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Curriculum Vitae (November 2022)

I was born in 1947 in France, in "Bretagne" (*Brittany region*), and I got married in 1968. My wife has supported me until now, we had a daughter who gave us two grandsons (20 years and 17 years) and a granddaughter (7 years)

I did all my university studies in France at the University of Burgundy, in the city of Dijon. At that time, the first year of university was for all students a year of general training, a "propédeutique" in either the exact sciences or the humanities. As a humanist (I studied Latin, Greek and Spanish from the time I entered a minor seminary at the age of 10, where I did all my secondary studies), I followed the first year of classical propaedeutics, during which each student could make his or her own "menu" from among all the disciplines of the human sciences. This was a moment of real intellectual explosion for me - at my parents' house there were no books, and at the seminary, I had only read the works on the syllabus. I became particularly interested in history and philosophy, two disciplines that are still very much present in my research in language and culture teaching. But the best friend I made that year had come to Dijon to study Spanish, and he wanted me to continue to accompany him, so I did the degree in Spanish, the master's degree in Spanish (with a dissertation on a historical novel...), then, after a year in which I finished a degree in French that I had started earlier as an option, I prepared for and obtained the agrégation in Spanish, which is the highest competitive examination in France for a full-time high school teacher. In 1971-1972, I did my compulsory

internship as a Spanish teacher in a high school in Dijon, where I had to use an audio-active language laboratory: the experience was not conclusive, for various reasons that I have presented in several conferences; but it was interesting because I began to personally experience the history of the didactics of foreign languages in schools in France, with its successes and failures.

At the end of my year of training for the agrégation, I should have done my military service, but, not being a warrior, I applied for civilian cooperation, and was lucky enough to be appointed as a lecturer in French at a Spanish-speaking university, the University of the Andes in Merida (Venezuela). Just before leaving France, I was sent on a one-month training course for teachers of French as a foreign language (FLE), during which I discovered the methodology in use at the time for teaching this language - the audiovisual methodology - which was completely different from the one I had been trained in throughout my year of training for the agrégation - the "active methodology", centered on oral commentary on literary texts in class. This provoked in me, in terms of didactic cultures, a real "intercultural shock" which was certainly at the origin of my constant interest in the history of language didactics: I already wanted to know how, at the same time, in the same country, we had come to train teachers in two methodologies that were so different and yet so normative. Hence the theme of my thesis, which I will discuss further.

At the Universidad de Los Andes de Mérida, I taught courses in linguistics, civilization and literature for specialist students of the French degree, as well as courses in French as a foreign language for students of other disciplines, using audiovisual teaching materials. With another colleague, I quickly abandoned this material to create one more adapted to this public: we then invented what was not yet called a "French for Specific Purposes" course, this objective being the reading of specialized texts in French by these Venezuelan students.

At the end of these three years, in 1975, I obtained a one-year internship as a "pedagogical advisor in FLE", which I followed for a year in Paris in a research center in FLE didactics, the BELC (Bureau pour l'Étude de la Langue et de la Civilisation françaises). The following year I worked at the "Centre d'Échanges Pédagogiques" in Algiers, training FLE teachers. I had to leave this post after a year (I find it hard to stand the hierarchy when it imposes practices that I find unacceptable...). I immediately obtained another post abroad, at the Mohamed Ben Abdallah University in Fez (Morocco), where I taught Spanish linguistics and literature for two years in the Spanish department of the Faculty of Arts.

A position became available at the École Normale Supérieure d'Abidjan (in Côte d'Ivoire), which was more in line with my interests, because it involved taking part in the didactic training of future Spanish teachers in the bachelor's and internship year. I stayed there for seven years, in optimal conditions to start a thesis entitled "La didactique de l'espagnol en France : évolution historique, situation actuelle et nouvelles perspectives" (Didactics of Spanish in France: historical evolution, current situation and new perspectives), which I defended at the University of Toulouse in [1984](#). Before returning to France in 1986, I started to extend my research to the history of the didactics of other languages taught in France (mainly German, English, Italian and Portuguese), because I had discovered that the evolution of Spanish teaching methodologies, since the institutionalization of school language teaching around the 1830s, was the same as that of the other languages taught. When I returned to France in 1986, as a teacher in a secondary school in the South of France (Mont-de-Marsan), I had time to finish this book which made me known in the world of French and foreign language teaching, *Histoire des méthodologies de l'enseignement des langues* (Paris: Nathan-CLE international, [1988](#), 448 p.)

I stayed two years in this school teaching Spanish to students between 15 and 18 years old, before obtaining in 1988 a position as a lecturer (first level of full professor in French universities) at the University of Bordeaux III, where I gave, among other things, courses in Spanish-French translation and economic Spanish, as well as, in extra hours, courses in the didactics of FLE, and courses in the general didactics of languages to future Basque language teachers.

After three years in Bordeaux, I obtained a position as a university professor at the Institut Universitaire de Formation des Maîtres de Paris (IUFM). I stayed there for ten years (my absolute record for the length of time in a post...), from 1991 to 2000, because the work was particularly

interesting for me: I trained student trainees not only in the didactics of Spanish, but also in the didactics of all the languages that did not have a specialized didactician. I gave courses in didactics - general, of course - to trainees in Portuguese, Russian, Arabic, Chinese, Japanese and Hebrew. At the same time, during all these years, I taught a DEA course (Diplôme d'Études Approfondies, equivalent to the 2^e year master's degree) at the Sorbonne nouvelle, in Paris, and, on a more occasional basis, a course in the didactics of new languages and technologies at the Université technologique de Compiègne.

During these years in Paris, I was for five years editor-in-chief of the APLV review, *Les Langues modernes*, and then, for four years, president of this association of teachers of modern languages, which has brought together, since the very beginning of the 20th century^e, all French teachers of all languages and all levels, from primary school to university. I was also for some years Deputy Director of the French journal *Études de Linguistique Appliquée*. My experience as a journal editor, together with my experience as a supervisor of DEA and then Master's theses, and as a thesis supervisor, have led me to take an interest in the question of research writing in our discipline: one of the online courses on my website deals with this theme, and I have written the first chapter, entitled "Recherche et écriture de la recherche", latest version [2013](#) (English translation "Methods and types of research in didactics of languages and cultures", [2022h](#)). I also started to edit, during this period and in the following years, collections of textbooks for French and Spanish as foreign languages. I have just finished directing the writing of a [Guide didactique FRANMOBE](#) for an FLE course with a specific objective - the realization by Latin American students of an academic mobility project in a French-speaking university - which clearly distances itself from the communicative paradigm that still dominates this type of course, and proposes the implementation of a true social action-oriented approach ("perspective actionnelle", in French) based on project pedagogy (

Following a disagreement with the new Director of the IUFM who wanted to impose on me to train the students according to the official guidelines of the Spanish National Inspectorate, which was as authoritarian as it was outdated from a didactic point of view (I have already said above that I often have problems with the hierarchy...), I left the IUFM of Paris in 2001 to take over the direction of the Department of FLE at the Jean Monnet University of Saint-Etienne. From 2004 onwards, I was able to create a master's degree in the didactics of French as a foreign language entirely at a distance, on a collaborative platform, which gave me a great deal of intellectual satisfaction: my seminar courses with corrected activities, which I subsequently revised, are available on my personal website. They are the following courses:

- "The didactics of language-cultures as a field of research".
- "Tools and models in language-culture didactics".
- "Methodology of research in language-culture didactics".
- "Writing research in language-culture didactics" (already mentioned above, in collaboration with a colleague from the University of Burgundy, Jean-Jacques Richer).

After four years at the University of Saint-Etienne, the time of retirement was approaching. I had been thinking for a long time that I would like to end my career as I had started it, abroad. The opportunity arose, and I spent the years 2006-2008 as a professor of EFL didactics at the University of Tallinn, Estonia, while continuing to teach the second-year seminar of 'my' Master's degree in EFL, which was the main element of this training, at a distance.

My experiences and research in language didactics have convinced me of the importance, for the teaching of all languages, of opening up widely to the didactics of other languages. I consider myself a generalist language-culture didactician, "language didactics" being the name my discipline took in France at the very beginning of the 1970s, when it declared its autonomy from the three competing disciplines at that time, "methodology of language teaching", "language pedagogy" and "applied linguistics". In 2003, I published on my website a synthesis of my disciplinary conceptions in a manifesto article, "[Pour une didactique complexe des langues-cultures](#)".

I retired in September 2008, and since then I have been living with my wife in our house in Ariège, in a very small village: you can see, on the banner of my website, the landscape of the Pyrenees that I can see from my office. It is already a great opportunity to live and work in a pleasant and peaceful environment. I consider that I have had another incredible opportunity, that of arriving in retirement at a time when digital tools and the Internet had reached maturity, which allows me to continue to work, I believe, as much as before: to do my research on the Internet, much more easily than in the days when I had to travel to libraries and sometimes to stay at the library; to exchange regularly with other colleagues in my country or abroad; to give many seminars and conferences at a distance; or to publish on my personal website, when I want, as I want, essays, articles, courses and working papers, in genres and styles that are much freer and more varied than the standards of most of the national and international journals in my discipline allow.

My website also contains many articles or translations of my publications into Spanish and English. It is consulted by several dozen students a day from nearly 100 different countries per month, and I reply to all those who write to me for advice or to submit their research projects.

In the just over 50 years that I have been teaching French or Spanish as a foreign language, or training in the teaching of language cultures, and reflecting on ways to improve such teaching and training, I have had the time and opportunity to publish many texts (over 200, I believe). All of them, unless I forget or lose them, are available online on my personal website under the heading "[Mes travaux](#)". So I will limit myself to quoting, here, to close this *Curriculum Vitae* with its deliberately very personal accents - as is inevitably the case with any lasting commitment to teaching and research - a few of these texts which address the most general issues:

Personal books or short essays

(Download link on the year of publication.)

- *Histoire des méthodologies de l'enseignement des langues*. Paris : Nathan-Clé international, [1988](#), 448 p.
- *La didactique des langues à la croisée des méthodes. Essai sur l'éclectisme*. Paris, CRÉDIF-Didier, [1994](#), 217 p.
- *Théorie générale de la recherche en didactique des langues-cultures* ([2015](#), 49 pages).
- *Le travail d'élaboration conceptuelle dans la recherche en didactique des langues-cultures. L'exemple de l'approche par compétences et de la perspective actionnelle* ([2016](#), 82 pages).
- *L'outil médiation en didactique des langues-cultures : balisage notionnel et profilage conceptuel* (décembre [2019](#), 122 pages).
- *Essai de problématisation et de modélisation de l'« enseignement à distance » en didactique scolaire des langues-cultures : pour une ingénierie de l'hybridation* (août [2020](#), 56 p.).
- *L'« expérientiel » en didactique des langues-cultures. Essai de modélisation*. (avril [2021](#), 11 p.)
- *Modélisation, types généraux et types didactiques de modèles en didactique complexe des langues-cultures. Essai* (septembre [2022](#), 43 p.)

Collaborative books

- *Se former en didactique des langues*. Paris : Ellipses [1998](#), 206 p. En coll. avec Paola BERTOCCHINI et Edvige COSTANZO. Seuls les chapitres intitulés "Quelques problématiques à creuser" de chacune des 11 parties de l'ouvrage sont disponibles sur mon site personnel.
- *La formation en questions*. Paris : CLÉ international, [1999](#), 128 p. En collaboration avec Robert GALISSON. Son disponibles sur mon site les parties que j'ai rédigées personnellement : Chapitre 1, « Que faire des questions qu'on se pose dans sa pratique ? (la formation par la question) » - Chapitre 2, « Comment théoriser sa pratique ? (la formation des questions) » - Glossaire (extraits).
- *CECR : par ici la sortie !* EAC Éditions des archives contemporaines. En collaboration avec Bruno MAURER, décembre [2019](#), 6+314 pages.

