

***DEPARTMENT OF FRENCH AND SPANISH
MEMORIAL UNIVERSITY***

ACADEMIC PROGRAM REVIEW

SELF-STUDY

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1. INTRODUCTION

This Academic Program Review report is the result of a department-wide consultation. It is aimed at assessing the achievements since the last APR and the current status in order to set new goals so as to better meet the learning objectives and align ourselves, as much as possible, with the Memorial University Framework in terms of teaching, research and public engagement. To write this report, a six-member committee comprised of the department Head, three faculty members and two student representatives was established and met regularly through the summer and fall. A call for submissions regarding the future of the department of French and Spanish was sent to all faculty members and students (those in the program and new graduates). On the faculty side, the committee received six submissions, one of them a joint collaboration between two regular members of the department and twenty-eight student submissions from both sections and all levels (thirteen from the French section, five from the Spanish section and ten alumni). Their views were summarized by the students' representatives in the committee and were read by the members of the committee. The views expressed were discussed during departmental meetings and a number of decisions regarding the future of the department were made based on them. The report is organized in seven sections:

1. profile of the department giving a general overview of our department and our students;
2. teaching;
3. research and scholarship;
4. public engagement;
5. decisions;
6. conclusion;
7. appendices.

2. PROFILE OF THE DEPARTMENT

At the present time, there are 14.5 permanent faculty positions in the department, two teaching-terms, two full-time and one half-time staff members (First-Year French Coordinator).

2.1 French Faculty

Dr. Philippe Basabose
Dr. Neil Bishop
Dr. D.R. Gamble
Dr. Anne Graham
Dr. Virginia Harger-Grinling
Dr. Scott Jamieson (retiring December 2013)
Dr. Jean-Marc Lemelin
Dr. Aileen Macdonald
Dr. James MacLean
Dr. Magessa O'Reilly
Professor Anne Pelta (cross-appointed with Folklore)
Dr. Maureen Scheidnes (60/40 joint appointment with Linguistics)
Dr. Anne Thareau

2.2 Spanish Faculty

Dr. Myriam Osorio
Dr. Messod Salama

2.3 Teaching-Terms (8 month):

Dr. Gérard Castagné
Professor Chantal Jordaan (Freckler Program)

2.4 Per-Course Instructors (Fall 2013 and Winter 2014):

Patrick Balsom, Wayne Barbour, Cristina Fabretto, Claire Frankel-Salama, Roger House, Gabriela Iturriza, Laura Penney, Stéphane Picard, Sylvie Proulx, Maria Rodriguez, Bruce Sheppard, David Wilding and Gary Young.

2.5 Staff

Patricia Churchill, Administrative Staff Specialist I
Heather O'Brien, Intermediate Secretary
Dr. Barbara Thistle, First-Year French Coordinator

2.6 Enrolment

2.6.1 Current Enrolment

At the present time there are approximately 300 majors, more than 180 minors and nine honours students in French. For the Spanish section there are six majors and over 25 minors.

For Italian we offer one first-year course each Fall and Winter with a maximum enrolment of 35. (Casamarca no longer subsidizes Italian courses).

2.6.2 Enrolment Since 2005

Section allotment per academic year has decreased from 88 to 61, which, understandably, has resulted in a decrease in undergraduate enrolment.

DEPARTMENT OF FRENCH AND SPANISH Academic Program Review 2013				
Enrolment Statistics				
Year	French (Undergraduate)	French (Graduate)	Spanish	Italian
Fall 2005	1608	0	168	73
Winter 2006	1427	0	167	40
Spring 2006	186	0	32	0
Fall 2006	1431	4	193	80

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Enrolment Statistics

Year	French (Undergraduate)	French (Graduate)	Spanish	Italian
Winter 2007	1165	6	169	39
Spring 2007	115	5	12	0
Fall 2007	1311	5	172	61
Winter 2008	1328	4	176	30
Spring 2008	131	0	32	0
Fall 2008	1315	5	142	31
Winter 2009	1185	6	135	17
Spring 2009	85	4	29	0
Fall 2009	1285	5	161	53
Winter 2010	1224	4	191	27
Spring 2010	95	14 (SIFT)	17	0
Fall 2010	1286	9	229	49
Winter 2011	1276	12	165	19
Spring 2011	116	14 (SIFT)	13	0
Fall 2011	1222	10	193	34
Winter 2012	1171	14	166	16
Spring 2012	78	23 (SIFT)	12	0
Fall 2012	1141	7	181	60
Winter 2013	1106	15	136	20
Spring 2013	88	16 (SIFT)	0	0
Fall 2013	1187	18	146	38

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Undergraduate Enrolment Majors, Minors and Honours

Year	French Majors	French Minors	French Honours	Spanish Majors	Spanish Minors	# of Sections
Fall 2004	276	144	3	5	12	88
Fall 2013	301	181	9	6	28	61
Highest since APR	307 (F12)	281(F05)	9 (F13 and W09)	21 (F10)	26 (F11)	88
Lowest since last APR	249 (F10)	98 (F13)	4 (W11)	12 (F12)	15 (F09)	61

DEPARTMENT OF FRENCH AND SPANISH		
Academic Program Review 2013		
Teaching		
	2004 - 2005	2012 - 2013
Full-time Faculty	17	13
Teaching-Terms	5 - teaching 8 sections each per year	3 - teaching 6 sections each per year
PCIs (sections taught)	18*	18

Notes:

1. One graduate student every year, One lecturer or lectrice and first-year coordinator are counted as PCIs.
2. The registration of Spanish minors has been steadily in the twenties since 2010. Numbers given by CIAP differ, but keep in mind that their numbers include French, Italian and Spanish.

2.7 Profile of our Students

More than half of our students are planning to become teachers. Out of a list of 370 alumni that we received from Alumni Affairs, it indicates an even higher percentage. Our majors and minors also choose careers in administration, human resources, customer services and retail, health care and social services, law, business and finance. Since 2010, one colleague has been compiling statistics in his second-, third- and fourth-year courses and these numbers confirm our findings. (Please see document in Appendix).

2.8 Exchange and Go Abroad Programs

2.8.1 Frecker Program

Every Fall and Winter semester (if numbers warrant) we offer an immersion program at the Francoforum in Saint-Pierre and Miquelon. The Director of the program teaches two courses each semester and the other courses are taught by PCIs from Saint-Pierre. Students take five 2000 level courses and stay with host families and are encouraged to participate in local activities in order to take full advantage of living in a Francophone milieu.

2.8.2 Canadian Third-Year in Nice Program

We are part of a Consortium (with the universities of Guelph, Western and Windsor) and send approximately five to six students to Nice each academic year. The position of Coordinator is shared among the universities and this year one of our faculty members, Dr. Anne Graham, is the Program Coordinator. Students register for two Memorial courses with the Coordinator and three courses with French professors from Nice.

2.8.3 Exchange Program with the Université de Bretagne Sud

Since 2008 the department has participated in a student exchange program with the Université de Bretagne in Lorient, France. Each year, two to four upper-level French undergraduate students have attended the program during the Winter Semester (January - May), where they take a full load of regular French literature courses with French students at that university, as well as a French language course for international students.

2.8.4 Bordeaux (Exchange Program)

Each year we welcome a Lector from Bordeaux and in exchange, one of our M.A. students spends a year in Bordeaux as a Lector.

2.8.5 Spanish Program in La Coruña

We offer a four week program in La Coruña, Spain. Students take two courses (one language and one culture) and participate in cultural activities offered by the Coordinator, Dr. Messod Salama.

2.9 Lectors and Assistants

Two lectors and one assistant join our team every year: one from Bordeaux, one from Nice (part of the Canadian Third-Year in Nice agreement) and one through the CIEP.

2.10 Communication

2.10.1 Brochures and In-take Forms

The department just completed new in-take forms for French and Spanish students interested in planning their program of study. These forms will enable us to follow students throughout their program, making sure they can finish on time. New brochures were also prepared for La Coruña, the Canadian Third-Year in Nice programs, honours program and we are presently working on a brochure for our graduate programs.

2.10.2 Website

The department maintains a website, initially designed by former Department Head Dr. David Graham. In addition to a News and Events page and pages on the department's academic programs and staff, it includes a separate detailed description of almost every course offered by the department. There are also pages on the different forms of support offered to students, study abroad programs, and a FAQ section.

2.10.3 Social Media

During the Fall semester 2013, the department developed a Facebook page to facilitate communication: *French and Spanish, Memorial University*. Feedback has been very positive.

2.10.4 PowerPoint Presentation, Hall Monitor

A PowerPoint presentation with important information on faculty, staff, students, courses and programs runs continuously in the corridor.

2.11 Student Involvement within the Department

2.11.1 Student Societies

The department works closely with a very active student French society, the Cercle français. In addition to social activities, such as an on-campus monthly party or “mixer” for students and staff in French, the society organizes cultural activities such as film showings and talks or presentations on aspects of Francophone culture. With the help of departmental staff, the society organizes an annual “Soirée française” and banquet where students present various performances in French (and Spanish), such as music and scenes from plays. The society also maintains a Facebook page which allows students of French to share information and photographs of common interest.

2.11.2 Available Help for our Students

Help Centres for French and for Spanish are available to students. We also offer drop-in conversation hours during which the lecturers or the assistant are available in the Seminar Room to help students practice their oral skills. Also, the DLC (Digital Learning Centre) meshes well with our French, Spanish and Italian courses enabling both instructors and students to make use of the resources of the DLC in teaching their courses. Students also find that they can use the free hours available in the DLC for practice with the language they are studying.

2.11.3 MUCEP Positions

The department actively pursues positions with the MUCEP program. Over the past number of years the department has secured new positions such as the Study Abroad Assistant, Communications assistant, Student Ambassador and a Student Assistant for our general office. These positions help with our programs (such as Study Abroad and the PowerPoint display) enabling us to use the student’s perspective to ensure that information is geared directly towards students.

2.12 Space

While we try to utilize what we have to the fullest, we are severely lacking in offices for Per Course Instructors as well as space for students, moreover, we have no area designated for faculty and staff to gather or eat lunch. Every semester Per Course appointees have to move offices according to their teaching schedule. This adds a lot of extra work in organizing each person according to his/her schedule and the schedule of the other people sharing the office. (there may be as many as four people in one office). We have no graduate/ undergraduate student room, as other departments do.

3. PRESENT STATE OF OUR PROGRAMS AND FACULTY CONSULTATION REGARDING FUTURE DIRECTION OF THE DEPARTMENT

3.1 Teaching

One of the principles of the Teaching and Learning Framework is to build relationships and while we recognize that there is always room for improvement, we have established a positive and robust relationship with the Department of Education. Also we have participated in establishing the DELF (diplôme élémentaire de langue française) – DALF (diplôme avancé de langue française) examination in the province and hope to introduce the fundamentals of this evaluation system within the department. We promote experiential learning. Moreover, we are committed to continuous personal and professional development: with students through experiential learning, for example, whether it be studying or working; with faculty members through our 3000-level calendar course descriptions which, being quite general, enable all colleagues to develop these courses using their latest research.

3.2 Graduate Programs

The department has two graduate programs in French: an M.A. and M.A. & Ed. (the latter is shared with the Faculty of Education). The M.A. (French) is literature and literary theory-based and is open to those students who have completed an honours degree in French. The number of students in this program has been stable throughout the last 20 years and this compares favorably to other Anglophone universities in Canada.

The M.A. & Ed. is a program involving French teachers who seek to upgrade their qualifications and enhance their knowledge of French language, culture and literature. The program is proving successful. The suggestion was made that all courses for this program be on-line.

In order to reinforce the retention of students, we suggest a multi-disciplinary masters program (« Les mondes francophones sur les cinq continents ») in the Faculty of Arts shared with other departments. The target areas could be dialectology, creoles, language evolution, the *francophonie*, cultural studies, comparative literary studies, etc.

3.3 Undergraduate Programs

3.3.1 Changes to our Programs in French

Changes were made to the honours program with 60 credit hours instead of 63 and 15 credit hours at the 4000 level instead of 21 to align with other University programs and especially to enable our students who attend the Canadian Third-Year in Nice program to complete their degree in a timely fashion. Also in 2008-2009 the 4900 was re-instated allowing students to use this preparatory reading course as an extra 4000-level course. These changes resulted in a rise in the number of students interested in Honours.

Following discussions with the Faculty of Education, we increased the requirement for experiential learning to a four-week stay in a Francophone milieu for minors and eight weeks (instead of four) for majors. The department feels strongly that such a cultural experience is of great value to students.

Also, in an effort to accommodate teachers who are unable to attend a full semester immersion program, in conjunction with the Department of Education, we have developed a Frecker Summer Program. This program would take place during the month of July and provide teachers with two university French courses and fulfill the requirement for a four-week stay in a Francophone milieu.

3.3.2 Changes to our Programs in Spanish

Rotation for Latin American literature, Hispanic Cinema and Culture and Civilization courses (with positive impact on registration at the 3000 level). As a result, there are no inactive courses in this area.

Course descriptions for Latin American courses have been updated in the University Calendar.

Online courses:
Spanish 1000
Spanish 1001

3.3.3 Changes in First-year French

The placement test, revised in 2010, is available on Desire to Learn (D2L). It is not compulsory, as students would have to pay if this were the case. It is offered every semester to assist in placing students. All first-year students are invited, by e-mail, to take it if they so wish when they register for their first French course.

We removed the supplementary exams (for students who received a final mark between 48 and 50) as they did not have a strong enough background to continue in the following course.

Over the past year, we have completed a re-evaluation of our first-year offerings. There had been concerns about the pacing of the courses and the transition between the different levels. After consultation with the department and with its full support, we have decided to rectify this situation, by using one textbook for all three levels of first-year French. The justification for this is threefold: we will slow down the pace, giving us adequate time to address each point; there will be a cohesive flow to the material, vocabulary and approach; and it will allow time for instructors to do more in-class work. Using this text for all three courses gives us greater multi-media support through the text's on-line workbook, an element heretofore lacking in 1502. Things are progressing well as we are now using one text for all first-year courses.

3.3.4 Changes to Upper-Level Courses

French 2159 and 2160 have been updated and are now reserved for ex-immersion students who do not wish to major or minor in French. These two courses are not linked anymore and they concentrate on current affairs.

Pre-requisites for 3000-level courses were changed to 15 credit hours at the 2000-level. Also, students now need either two courses in the 3500 series (literature) to satisfy the major requirement or one in that series with a final grade of 80% or higher and one fourth-year literature course.

Pre-requisites to 4000 literature courses changed to two courses in the 3500 series or one course in the series with a grade of 80% or above.

Added a number of courses on the Francophone world:

French 3654 Francophone World

French 4653 new course on French Media

French 4654 Identity, Otherness and Globalization

French 4829 Post-Colonial Literature

Other new courses:

French 4122 Literary Translation

The department was encouraged, in the last APR report, to develop courses in French literature in translation to serve the needs of allied departments. One course in French language literature in Canada is ready, but the English department did not wish to collaborate at this time. We feel at this point continuing with this would take away from our French programs.

On-line courses:

French 1500

French 1501

French 2300

French 2900

French 3311

French 6800

French 6810

- 3.3.5 Opinion and Suggestions Made by Individual Faculty Members and Students** and thereafter discussed at five departmental meetings throughout the Fall semester. *The following part is a summary of colleagues' submissions regarding the future of the department; they also include references to the present state of the department. (Full submissions in Appendix).*

3.3.5.1 French

As students are hoping to improve their employment opportunities through familiarity with areas that would enhance their overall knowledge, their career plans should be the object of on-going interest (if not formal surveying) on our part so we can better engage students through course design. To achieve this, first and second-year courses should focus on four skills (reading, writing, speaking and listening). Instructors should be encouraged *and helped* to make full use of multi-media and ancillary resources to promote student communication.

Upper-level courses should not be solely centered on language but should include culture and communication. Using literature readings for language acquisition could involve the use of many different texts, including literature of all centuries, levels and areas.

We should stop thinking of 2601/2602 as an introduction to literature, and concentrate more on language acquisition through reading, leaving classical literature for third and fourth years. More engaging quality texts (fiction or non-fiction) should be chosen for the lower levels.

Former immersion students who have completed 2159 and/or 2160 and switch to a major should be able to count one (but not both) of those courses as a substitute for 2900.

We need to insist more on serious work on the students' part and reward only adequate progress through first- and second-year courses. The end of second-year courses should be a cut-off point. Consistency in level can be achieved by adopting group grading across all second-year courses with discussion of commonly agreed upon standards, establishing a list of elementary errors, weeding out students who persistently make them and adapting the criteria and objectives of the Common European Framework for languages to Memorial's environment. Instructors from

both French and Spanish are accredited evaluators for the DELF and Diplomas de Español como Lengua Extranjera (DELE).

Second-language requirement awarded for pre- and non-university study should end (not to say exceptions might not exist).

The suggestion to have group grading or at least group levels across the different upper levels was practiced successfully in the past. Instructors often marked part of others' exams thus ensuring quality and equality. This will be further discussed by the department.

3.3.5.1.1 Students submissions (French)

There was an overwhelmingly positive response to the Frecker program. Students found the program beneficial and some suggested that the department should have the option to complete multiple semesters in Saint-Pierre (at the Francoforum) as it is a good environment to learn the language. The semester in Saint-Pierre is one of the most successful programs in the department and students consider it one of the best experiences and choices they make. The Frecker program provides immersion in a French milieu which is a great benefit to improving speaking skills.

In general, students found that the professors are diverse within the French department; are approachable and are good at what they do.

Students also said that continuing French in university is a great decision to make. There are many opportunities in the French department, outside class time, to continue with French learning such as: MUCEP positions with professors, working as a monitor in both the Digital Learning Centre and conversation classes and as always there is le Cercle français that holds weekly meetings and various French events throughout the semester.

Having mandatory conversation classes for all levels would be a huge benefit as they feel there is not enough time to practice outside class. Speaking French both inside and outside of class would be the best way to learn the language. Unfortunately, a problem with the conversation classes is that they turn into tutorials, therefore losing their value.

One of the biggest issues that students have with the French department is the variety of courses that are offered. However there are students who enjoy the different course offerings. As students progress through the courses, they become narrowed into two different categories: language and literature. The majority of the students understand the need to learn these two topics, but they believe that there should be some diversity in course selection. Some students

believe that since the majority of the courses deal with literature, and there are a lot of French students who do not like literature, they become disinterested in the material being taught; therefore the students are not learning from the course and are making simple mistakes, certainly with grammar, not due to the incapability of the student, but from lack of interest. Furthermore the professors need to find new ways to engage the students. There were various suggestions for the types of courses that students would like to see: courses taught in journalism, business, science, history, and different French dialects, such as Canadian French.

3.3.5.2 Spanish

For the Spanish section, the following suggestions were made:

Review the BA program and program requirements to introduce changes that guarantee improvement in enrolment patterns.

Reduce the number of courses required for graduation with a major to 33 credit hours. This reduction would improve the completion rate.

Implement a four-year teaching plan that guarantees that students in the program have the required courses needed to finish their degrees in four years.

Integrate both sections by promoting the possibility of a double major in French and Spanish studies. As part of the double major, a study abroad joint program can take place in both France and Spain for six weeks (three weeks in each country). The location can rotate to include the Caribbean (Martinique and Cuba for example). This would enhance their knowledge of cultures different from their own.

Work with the provincial Department of Education to include Spanish as a teachable subject area within high schools in St. John's.

Promote the challenge for credit exam in first year.

Establish an immersion program in Latin America, or partner with universities in the area for transfer credit as many other universities in Canada do.

3.3.5.2.1 Students submissions (Spanish)

The responses from the Spanish side were all positive; students found that the beginner Spanish courses are all well taught, not too intense, the professors are extremely helpful, and are interesting. The only issue is the lack of availability of courses in each semester; therefore students find it hard to pick a course that fits into their schedule.

Student consultation expressed the need to offer courses that would allow students majoring in Spanish to complete the program in a

reasonable time. At the present time with only two full-time permanent members of this section this is not feasible. As Spanish is a program with international ramifications the department is falling short in their offerings to students.

3.3.5.2.2 Structure and Governance

With regards to department structure, the following is a summary of the submissions concerning this point:

It was suggested in one submission that the Spanish section should be separated from the French section (and have it join the department of German and Russian, as was already proposed for Italian a few years ago).

Another submission suggested that there are problems in terms of representation and participation of the members of the Spanish section in decision-making processes.

Clarification with respect to long-term and short-term goals and objectives of the department is needed.

Continue meetings for the Spanish section with the Head on a regular basis: weekly, bi-weekly or monthly. Keep track of implementation of decisions made at those meetings.

Strike a task force to study how committee structure and governance works in the department and propose a set of procedures and regulations to guarantee a democratic process of participation in departmental decision-making, for example in the Coordinating Committee. A document on structure and governance can also address guidelines (duties, rotation) for the positions of coordinator.

There was strong objection to several of the comments above during the APR meeting (Dec 05, 2013), on the part of the other faculty member in the Spanish section as well as other members of the department. For this full-time permanent member of the department there have never been any issues regarding a lack of involvement or representation of the Spanish section. Re: student participation. "Student participation at all levels and from both French and Spanish in departmental meetings has been accepted and encouraged for a long time. Student participation has however remained negligible"

3.3.5.3 Italian

A Per Course Instructor teaches Italian courses.

Italian 1000 is offered during the Fall semester and Italian 1001 is offered during the Winter. Italian was originally offered to satisfy requirements for the equivalent of one semester in Italian in the School of Music. The two courses however also satisfy the Faculty of Arts language requirement. Evening classes seem to suit the schedule of a large group of undergraduate students, enrolled in a variety of programs. Although over the years many of these students expressed their interest in having a second year of Italian offered, it is not possible to confirm that the number of those ready to enroll in such course(s) would make the offering a viable option without external funding.

The European Framework has already been implemented with success.

It was suggested by the Italian Instructor that the department of French and Spanish design and offer a course in intercultural communication accessible to students from all faculties. Such a course could be built on the expertise already available within the department and be team-taught by three interested faculty members and per-course instructors. The course could build on examples taken from the French, Spanish and the Italian cultures of the world to begin to instill in the students the value of multiculturalism and effective intercultural communication. Ideally, such a course could be cross-listed with the program in Communication currently active at Memorial and be advertised in faculties where this course could become one of the recommended electives. (Not discussed yet)

3.3.6 Research and Scholarship

The richness and strength of a department emanates from the diversity of the faculty profiles. Our department offers a multi-faceted research profile from which students specializing in French and Spanish, researchers from all around the world, and the community at large can benefit. Faculty members conduct their research in various areas including, but not limited to, French and Francophone Literatures, Cultures and Cinemas, Comparative Literature, Literature of the Fantastic, Literary Theory, Postcolonial Literature and Theory, Second Language Acquisition, French Métis Studies, Literature and Civilization of Latin America, Hispanic Cinema, Peninsular Spanish literature, Feminism and Cultural Studies, Judaeo-Spanish Literature of the Middle Ages, Genocide Studies and Theory and Practice of Translation and Interpretation. Quite a number of these areas of research fit with the themes defined in the Research Framework (Aboriginal Peoples; Arctic and Northern Regions, Community; Regional and Enterprise Development; Creative Arts, Culture and Heritage; Environment; Governance and Public Policy: Information and Communication Technologies)

These research activities resulted in a wide range of publications, papers presented at scholarly forums (conferences, lectures, congresses, etc.) or presentations to non-academic audiences, etc. While the detailed contributions of each faculty member can be found in the appended individual CVs, the department's prominent contributions to research for the last seven years (2007- 2013) can be summarized as follows: seven books, 19 articles, five conference proceedings, four chapters in books, two creative works, 80 conference presentations, nine critical reviews, three book translations. Other activities included web texts totaling around 800 web pages, bibliography sites, poster presentations, interpretation and editing works.

From September 17 to November 14, 2013, an evening (7:00 – 9:30) Spanish Film Festival hosted by Memorial University with the support of PRAGDA, the Faculty of Arts and the department of French and Spanish took place. All films included an introduction and a post-screening discussion facilitated by professors from the Faculty of Arts.

The department organized a conference: *The French Presence in Newfoundland and Labrador: Past, Present, Future* (August 14-16, 2013). *The goal of this Interdisciplinary and International Conference was to gather specialists in the field and to build new partnerships and develop new research projects.*

In collaboration with *Newfoundland & Labrador Studies*, the organizers will publish the conference proceedings in a "Special Publications" edition of the journal to appear next year.

2012 - 2013: Thanks to the Scholarship fund from the VP Academics, we were able to invite three guest speakers:

Mélanie Lebreton: DELF-DALF
Dr. Josias Semujanga
Dr. Nela Rio

In 2010, *Tesmoing*, an interdisciplinary research team comprised of five faculty members was created. Its main focus is the study of testimonial literature and theory. It is open to interested participants from inside and outside the department.

In 2009, a workshop was organized in the context of the APFUCC congress, on the topic "*L'ltsembabwoko et ses représentations*".

For the 2013 – 2014 academic year, two invited guest speakers (Carmen Aguirre and Lise Gauvin) as well as faculty members will participate in the Faculty of Arts "Arts on Violence Initiative".

Through the Department Seminar, the department sponsors a monthly series of public lectures and panel discussions. Lectures by members of the French section on aspects of their research are usually delivered in French, lectures by members of the Spanish section usually in English. Graduating M.A. students are required to give a lecture on the topic of their thesis as a requirement for the degree. Panel discussions, of which there are usually one or two a year, are normally

interdisciplinary panels in English with participation of members of other departments. Examples include a panel on Literature and Philosophy, a panel on Literature and Psychoanalysis, and a panel on the work of Claude Lévi-Strauss. Through this Forum, guest speakers and/or writers are also invited to present their research or creative work.

In order to secure funds for their research, faculty members have participated in various grant competitions. For this academic year, two applications for the SSHRC Insight Grant involving two projects and three applicants (one as the main applicant, two as co-applicants) were submitted.

Faculty members have also ongoing research activities including books, articles, conference projects, etc. (see individual CVs for details).

As it emerges from the summary on the faculty members' research activities, conferences have been disproportionately favored over publications (even though the Collective Agreement attaches more importance to publications). This trend may be accounted for by the role of conferences in networking in the current context and often resulting publications from a colloquium. Funding in the arts, particularly in the field of literature, is not as easily accessible as in some areas. Thus time for research on major publications – assisted by funding – is therefore not as easily available. We hope that the recently appointed members of the department will help the department take a step forward in this regard.

In the future, we intend to hold more department-organized conferences and congresses and have more exchanges with external scholars as guest speakers. Research group(s) will engage in more activities and outreach to the local community will be expanded.

Research partnerships with other Memorial University departments in the context of a new interdisciplinary masters program (*Les mondes francophones sur les cinq continents/French-Speaking Worlds Across the Five Continents*) will be explored. Such partnerships will increase the possibilities of securing research funds, which will benefit both the researchers and their students. Collaborations of this kind are encouraged by the university administration and collaborative projects provide a richer research networking to the students.

Since the beginning of the APR Self-Study, the possibility of research on the Basque presence in Newfoundland was brought up and members of both the French and Spanish section would be interested in participating in such a project.

It is quite obvious that the department has been striking a balance between more traditional research for a French and Spanish studies department that is often internally funded, and new areas that support the special obligation to the people of Newfoundland and Labrador (as stated in the Research Framework) and that could be eligible for external funding.

The department is hopeful that, with the hiring of Anne Pelta in July of 2013, for the position in French Newfoundland Studies, the GREF will be reactivated.

3.4 Service to the Community

As is the case with most other departments in the Faculty of Arts, we fit into Memorial's Public Engagement Framework very well. We have renewed our ties with the Fédération des Francophones de TNL, the Association francophone de Saint-Jean (which was created by a former member of the department) and have been working closely with the Department of Education.

Beyond its academic aims and the Faculty of Arts second-language requirement to which it strongly contributes, the French section also has some practical objectives that flow from its community surroundings:

3.4.1 Official Language of Canada

The French section teaches one of Canada's two official languages. French is advantageous to anyone pursuing a career on a national and international scale in any professional field, from politics to video game design.

3.4.2 Heritage Language

French is the heritage language of a diverse community of French-speaking Labradorians, multi-generational Newfoundland families (particularly on the west coast of the island) and new Canadians living in the province.

3.4.3 French Teaching in Newfoundland Schools

By virtue of geography and jurisdiction, almost all French teachers in the Newfoundland school system pass through one of our programs. We clearly play a key role in the French-language aspect of teacher training. Both parties benefit when the French section and the Faculty of Education collaborate on activities of mutual interest (e.g. SIFT, French requirements in Education programs, M.A. & Ed.). This type of collaboration should continue with the Faculty of Education and serve as a model for collaborations with other departments and units in the University.

3.5 Recruitment and Staffing

3.5.1 Faculty Recruitment

Of the approximate 50 first-year French courses, during the past two years, approximately two to three sections per term have been taught by regular faculty and the first-year coordinator. All other courses are taught by per course instructors. The continued recourse to instructors who teach on a part-time basis does have an impact on the program. Students would benefit through being exposed to professors with greater knowledge and experience of

French/Francophone culture, literature and language. More rotation of senior members through the first-year cycle, hiring faculty members who are interested in teaching as an integral part of their career might help alleviate a situation where per course instructors are seen as teaching service courses and regular faculty teach the “real” French program. In Spanish many of the first-year courses are taught by the regular faculty.

In Spanish, an additional permanent professor to boost programs and diversify course offerings would accomplish the goals of growth and consolidation of the program. This person can teach for both French and Spanish and the area of expertise can be, for example, translation studies. In French, diversification was expressed in the following terms: to truly diversify course offerings we need to diversify our faculty complement. This requires a new kind of hiring: literary scholars with interdisciplinary research interests who want to take up the challenge of building a new kind of French department or, better still, go beyond the pool of literature graduates in our recruitment.

Besides linguistics and folklore, the study of French in Newfoundland has obvious links with education, history and other social sciences. A scholar in political science or anthropology who has a commitment to teaching French could bring reams of engaging material to language students. This sort of recruitment might in some cases lead to joint appointments, but would almost always lead to fruitful research collaborations with colleagues in other units even on a unit-to-unit collaboration such as is currently practiced with the Faculty of Education (e.g., conference organising, research groups, etc.). What sort of department would be the result? It might be a disparate group though this need not be a negative thing if there is a common commitment to the French language on the one hand and satisfying career opportunities for each faculty member on the other hand.

Another way of approaching recruitment for a diversified teaching program would be to foster the development of one or more specialties. What specialties of French study might one expect to develop in Newfoundland? As a heritage language for some Newfoundlanders and Labradorians, French at Memorial has obvious links with the disciplines of history and folklore as well as the **social sciences** in general. Our most recent appointee is an ethnologist and another appointee in the social sciences might be appropriate at a later time. In the short term, the department should make efforts to bring up its profile among the Francophone (heritage) populations in Labrador and on the west coast of the island.

Throughout history, Newfoundland has been a destination and is the subject of much **travel literature**. It is easy to imagine a cluster of scholars working in travel literature developing in our setting. Travel literature has an obvious historical dimension that might include both French and Spanish; modern travel writing can quickly take on a multicultural dimension that explores the social and economic values of globalization.

The success of our M.A. & Ed program has led us to recruit a literary scholar with an interest in **youth literature**. Much of our current teaching in that program is of more obvious value to teachers at the secondary level. Many students of the program teach at the primary and elementary levels and would be well served by at least one specialist in a field that overlaps theirs. As the program continues to prosper, it can become the rallying point of a research cluster around literature in education.

3.5.2 Hiring and Retirements

3.5.2.1 Hiring

2007: Philippe Basabose
2010: Anne Graham
2012: Maureen Scheidnes (60/40 joint appointment with Linguistics)
2013: Anne Pelta
2014: New position in Child and Youth Literature

3.5.2.2 Retirements for the period 2013-2018

There will be quite a number of retirements in the next few years: one in December 2013, three in 2014-2015, one in 2017-2018 and possibly one or two more. Therefore faculty renewal will be essential.

We are in the process of hiring a Youth Literature specialist and the following areas of specialization were identified for the next positions:

Francophone Culture: cinema, non-fiction, graphic novels, travel writing
Canadian Writing in French
Literary theory
Pedagogy of French as a Second Language
Spanish Language and Literature

3.5.2.3 French-Speaking Support Staff

Both administrative staff members are overworked and have come up with band-aid solutions to help alleviate some of the extra work that resulted from the departure of a part-time secretary in December 2010. In the past the department has had a bilingual secretary, a secretary who became bilingual, a trilingual-staff specialist, and even a secretary who was fluent in five languages. The value of French-language office staff is so obvious to anyone who has observed language study in a university. Hearing departmental business going on in French (or in Spanish) takes the target language out of the classroom and demonstrates its relevance to the world. This further contributes to student motivation and improves students' chances of success.

In 2006, with the approval of the Dean's office, we hired a part-time (21 hours) staff position. This person had a minor in French and looked after the Frecker and La Coruña programs, textbook ordering, supplies, website maintenance, Powerpoint presentations, typing documents, and day to day running of the General Office (e-mail, phone, photocopying, mail, etc.) as well as covering vacation and sick leave of permanent staff members. This position was taken back in December 2010 and, after many meetings with various Deans, we have been unsuccessful in re-instating the position despite our enrolments remaining constant and increases in PCIs and downloaded work from other departments (more information in the French-Speaking Support Staff). This has created an increased workload for the Head and the two remaining support staff.

All this is aside from the matter of Memorial's image outside the province and the fact that simple phone calls and mail have to be dealt with by the Head (or other faculty member) because there is no French in the office.

4. DECISIONS MADE REGARDING THE FUTURE OF THE DEPARTMENT

The department, as part of the APR process, recently approved the following decisions regarding programs:

The department unanimously decided to take the project of a program in translation off the table for the time being as we will be losing some of the specialists in translation studies very soon (one in December and likely one in 2015).

It was unanimously decided to offer a research option for the M.A. & Ed., this will mean meeting with the Faculty of Education to discuss the feasibility of this option. At the present time students take five courses in French and four in Education plus they complete a project (Education 6392). As a replacement for the project, they can choose to take one more French course and Education 6390. The replacement option could be four courses (in French) plus a thesis.

After approving this year's scholarship winners, it was decided to try to bring the Graham Scholarship to the notice of eligible students more than has been the case in the past, as Dr. David Graham confirmed that this scholarship is indeed intended for the honours program and consideration should be given to third- and fourth-year students who have declared an honours program in French.

The department unanimously decided to participate in the Medieval Studies and Renaissance Major being discussed at the present time. It was felt that this opportunity would enable Dr. Anne Graham to share her expertise in renaissance theatre and literature. Another colleague, Dr. James MacLean, who has already taught a broader renaissance literature course, is also willing to participate in the proposed new major.

The department decided to publicize the possibility of taking a double major in French and Spanish with a study abroad immersion experience in Europe and the Caribbean.

It was also agreed to develop a new intake form taking both majors into consideration.

Finally, it was decided to reconsider our evaluation system and look at the European framework in order to share the same evaluation system across the levels.

Courses:

2000 level courses:

With a view to ensuring that students had a strong background to register for 3000 level courses, it was decided to change the prerequisites for 3000 level courses. Students must take 15 credit hours at the 2000 level to be chosen among the 18 possible credit hours offered at the present time. Students coming back from Frecker would go straight into third year. A decision was made to propose a calendar change: in order to satisfy the requirement for 15 credit hours at the 2000 level, students will take French 2100, 2101, 2300 and choose six credit hours from French 2601, 2602 and 2900 (French 2601 will no longer be a prerequisite for French 2602).

Representation of the Spanish section:

It was agreed that Spanish select a student representative for the department meetings.

The Steering Committee was also discussed. It was agreed that the coordinator be an ex-officio member.

French in the office:

It was unanimously voted upon that the Dean's office understand the utmost importance of French in the General Office and its impact on our day to day running.

5. CONCLUSION

In conclusion, the future of our department will draw much from the views expressed by our faculty members and the students' suggestions through this APR. Among the many views that have been expressed, we shall retain the following:

In teaching, course design should take into consideration employment opportunities for students so as to better prepare our students for their future careers. To this end, first- and second-year courses should focus on the four skills (reading, writing, speaking and listening) and we propose making full use of multimedia and ancillary resources to promote student communication. More engaging quality texts, especially for lower levels would also help to achieve this objective. Upper level courses should not be solely centered on language but should include culture and communication. In order to promote excellence, an emphasis will be put on the serious and rigorous work on the students' part. To ensure consistency, we should consider group grading across all second-year French courses. At the graduate levels, we will develop more on-line courses so as to make of the M.A. & Ed. program entirely on-line as it is intended to be.

A shared multidisciplinary graduate program focusing on dialectology, creoles, language evolution, the *francophonie*, cultural studies and comparative literary studies could be created.

For the Spanish section, a four-year teaching plan should be put in place. The possibility of a double major in French and Spanish studies will be promoted more. We have also agreed to work to develop an immersion program for both French and Spanish (Europe and or Caribbean).

In research, more exchange with internal and external researchers will be promoted and faculty members will participate more in grant competitions both at the internal and external levels.

As far as service to community is concerned, we will build more on what has already been put in place (the M.A. & Ed. program and the recent position in Newfoundland studies).

Our department has gone through an important faculty renewal (four new hires since last APR) and more is expected given the significant number of retirements to come. All replacement positions will be defined to serve the objectives detailed in this APR.

As regards staffing, we will strive for a new bilingual secretary position. This will be of great value in the running of the general office and will help the students who will thus share the opportunity to be served in the language they are learning.

Last, but not least, your valuable recommendations, as external reviewers, will also be of a great contribution in shaping the future of our department. We are grateful for your input and insights and we will take heed of them as much as possible.

APPENDICES

1. Curriculum Vitae – Regular Faculty Members
2. Course Outlines
3. Recommendations from previous APR
4. Submissions from Faculty
5. Submissions from Students
6. French Major/Minor Alumni – Field of Employment
7. Report on the French and Spanish Usage of the Digital Learning Centre (DLC)