

Department of French Language and Literature

1. General Introduction

1.1 Expert Team :

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1.2 Preamble

This report has been drafted based on the following documents :

- Self Assessment Report of University of Prishtina, Faculty of Philology of year 2015
- Academic staff of UP Philology
- Other documents provided as annexes

We would like to stress out that questions are not judgments on the content or on the training of the program, but are aid and indicators in order to modernize the quality of training, the classical base which ensures solid acquisition of preconditions. They aim particularly, at the time of university reforms and social changes, to guarantee long-term attractiveness of the program and to further engage students in the difficult path of professionalization.

1.3 Introduction of the department

The Department of French Language is established since 1971 : it is a sustainable and dynamic department. It is part of the University of Prishtina which means it has the same status as other departments :

- Bachelor (BA) : Albanian language, Albanian literature, English language and literature, Turkish language and literature, Orientalistics
- Master (MA) : Albanian language, Albanian literature, English language and literature (Linguistics profile), English language and literature (Literature profile), Translation and interpretation
- PhD : Linguistics, Literature, Communication science and journalism

The Department of French Language prepare students in BA studies in French language and literature and in MA studies in French Language and Literature. The content of teaching mainly is focused in classical philological studies, linguistics and literature. The Department of French Language and Literature prepares future teachers of French language and university scholars, interpreters, translator and widely actors of francophone.

The Department has an important link : the French Cultural Centre. Having the status of an NGO, which is supported by the French Embassy in Prishtina, the Cultural French Centre enables the connection of university activities, opening a wider cultural field, brings together initiatives and strengthens the partnership with France. The centre has an active and dynamic role in dissemination of French language and enables students to increase their cultural knowledge.

With all reforms and changes undergone, French language and the department of French language and literature is stable and is growing. Evidences concerning the engagement of teachers and students are the following: in 2008, 8 students have dropped out their studies against 7 in year 2012, 4 in 2013 and 2 in 2014. This is an important indicator about the ability of the department to mobilize students on a continuing pedagogical project. Similarly, the degree of student's success in French language and literature has been increasing. The content of teaching is qualitative. It is regrettable that the ratio between theory and practise is always into the favour of theory, by understanding the learning of French language only in spoken way. Similarly, less hours are provided for the French civilization (in addition to this, they are not obligatory). We think that a course of civilization and sociology will bring a vivid perspective in the program content (particularly to understand the history of language and literature). Finally, even if more modern selective subjects are proposed (as teaching hours in cinema) according to our opinion, there is a lack of knowledge concerning the current problematic of francophone (press, literature for youth, etc.) which would bring into the training a direct interest for students but also would opened a way which favourites professional integration, by always supporting the teachers efforts.

1.4 Remarks and questions

No specific information is present as concerning the level required and admission criteria in the department of French language and literature. Only a specific reference is made that lectures are attainable for >> students who complete the higher secondary education successfully, and also obtained good results in the state's graduation test » (page 243 of the self-assessment report).

The report of 2010, specifies that several subjects during the first year are taught in Albanian language and the rest in French language: is this still the case? There is no specific in the self-assessment report ... The report of year 2013 noted to ET, after the consultation with teachers that >> the public is heterogenic : local pupils who have learned French in secondary school ; people who have stayed in a francophone country: some of them have to improve their Albanian language, above all in writing. On one hand, some of them have a poor cultural background ». " Are there envisioned additional hours in order to equalize the level? Which are the possible actions? The report of year 2013 talks about a possible work in tandem for students (a very good idea). Is this formula manageable? What is the success degree for editing in French language as suggested from report of year 2013?

Similarly, few developments on interactions with other departments are mentioned - so that there are common goals, for example with the journalism department and that some students are leading a double degree in law, economics or English. This fact had already been pointed out in the 2010 report but it appears that the situation has not changed completely ...

Finally, if the work of the French Cultural Centre seems undeniable, no concrete action is really detailed. Links with teachings are not visible in the self-evaluation report which deserves to further highlight this lever which is a real engine for learning French and integration in professional life.

It is also unfortunate that no association or group is mentioned - as is the case for the English department that offers a lot of related and connected activities. Certainly exchanges exist among students through internet (Facebook, for example). These informal and virtual links could be strengthened through face to face activities, like writing clubs, for example, or literary criticism clubs with weekly reading and presentation of books that would counteract often too theoretical. The latter thus will be, in community practice, a second essential breath and openness.

2. BACHELOR OF FRENCH LANGUAGE AND LITERATURE (BA)

2.1 Introduction

The study program consists of 8 semester which correspond to 240 ECTS (60 ECTS per year). As the title shows, the BA studies are focused mainly in learning French language and literature. The proposed contents are similar contents which are being taught generally in departments of French Language:

- Chronological teaching of literature: Medieval / Renaissance, seventeenth / eighteenth centuries, the nineteenth century, the twentieth century, contemporary literature.
- Disciplinary teaching of language (phonetics, morphology, morph syntax, syntax, teaching of pronunciation, lexicology) as well as general linguistics
- These compulsory courses also include lessons
- Theory of literature and textual analysis
- Introduction to French literature
- Introduction to Scientific Research
- Albanian language
- foreign language

Fifty courses (mandatory and optional) are offered to students during their studies, which are based on a common core and on specializations which are well thought and gradually taking shape.

2.2 Remarks and questions

The general description of the program (Objective and profile of study program, p. 244) would benefit from being less general. In addition, some content overlap, for example: « Identify the works of French literature (which period they belong to) » and « Acquire knowledge on the history of French Literature... » (page 244 of the self-assessment report), and « Demonstrate and apply they knowledge on the methodology of teaching French as a foreign language » and « Gain theoretical knowledge on the methodology and didactics as a foreign language (f. 244 self-assessment report).

More broadly Learning outcomes (2.4.7 of the report) show too routinely Objective and profile of study program (2.4.6 of the report), which does not give a clear vision of the concrete objectives of the training.

If the course contents are clearly detailed, sometimes all still a bit confused as to the joint options and required courses. Thus the semester VII has 1 one elective course, while all elective courses are the number 2 in the other semesters. This breaks the rhythm of the whole and can disrupt students by reducing the pace of progress. In Semesters I and II, 4 courses are mandatory. Starting from the semester III, only three courses are obligatory: this reduces the possibilities of students.

In terms of content, we welcome the opening and diversification efforts (think, for example, in Francophone literatures semester VIII reminds many students that French is not only the language and literature of France). Some questions may be asked, especially regarding the choice of compulsory and optional courses.

The teaching of the Albanian language to semesters I and II is compulsory: why this choice? Can we not make it an elective course?

It is proposed in the BA an introductory course in scientific research. Yet only 1 student defended a doctorate in his career over the past 3 years: there is a weak ratio between openness to research and the actual engagement to the research, which makes the course just "profitable" if we take this parameter into account; these specialized courses cannot be moved in MA - although it is always interesting to open students to research - to students who are more aware? As concerning teaching literature of XX century, the content is reduced to poetry and theatre. Why there are no spaces for other genres?

It should be mentioned that at the level of grammar, each category is according to semester (phonetics, morphology, morph-syntaxes, syntaxes, and lexicology).

In France, it is now used to present the five disciplines in the same teaching, but to gain from it at every academic year. For example, in the first semester we can study the simple phrase, the present tense, some vocabulary words, etc. ; semester II, we can study the complex sentence, the simple past, more vocabulary words, etc. ; semester II, subordinated words can be studied, relative pronouns, subjunctive, more vocabulary words, etc. Similarly, another possibility could be to not divide segments in semesters (the risk that students forget in the semester VI the morphology studied in semester III) but to be grouped by two disciplines (eg

morphosyntax; phonetic-didactics pronunciation). These are, of course, not only proposals ... But they could perhaps make it more fluid the student's progress.

Finally, according to our opinion, there is a lack of education concerning civilization. One single hour for French civilization course is offered in semester III (which is a bit late in the course) – and is not sufficient to be only as elective. Certainly there is a BA in French language and literature. But understanding a language and its literature involves having a knowledge of history (dates, great movements, etc.) but also the society itself. A sociocriticism approach would allow students gain depth and with efficiency to the current literature and language courses (especially for courses on the uses and codes).

Similarly, the question of the organization between semesters may be discussed. Thus, the course on "Theory of Literature" an ambitious and certainly essential course, comes in the first semester. Considering the literature and description of the course, we would argue to introduce this course in the second or in third semester, given the theoretical issues it mobilizes. Likewise for the proposed chronological history of literature. Why not offer rather in semester I (see semester II) a kind of wide course concerning the current literature by bringing together literature and civilization? This would give students an early chronology before starting with the Middle Ages, the Renaissance, etc. (Periods difficult to introduce, even in France!).

The question of the relation between theory and practice arises, of course, for the organization of course contents. If the overall objective of the department is 50% theory / 50% practice, certain ratios could be changed to achieve this balance. This is the case, for example, Foreign Language course in the first and second semester where there are 60% theory and 40% practice ... Similarly for the course "French language 2" of the semester II which is as a course to improve written and oral skills of students in French. But it is based on 70% theory and 30% practice ... This relationship between theory and practice could be easily reversed because the course materials are supported by audio (3 audio cassettes and one CD).

For more continuity between the courses (many) and in order to ensure consistency of pedagogical learning, the bibliography should be harmonized. Indeed, through the "Basic Literature", some books may be shared; for example, Mitterrand judiciously to be replaced by the Lagarde and Michard for students who study literature, etc. Thus, besides to an economic price for students who wish to use these common services, students could read more (which is not a problem to be recommended in teaching hours). Shelves could also become available for students in the library, so that they would have in their hands the summaries of all books which have been donated for the BA program.

2.3 Opinion

Excellent philological, sharp and demanding training, which should be valid for all the points.
Good preparation for the MA with an pedagogical continuity (same teachers) and thematic continuity (French language and literature) with open teaching
Many courses (to choose) which is very good, but this should be done under pedagogical supervision.

3. MASTER OF FRENCH LANGUAGE AND LITERATURE (MA)

3.1 Introduction

It consists of 4 semesters corresponding to 120 ECTS (60 ECTS per year) over 2 years. As its title indicates, the MA focuses mainly on learning the French language and literature (in the extension of BA); but it also opens a third way: teaching. The proposed contents are:

- grammar
- Research Methodology
- Spoken and written
- Literature course on authors
- semantics
- Text analysis and methodology; analysis of discourse and intertextuality

These compulsory courses also include lessons selective to customize the course (choice of two courses per semester, with the exception of the 3rd semester). The main lines are offered:

- European and French literature
- grammar
- literary criticism
- Deepening the levels of language and customs
- History of the French language
- Translation theory
- Etc.

The last semester is essentially reserved for writing the dissertation.

More than twenty courses are offered to students (obligatory or selective) during their study period which are based on a common base and in specializations such as deepening in the language, literature and didactics.

Objectives of the MA program are:

- Training in the area of human and philological sciences
- open other disciplinary courses
- training of interpreters and translators.

3.2 Remarks and questions

If the proposed targets are 50% theory and 50% practice, these goals are not really respected. If you look closely on each proposed teaching, it appears an average of 64% theory and 36% practice. This can cause problems when it comes to training didactics (although students may, in parallel, be familiar with these concrete problems already teaching in structures or with the practical training of 2 months) or at interpreting (even if the university offers courses with a specific industry). It should therefore pay more attention to put more into practice by working on the already available documents. In the case of the course "Written code, spoken code" (where the distribution is 50% theory and 50% practice), why the attention is not put to the practice around *Queneau style exercises*, by opening a workshop writing for example?

As concerning the content, it may be beneficial to modify the compulsory and elective courses. Thus, the subject "Selected Author I" which focuses on the scene of Molière in the seventh semester would benefit by being an elective course, because of its specificity. Conversely, the more general courses on European literature of the same semester would gain by becoming a mandatory course because it is more general and provides an opening to civilization. The same holds for the semester VIII where we could replace the mandatory course on Author with the course on literary criticism or the history of French language which is elective. If this solution is not adopted, we could leave it as it is during the semester VIII for Le Clézio and Marguerite Duras by changing its title and its content slightly: "Writers who have / prizes (Goncourt, Nobel)".

3.3 Information

Generally, the study program on MA is a good and quality study program, However it is regrettable that as for the BA studies, there are the following deficiencies:

- lessons are very theoretical
- topics are not emphasized as they should be : linguistics, literature and pedagogy.
- Openness towards civilisation are all optional.

In general (which is very good because it ensures quality training in philology and literary studies), training is very focused on the "classic studies". It might be interesting to open more options (Children's Literature, for example, for those who intend to teach, active translators seminars and writing workshops). Thus training could gain more professional and visibility without however losing its DNA demanding training.

4. STAFF

4.1 Introduction

6 permanent members (5 associate professor, 1 professor assistant). For BA studies this is equal 1 teacher to 10 students (50 regular students and 10 part time students) : this is a satisfactory percentage for employment, specially for first years.

4.2 A good base for teachers

For BA studies, some other specialized teachings (latin, literature theory, history of Albanian culture, general literature, introduction to European literature) are held by colleagues coming from other departments. For MA studies, the majority of studies are organised by professor of French language and literature,

4.3 A coherent diversity

The average age of teachers at the department is 53 where 1/3 are male whereas 2/3 females. The department of French language and literature is a mature department where the majority of staff is associated professor. The journey of teachers proves more a diversity or openness towards professional fields : it can be stated that during their journey some teachers have worked as journalist, interpreters, new editors, etc. This is an added value for the department, specially for the possible connection with the department of journalism. Similarly as for the subject Theory of Interpretation (elective subject of VIII semester), for students it is very interesting to be supported by two teachers (M. Halimi and N. Kamberi) who work as interpreters and teachers in the department. Moreover, it is interesting to be mentioned that in the work of teachers/ researchers of the department, the interpretation is not limited only to literature or scientific interpretation : some of them have done medical or judiciary interpretations. This is an added value for students who have the opportunity to access teachers who have worked in different sectors of interpretation. The level of language of teachers seems to be excellent. In the report of 2013 it is stated that : we have observe that the two teachers responsible of programs we met are fluent as native speaking ».

We could say that recently the department has made efforts to employ teachers who have not studied only at the University of Prishtina but who have contacts outside Kosovo: this is very useful for contacts and to open the University.

4.4 Research

Publications of teachers are relatively stable and supervised. Generally they are related very good to teaching which is being offered during the studies. Maybe those will bring more openness to the department. This dynamics could be strengthened more through organisation of debates which would give more clarity to the team. Also, it would be good or the department to profit more from the contacts already established by some teachers : Besançon and Reims have been two French universities in which those teachers have

completed their master studies or their PhD. Exchange programs would be useful for students. As concerning seminars, are they dedicated to external stakeholders? Are students part of research projects ?

The expert team report of year 2010 has noted that there is a problem of organizing research within the department : research is based on personal initiatives which are related only in limited way with those organized by the University. Also the report of year 2013 noted the same difficulties : Teachers must be helped to do more research and have more international links ». Deep analysis of CV of teachers show that the problem is not yet resolved in 2016 as it should be, because as already stated by the experts report of year 2010 : Research is one fundamental pillar of all academic study » (fq. 28 FR UP Philology 2010). It would be good for everyone to undertake efforts within the university to give more coherence and transparency the research work of teachers. Moreover, this would enable an increase of teachers enrolled in PhD studies by making thus the university more attractive in the research plan.

5. ASSESSMENT RESULTS

5.1 Academic program and student management

Academic programs and students management is related to the mission of the university and generally, with the learning outcomes of the French language and literature. If we don't discuss pedagogical contents and requirements for didactic, experts raised the attention concerning the students employment because according to ET studies should not be very theoretical and should take more into account the evolution of francophone society. Studies however, correspond to national standards and enables the qualification of students, to continue than with international studies in the philological plan (for clearly the program misses cultural openness).

5.2 Academic staff

There is permanent staff which guarantees a solid pedagogical team with additional competencies. Some teachers have done their studies abroad and have come back to Kosovo, and they most probably will take part in exchanges with France or with any other francophone country.

5.3 Research and international cooperation

As concerning research and international cooperation, only CV and other documents offered have enable the experts to have an idea about exchanges. As it is stated above, research according to ET opinion is very local and not internationally sufficient: also, it would be good for the department to organise regular days of studies and debates in order to strengthen the pedagogical team through a joint research, to show to students what research is, which is one the basis for the study program.

5.4 Finances, infrastructure and equipment

Based on the self-assessment report, concerning finances infrastructure and equipment, the department of French language and literature, seems that is equipped similarly to the other departments. It has a good scale of employment between teachers and students.

5.5 Assessment process

Two assessment reports (2010 and 2013) have enabled the department of French language and literature to harmonise the processes and their contents. Reports have underlined several remarks which should be taken into account by researcher teachers, as concerning the willingness to improve the openness of the department.

6. FINAL DECISION FOR ACCREDITATION

Bachelor and Master Program of the Department of French Language and Literature deserves accreditation.