants were encouraged to reflect on their **relationship to writing**. Throughout the sessions, they shared their experiences, doubts, and successes, and discussed common challenges related to thesis writing.



• New validation procedure for MOOCs:

The following MOOCs:

- Research Ethics (Université de Lyon)
- Scientific Integrity in Research Professions (Université de Bordeaux)
- Open Science (Sorbonne Université)
- Teaching in Higher Education (Ministry of Higher Education and Research)

Previously listed in the Amethis training catalogue, will now be validated exclusively through the **equivalency catalogue**.



Concours Ma Thèse en 180 secondes (MT180 - 3 Minute Thesis Competition) - 2026 Edition

Among the key events to remember, let's not forget the **Ma Thèse en 180 secondes (MT180)** competition!

Local selections have just taken place across the **Le Mans, Angers, and Nantes campuses**. A huge congratulations to all doctoral candidates who took on this challenge with great success! Special congratulations to the two ECLIS finalists:

- Le Mans Université : **Mariem Ben Romdhane**
- Nantes Université : **Thomas Lecharte**

The regional final took place on April 7 at Stereolux in Nantes (and was streamed live on YouTube).



MT180 2026 Edition: Who Are the Finalists?

Interview with Mariem Ben Romdhane

Background and Research Topic

Could you briefly present your PhD topic?

I am a PhD candidate at CREN Le Mans in **Language Sciences**, more specifically in **sociolinguistics**. My research focuses on experiences of **language appropriation and intergenerational transmission within Tunisian families**, and what these processes imply in terms of identity positioning.

Can you tell us about your academic journey?

My academic path has been far from linear. I was born and raised in Tunisia. After completing a scientific high school diploma, I entered a literary preparatory class. I then pursued a Bachelor's degree followed by a first year of a **Master's degree in Modern Literature**.

At the same time, as I was teaching French, I wanted to train in teaching French as a foreign language (FLE). Since this type of training was not available in Tunisian universities, I applied to several French universities, including Le Mans.

There, I completed a **Master's degree in Language Didactics**, during which I became interested in so-called "non-native" FLE teachers – that is, teachers perceived as not having French as their first language, which was my case. It was also during this time that I discovered sociolinguistics: a fascinating field that explores not only language practices, but also representations and relationships to language within social groups.

I had finally found a field that allowed me to both describe and analyze the often complex and deeply personal relationship we have with our languages.



Why did you choose this topic? What drives your research?

This topic emerged from extensive discussions with my PhD supervisors, but today it feels like an obvious choice. Tunisia has been shaped by **identity tensions** for decades, raising a central question: **who are we as a society?** These tensions are particularly visible through **language**, which becomes both a **marker and a site of identity positioning**.

In this context, my research aims to better understand and highlight **linguistic and identity diversity as experienced by individuals within the family microcosm**. It seeks to move beyond institutional discourses on language (official language, second language, foreign language, etc.) and instead focus on the lived experiences, practices, and meanings that speakers attribute to their languages.



LE MANS UNIVERSITY LOCAL FINAL – MARCH 10, 2026

I often use my own experience as an example: although I am Tunisian, my lack of a noticeable “accent” in French or my way of speaking often leads fellow Tunisians to perceive me as something other than Tunisian.

This experience highlights how multilingualism in Tunisia raises issues of perception, belonging, and legitimacy—central to the identity dynamics I study.

MT180 Experience

Why did you choose to take part in MT180?

Trick question! Just kidding. At first, I wasn’t particularly enthusiastic—I felt it conveyed a somewhat utilitarian view of research, as if my thesis had to be shaped into a format that didn’t quite fit it.

But my fellow PhD colleagues (Tetiana and Poevai, whom I’d like to acknowledge) had taken part, and their performances were absolutely brilliant—it really inspired me! They also gave very positive feedback and explained that it would help me clarify my research questions and focus on what truly matters.

Gradually, throughout the training, I realized that I was driven by a strong desire to help my friends, family, and even the participants in my research understand what I work on, in a way that is both accessible and engaging.

How did you prepare for the local selection?

The coaches and organizers supported us so much at every stage of the process that, aside from rehearsing my text over and over again—at home, in the office, even in the shower—I didn’t really feel like I had done a huge amount of preparation on my own. We owe them a lot.

That said, I won’t hide it: I was quite stressed about going on stage in front of an audience. I also spent far too much time choosing what to wear!

What was the most challenging part of the exercise?

Working on the script—honestly, I even had nightmares about it! You keep revising it over and over, and it always feels too long. At one point, I felt really discouraged, but fortunately I turned to my fellow PhD colleagues in sociolinguistics. They helped me cut it down to the essentials, without losing the scientific depth of the presentation, while staying true to my topic, which they knew well.

And on the other hand, what was the most stimulating part?

All the stage preparation! Our coach Yannick was fantastic. During rehearsals, we laughed a lot with the other participants—there was a great atmosphere, no judgment at all, only constructive feedback.

Did You Know? MT180 Special

1. Since its creation, Ma Thèse en 180 secondes has trained over 6,300 doctoral candidates in science communication.
2. In the Pays de la Loire region, a regional final can attract up to 800 attendees in person.
3. Participants in Ma Thèse en 180 secondes are allowed... only one slide to present their research!
4. The MT180 competition originated in Australia (Three Minute Thesis), before being adapted into French in 2012 in Quebec.
5. Taking part in MT180 is also a form of training: doctoral candidates receive support to develop their public speaking skills, validating many hours of training along the way!



How did you work on the storytelling of your thesis to make it accessible?

The idea of the “**Happy Families**” card game came up during an informal discussion with my PhD supervisor, as a way to make my research more accessible. It came back to me when I started drafting an initial version of my script, and I decided to develop it further to see where it could lead—and in the end, it worked really well. I think I created characters that people can easily relate to, or that remind them of members of their own family or social circle.

More broadly, I believe that as researchers in the humanities, we have a certain advantage. Compared to experimental sciences, we tend to rely less on technical jargon. The concepts we explore—such as language, identity, family, or transmission—can resonate with a wide audience, which, in a way, makes our work more accessible.

Finally, do you have an anecdote from your preparation or performance to share?

There are several! At one point in my presentation, I imitate a **grandmother** scolding her grandchildren in Tunisian (or Tunisian Arabic). She says “**Ynaambouk**”, which I won’t translate here—but you’re welcome to look it up! It’s actually an expression my mother uses all the time—it’s kind of her signature! A little nod to her, which she immediately recognized.



Once again, congratulations to the doctoral candidates of Le Mans Université!

Interview with Thomas Lecharte



Background and Research Topic

Could you briefly present your PhD topic?

I am conducting my PhD at the Motricity, Interactions, Performance laboratory, within the Faculty of Sport Sciences (STAPS). My research focuses on **evaluating adaptations of the medial gastrocnemius muscle** (one of the main calf muscles) following a stroke or a spinal cord injury. The aim is to **investigate the mechanical changes in both the muscle and the tendon after a neurological injury**, as well as their interactions, and to assess their respective impact on walking.

Can you tell us about your academic and professional background?

I graduated as a **physiotherapist** from IFM3R in 2017, and then completed a **Master’s degree in Training and Optimization of Sports Performance**. I later joined the Nantes University Hospital (CHU) in the department of physical medicine and neurological rehabilitation, where I currently work. I began my PhD in 2024 thanks to a 50% secondment from my clinical duties at the hospital.

Why did you choose this topic? What drives your research?

It was important for me to connect my clinical work at the hospital with my PhD research. The patients involved in my research protocols are the same ones I work with in clinical care. Although my doctoral research is quite fundamental, I always try to approach it from a perspective that can lead to clinical applications.

MT180 Experience

Why did you choose to take part in MT180?

A bit by chance. A fellow PhD student had taken part the previous year—I really enjoyed his performance and the exercise itself, which encouraged me to sign up.

How did you prepare for the local selection?

Through a lot of repetition! First on my own with a timer, then in front of my colleagues to get used to having an audience.

What was the most difficult part of the exercise?

Overcoming the discomfort of going on stage. Since I'm not used to this kind of performance and don't have any acting experience, there's always that fear of a "cringe" moment—that the acting might fall flat and make the whole presentation awkward.

And on the other hand, what was the most stimulating part?

Watching the performances of the other PhD candidates, and the sense of mutual support between us as we worked to improve our three-minute presentations and push each other forward.

How did you manage public speaking (stress, posture, voice, etc.)?

By practicing, practicing, and practicing.

How many versions of your script did you write throughout the competition?

Around ten, I'd say—Cécile, who supported us with the writing, is probably still pulling her hair out over it!



How did you feel when stepping onto the stage?

It was awful backstage—I kept wondering what I was doing there... Once the timer started, everything became very automatic, but I actually remember very little from that moment.

How are you approaching the regional final?

For now, quite calmly. My goal was to reach the regional final and not mess up on stage at that point. So if everything goes well, I'll have achieved everything I set out to do!

That said, I'll probably feel much less calm as the moment of going on stage gets closer.

A message or a piece of advice for doctoral candidates who are hesitating to take part?

It's a great experience, but you really shouldn't underestimate the amount of time it takes if you fully commit to it!

Coming soon...

Find the MT180 finalists' portraits in the Summer Gazette!

Individual Monitoring Committee (IMC): The 2026 Campaign Is Now Open!

Have you also received that “Important” email announcing the **launch of the IMC campaign**... without really knowing how it works?

No worries—we’ve got you covered!

- **What is the Individual Monitoring Committee?**

The Individual Monitoring Committee (IMC) is an annual body that ensures the **smooth progress of the PhD**, both in terms of **research** and the **working relationship** between the doctoral candidate and their supervisor(s).

Created in 2016 at the request of doctoral representatives, it was initially designed to prevent issues in doctoral supervision (harassment, misappropriation of work, etc.). Since 2022, its role has evolved: it now serves as a **comprehensive monitoring body for doctoral research**.

- **Its objectives:**

- Ensure that appropriate working conditions are in place (material, relational, and scientific)
- Provide an external perspective and constructive, supportive recommendations
- Validate the continuation of the PhD for the following year

- **How does it work?**

The IMC meets **once a year before re-enrollment**, and its approval is required for re-registration.

During the first months of the PhD, doctoral candidates select, together with their supervisor(s), the two members of the committee:

- one subject specialist, to assess the scientific relevance of the research;
- one non-specialist, external to the field, to focus on the conditions under which the PhD is carried out.

At least one member must be external to the research unit.

- **Note: IMC members cannot act as thesis reviewers.**

Once the committee is formed, the doctoral candidate organizes the annual meeting, usually **around June**.

The meeting is structured in three parts:

1. Presentation of the research, its progress, and discussion
2. Discussion with the doctoral candidate **without the supervisor(s)**
3. Discussion with the supervisor(s) **without the doctoral candidate**

At the end of the meeting, the IMC produces a **written report** (available on the doctoral school’s website).

- **How should I prepare for my IMC?**

Here are a few tips to approach your IMC with confidence:

Plan ahead: Academic schedules are often very busy at the end of the year (exams, committees, defenses...). Make sure to schedule your meeting as early as possible.

Send documents in advance: It is recommended to send your progress report at least **two weeks before the meeting**, so that IMC members have time to review it. The template is available on the doctoral school’s website.

Don’t forget to also share your **training plan** (to be completed on Amethis).

- **Still have questions?**

Feel free to consult the guide available on the doctoral school’s website!



Share your experiences!

Have you taken part in a conference, summer school, or training?
Published an article?

Got a PhD tip to share—or a struggle worth telling?

A fieldwork photo or anecdote?
Or simply want to talk about your research topic?

The ECLIS Gazette is your space to speak!



Send your contributions to:
communication.ed-eclis@etu.univ-nantes.fr

Stay connected and don't miss any updates by following the ED ECLIS pages!

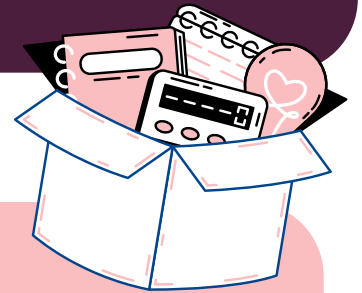


SAVE THE DATES !

April 7: **MT180** Regional Finals in Nantes!

ECLIS PhD Cafés: April 2 in Angers and April 8 in Nantes

May 18–19: ED ECLIS Spring Seminar in Quiberon



PhD Tips & Tricks:

Do you feel like you're working all the time... without necessarily making the progress you'd like? Time management during a PhD can quickly become a challenge. Here are a few tips to help you stay organized without burning out:

1. **Block strategic time slots:** Identify the moments of the day when you are most focused and dedicate them to demanding tasks (writing, analysis, critical thinking). Try to protect these time slots as much as possible by limiting interruptions.
2. **Alternate between tasks:** Doing only demanding tasks in a row can quickly lead to fatigue. Mix them with lighter activities (formatting, literature review, planning) to maintain your energy over time.
3. **Limit multitasking:** Working on several things at once may feel productive, but it often reduces concentration. Try to focus on one task at a time to be more efficient.
4. **Take regular breaks:** Stepping away regularly helps you stay focused for longer. Taking a few minutes away from your screen can help you gain perspective and avoid overload.

Find a rhythm that works for you—and don't forget to acknowledge what you've already achieved. Even small steps count. Good luck!

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