

**DESCRIPTION DES ACTIVITES D'ENSEIGNEMENT PEDAGOGIQUES ET  
ADMINISTRATIVES (2 pages maximum)**

*1. ACTIVITE D'ENSEIGNEMENT AU COURS DES 5 DERNIERES ANNEES*

**EN FRANCE :**

Because I was granted an Institut Universitaire de France fellowship for 2009-14, the annual amount of teaching hours during this period has been limited to 64 hours per year (a third of the regular teaching duties of an assistant professor in French universities, for a total of 320 hours for the fellowship duration). However, I chose to continue teaching an important master class (cours magistral) at Bachelor's level (L3) on *Language in Contacts* for undergraduates, attended every year by 80 to 90 students, and amounting to 146 hours (29.5h x 5), and a master class at the Master's level on *Language management and nation-building* (about 5 to 15 students: 146h). I have also continued teaching part of a course on *Historical and comparative linguistics* (about 30 students: 22.5 hours in total). In 2014 I will keep the same teaching duties as in the previous four years, and moreover will hold a 12 hour seminar for doctoral students at the Ecole doctorale 268 (Paris 3) on *The plight for endangered languages : resources and methods. Languages as resources for linguists, linguists as experts for speakers: resources, stakes and methodology for documenting endangered languages* (« Les langues comme ressource pour le linguiste, le linguiste comme expert pour les locuteurs : ressources, enjeux et méthodologie de la documentation des langues en danger »).

The total amount of teaching during 2009-14 was 326.5h. I did not ask (nor could claim) for any additional reduction of teaching time, even though I have also been vice-head of my department since september 2012 (the regular amount of teaching hours compensated for by administrative duties would have been 24h).

**A L'ETRANGER / ABROAD:**

None, except volunteer work in Mexico training school teachers for bilingual and intercultural education in native literacy and didactics workshops (see final report, section [J]).

2. *RESPONSABILITES PEDAGOGIQUES ET ADMINISTRATIVES EXCERCEES AU COURS DES 5 DERNIERES ANNEES*

**En français :**

**2011** : Membre du conseil de département de l'ILPGA.

**Depuis 2012** : Secrétaire-adjoint de la Société de Linguistique de Paris, tâches : responsable de l'organisation de la journée d'études annuelle, et de la publication de ses actes dans les Mémoires de la Société de Linguistique de Paris, édité par Peeters, Louvain).

**Depuis septembre 2012** : directeur adjoint du département ILPGA, Université de Paris 3.

**2012** : Membre du comité de sélection pour un poste de MCF d'arménien, section 17 du CNU, à l'Inalco. En 2014 je serai membre d'un comité de sélection pour un poste de MCF Inalco d'études mayas.

**2013**. Représentant de l'ILPGA au comité de rédaction des Presses de la Sorbonne Nouvelle.

**In English :**

**2011**: Member of the Department Board (ILPGA).

**2012**: Member of the recruitment committee at the Inalco for appointing an assistant professor in Armenian studies. I will also be part of such a committee in 2014 for the same position, in Mayan studies.

**Since 2012**: assistant secretary of the *Linguistic Society of Paris* (LSP): responsible for the organization of the LSP annual workshop, and for editing the proceedings, published by Peeters Editions, Louvain.

**Since September 2012**: vice-head of the ILPGA department, Paris 3 University.

**2013**. Delegate of the ILPGA department to the editorial board of Paris 3 University Press.

**PRESENTATION OF TEACHING, PEDAGOGIC AND ADMINISTRATIVE DUTIES (MAX 2 PAGES)**

*1. TEACHING ACTIVITIES IN THE LAST 5 YEARS*

**IN FRANCE :**

- **In home institution (number of teaching hours – calculated as equivalent to 1 hour of TD)**

CM L6F03: *Language in Contacts* for undergraduates, attended every year by 80 to 90 students, amounting to 146 hours (29.5h x 5),

CM/TD LZM05: Master course on *Language management and nation building* (from 5 to 15 students: 146h)

TD LZ024: *Historical and comparative linguistics* (about 30 students): 22.5 hours in total.

In 2014 I will keep the same teaching duties, with an additional 12 hour seminar for doctoral students at the Ecole doctorale 268 (Paris 3) on *The plight for endangered languages : resources and methods* (« Les langues comme ressource pour le linguiste, le linguiste comme expert pour les locuteurs : ressources, enjeux et méthodologie de la documentation des langues en danger »).

The total amount of teaching hours over the last 4 years is 326.5h.

- **In other institutions**
- None, except volunteer work in Mexico training school teachers for bilingual and intercultural education in native literacy and didactics workshops (see final report, section [J]) and below, next cell of the form.

**IN OTHER COUNTRIES :**

Since 1999, I have had the good fortune to teach applied linguistics to native linguists and school teachers in Guatemala and Mexico nearly every summer, through native literacy workshops and specific courses in phonology, tonology and grammar. This volunteer work (I do not charge the participants nor the organizations involved) compensates for the lack of training of native professionals in bilingual and intercultural education, as to how to analyze and use their native language with pupils, students and parents. From 1999 to 2009, I did this as volunteer work; this action-research was partially funded by my research laboratories and partially at my own expense. In 2009, at last, thanks to the MAmP project, I have had full financial support to develop these techniques and to train and send Ph.D or postdoctorate students, or free-lance scholars to do this volunteer work in Mexico, with Otomanguean, Mayan and Nahuatl communities of practice (school teachers, linguists, students, and school pupils and their parents, in rural schools of Oaxaca and the Huasteca region). This intense activity has turned out to be a platform to develop many innovative techniques and resources, which form the bulk of strand 2 of the EVA/ELD project, as described above.

Over the last 5 years, during the MAmP project, with a team of 8 scholars (2 free-lance, 1 Ph. D. student, 2 postdoctorates, 2 professors and 1 Master's student), I have organized 32 native literacy workshops and/or training sessions of 2-3 days on Otomanguean and other Mesoamerican languages, in Mexico. On 24 of these occasions I did the teaching myself (all of these training sessions are on a voluntary basis, i.e. free of charge). These activities were carried out within the framework of the Secretaria de Educacion Publica (SEP), the CMPIO or the BIC (Bachilleratos Integrales Comunitarios) and other grass-root organizations, in the State of Oaxaca (except one on Chol in Tila, Chiapas, in 2010).

## 2. PEDAGOGIC AND ADMINISTRATIVE DUTIES IN THE LAST 5 YEARS

### **Administrative duties:**

#### **Department**

In 2011, I was elected member of the department management (conseil de gestion du département). In September 2012, I have been vice-head of the department of general phonetics and linguistics (ILPGA) at Paris 3 University. The task was quite challenging, as the ILPGA, formerly considered as a faculty, had been recently downsized into a department, with about 512 students. Lack of administrative work and resources became blatant. The ILPGA, after having been a rather autonomous structure within Paris 3, suddenly strongly depended on the decisions of a the new faculty (UFR) of literature, linguistics and didactics (LLD: Littérature, Linguistique, Didactique). Luckily enough, with the new head of the department, prof. ST-N Kabore, we managed to improve the situation, recruiting administrative staff and strengthening conditions of collegiality within the department (policy of consent, mutualisation of administrative tasks within the board). These measures allowed me to carry on with my IUF project in fairly good conditions. The challenge for our department is to preserve our outstanding capacity for research: not only is the UMR 7018 one of the research units with the highest evaluation score by the AERES national evaluative board for public research, the ILPGA counts also with important research teams in sociolinguistics and language acquisition, or in computational linguistics, or it has strong links with other UMRs such as the Lacito and the Llacan. It is important to note these facts, given the current context of economic crisis which has negative effects on research.

**Research:** The first IUF project required dedication to research administration, as the final report suggests: organizing 12 international conferences and workshops, editing volumes and special journal issues, preparing and/or carrying out additional projects (ANR, PEPS LLV, LabEx EFL “Cross-Mediated Elicitation, see below, section [I] of the general output 2009-14), organizing native literacy workshops, coordinating database processing, participating in the scientific committees of international journals, etc. I have also been very active as assistant secretary at the *Société de Linguistique de Paris*, which entails participation in board meetings, planning the annual workshop and editing the corresponding volumes.