



**French**  
**Final Assessment Report & Implementation Plan**  
**September 2025**

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| <b>Faculty / Affiliated University College</b> | King's University College                                                                                                                                                          |                                                                                         |
| <b>Degrees Offered</b>                         | Bachelor of Arts (B.A.)                                                                                                                                                            |                                                                                         |
| <b>Date of Last Review</b>                     | 2015-2016                                                                                                                                                                          |                                                                                         |
| <b>Modules Reviewed</b>                        | Honours Specialization in French Literature and Language<br>Specialization in French Studies<br>Major in French Language and Literature<br>Minor in French Language and Literature |                                                                                         |
| <b>External Reviewers</b>                      | Dr. Carmen LeBlanc<br>Department of French<br>Carleton University                                                                                                                  | Dr. Sante A. Viselli<br>French Studies<br>University of Winnipeg                        |
| <b>Internal Reviewer</b>                       | Vicki Sweeney,<br>Associate Dean, Faculty of<br>Arts & Social Sciences<br>Huron University College                                                                                 | Jiya Sahni<br>Honours Specialization in<br>Biology with a Minor in<br>Political Science |
| <b>Date of Site Visit</b>                      | March 18 & 19, 2025                                                                                                                                                                |                                                                                         |
| <b>Date Review Report Received</b>             | April 7, 2025                                                                                                                                                                      |                                                                                         |
| <b>Date Program/Faculty Response Received</b>  | Program: June 12, 2025<br>Faculty: June 12, 2025                                                                                                                                   |                                                                                         |
| <b>Evaluation</b>                              | Good Quality                                                                                                                                                                       |                                                                                         |
| <b>Approval Dates</b>                          | SUPR-U: September 23, 2025<br>ACA: October 7, 2025<br>Senate (for information): October 17, 2025                                                                                   |                                                                                         |
| <b>Year of Next Review</b>                     | 2032-2033                                                                                                                                                                          |                                                                                         |
| <b>Progress Report</b>                         | June 2028                                                                                                                                                                          |                                                                                         |

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the French Program delivered by King's University College.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Academic Dean, King's University College.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, King's University College, and SUPR-U.

## **Executive Summary**

The Department of English, French, and Writing (EFW) offers modules in each of these areas and also houses a foundation year program called Foundations in The New Liberal Arts. In terms of the French program modules, the promise is to ensure students progress in terms of language skills, as well as analytical and critical thinking. Modular enrollments in the French program were at 80 in 2024-2025.

The self-study was informed by a student focus group, student survey, alumni survey and a suite of consultations with English and French faculty members and the team members in the Academic Dean's Office. The Centre for Teaching and Learning supported the review of program learning outcomes as well as facilitated a curriculum mapping exercise.

The external reviewers shared a positive assessment of the French Program at King's. They offer nine recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Faculty commitment to student success, a personalized approach, and faculty member research embedded in the service of teaching.
  - Faculty members maintain prolific records in research, grant winning, and publication.
- Emphasizes hands-on learning through immersive reenactments, cultural field trips, and creative language activities. Notable initiatives include a planned experiential trip to Montreal and Ottawa (in collaboration with Political Science and History), "Medieval Night" events, and plans to establish a DELF/DALF Centre.
- Offers four Direct Pathways into Western University's Bachelor of Education, including a dedicated French Pathway with multiple teaching certification options and an impressive near-100% employment rate for Teachers' College graduates.
- Maintains active outreach to local Francophone communities, hosts successful recruitment events like Open Houses and "French Day" for high school students, and fosters interdisciplinary collaboration across departments.
- Achievements include three 2024 Board of Directors' Gold student medal recipients, 95% student satisfaction, and strong alumni endorsements. Students particularly value the small class sizes, high-quality teaching, and supportive community atmosphere.
- Home of the bilingual journal *Transcr(é)ation*, an online publication dedicated to intermediality and the dialogues between texts and films.
- Very dynamic and creative King's French Club, that organizes social events aiming to enhance students' French proficiency and foster a vibrant community of French enthusiasts.

- Students have gained entry to some of the best graduate programs in Canada.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- The program faces long-term challenges including an overall decline in student numbers, a drop in Honours Specialization enrollment, and retention issues between first and second year.
- Faculty staffing challenges due to a reduction in full-time faculty, loss of a limited-term instructor to another institution, overreliance on precariously employed part-time staff, and heavier-than-average teaching loads that hinder research productivity.
- Frequent turnover of Academic Program Advisors—eight in six years—has led to administrative instability that negatively affects student recruitment and retention.
- Limited course variety, with student dissatisfaction over the lack of electives and diversity in topics—particularly in areas like decolonization, anti-racism, gender, and sexual identities.
- There is a need for a more in-depth review of the structure of modules with the aim of offering courses that address the needs of today's student population and the shifts in the state of the discipline.
- Limited experiential learning opportunities due to resource constraints, prevent the integration of a community service component and restrict access to structured activities like field trips and community engagement.
- Ongoing communication and collaboration gaps, marked by fragmentation across the college, reduced interdisciplinary engagement, and a need for stronger ties with the Western French department.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers and an internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Associate Academic Dean
- Interim Vice-President, King's University College
- Director of Enrolment Services & Registrar
- Director of Information Technology Services
- Director of Equity, Diversity, Inclusion and Decolonization
- Associate Dean of Research
- Associate Librarian, Acquisitions & Collection Strategies
- Coordinator, French Program
- Chair, Department of English

- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the King's French Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers' Report**

External reviewers shared that *“The French program at King's has a very strong reputation, not only in Ontario and in Canada, but also internationally. The reviewers recognize the central role the program plays in the very existence of the College as a moral compass, and in its partnership with Western for the dissemination of knowledge through teaching, research, and community involvement.”*

### **Strengths of the Program**

- Although limited resources prevent the program from offering a formal community service component, it has significantly expanded experiential learning while actively exploring new partnerships and interdisciplinary collaborations to further enrich student engagement.
- Curriculum is gradually shifting from a traditional focus on canonical texts and French history toward a more decentralized, culturally diverse curriculum, with growing recognition—by both faculty and students—of the need to emphasize practical language skills alongside evolving academic trends.
  - Demonstrated adaptability to the evolving economy by introducing pedagogical innovations and aligning offerings with students' changing interests, needs, and aspirations.
  - Process-based, in-person assessments encourage critical thinking and creativity through collaborative projects—such as videos, events, and performances—while multi-phase essay assignments help ensure authentic student learning and engagement.
  - The flipped classroom model is used in literature and culture courses. According to the faculty, it promotes student engagement. This was confirmed during our meeting with the students.
- Bridging curriculum gaps by offering inclusive, diverse programming that immerses students in a range of value systems, empowering them to critically examine and challenge commonly held beliefs and perspectives.

- Students value the strong sense of community and supportive faculty, highlighting how its diverse student body and inclusive course content reflect King's global educational mission.
- Student evaluations of the French program are highly positive, highlighting excellent instruction, small class sizes, and faculty accessibility, with added value from research assistant opportunities, responsive course scheduling, and growing interest in translation and interdisciplinary offerings to better meet student needs.
- Students can spend their third year at the Université Catholique de Lille in France. Funding is provided by the institution in the form of four scholarships equivalent to the tuition fees.

### **Areas of Concern or Prospective Improvement**

- Underfunded and reliant on limited-term and part-time faculty; in need of additional hires to sustain course offerings, meet graduation requirements, and support its continued success. (*Associated with Recommendation #1*)
  - Sustaining mentorship and research opportunities is challenging without additional resources and recognition of research supervision in workload planning. (*Associated with Recommendation #1*)
- Students would like more emphasis to be placed on practical language acquisition. (*Associated with Recommendation #5*) Pg. 3
  - Emphasize that all language courses are offered in person and include an additional hour of oral conversation in small groups.
- Invest in further engagement with the Franco-Ontarian community. (*Associated with Recommendation #7*)
- Promote double majors and the French Minor—especially in combination with non-traditional disciplines like sciences, education, law, and cultural studies—through clear academic pathways, as these combinations are effective recruitment tools for careers in teaching and public service. (*Associated with Recommendation #9*)
- Traditional literature-focused approach—though pedagogically valuable—is losing appeal among students, prompting a shift toward more broadly themed and popular literature courses.
- While retention rates in each of the modules for the upper years, does not appear to be an issue, further examination should take place at retention from 1<sup>st</sup> to 2<sup>nd</sup> year.

### Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (\*).

| Reviewers' Recommendation                                                                                                                                                                                                                                                         | Program/Faculty Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Recommendation #1:</b><br>To ensure sustainability and growth, it is strongly recommended that the institution bolster its capacity. A hire in French Language, Linguistics, or Translation—ideally with expertise in second language acquisition and pedagogy – is suggested. | <b>Program:</b><br>The program agrees with reviewers on the urgent need for a new hire, especially since only two permanent faculty currently support the French program. However, due to the broader challenges in post-secondary education and the global decline in French programs, securing a new tenure-track position is difficult. While efforts to secure such a position will continue, the department has arranged a one-year limited-term appointment of a faculty member whose expertise will help enhance program offerings in 2025–26.<br><br><b>Faculty:</b> One LTA position from July 1, 2025 to June 30, 2026 has been finalized. The Academic Dean's Office will consider further hiring requests from all academic units based on strategic and budgetary considerations. |
| <b>Recommendation #2:</b><br>Prerequisite courses (French 1004, 1010, 1900E or a new course) should be offered in the spring-summer semester for students who need to improve their level of French before entering the program. This could result in increased enrollments.      | <b>Program:</b><br>Currently, French 1004 is the only prerequisite French course at King's, but low enrollment makes it unfeasible to offer both during the year and in the intersession. The department is considering surveying students in 2025–2026 to gauge interest in a summer offering. Before proposing it as an online summer course in 2026, they must consult with Academic Planning and consider logistical factors, including the course's lab component and Western's limited summer French offerings.<br><br><b>Faculty:</b> The Dean's Office agrees with and supports the program response.                                                                                                                                                                                  |

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| <p><b>Recommendation #3:</b><br/>The French-Language Indigenous and Culture in Canada course (French 3760F/G) should be part of the program requirements.</p>                                                                                                                                                                                                                            | <p><b>Program:</b><br/>The program agrees that a general Indigenous Studies course should be required for all undergraduate students at King's, and are honoured to be able to offer such a unique course as French 3760F/G. In the current program requirements, while French 3760F/G is not formally identified as a required course for all modules, it is offered every two years and is taken by the vast majority of French students, as evidenced by the high enrolment seen during the last years. In order for this course to become part of the program requirements, a formal module change request must be made to the EPC and forwarded for the proper chain of approval leading to Western's Senate.</p> <p><b>Faculty:</b> The Dean's Office agrees with and supports the program response.</p>                                                                                                                    |
| <p><b>Recommendation #4:</b><br/>Include a foundation course in second year specifically on French literature from Canada which could include different genres (theatre, short stories, manuscripts, novels, etc.).</p>                                                                                                                                                                  | <p><b>Program:</b><br/>The department fully recognizes the importance of French-Canadian literature within a French program at a Canadian university. While this area was once more robust—particularly prior to the unreplaced 2018 retirement—ongoing resource constraints have made it unfeasible to introduce a dedicated second-year course at this time. As a practical alternative, the department will recommend incorporating French-Canadian texts and cultural themes into the existing second-year literature course (FR 2605–2606) to ensure continued exposure to this vital aspect of the curriculum.</p> <p><b>Faculty:</b> The Dean's Office agrees with and supports the program response. An inclusion of French-Canadian authors into course syllabi would enhance the holistic nature of the second-year foundation course in literature (French 2605F/G – French 2606F/G Reading Literature in French).</p> |
| <p><b>Recommendation #5:</b><br/>Add a conversation course specifically dedicated to oral French with tasks such as presentations, recitations, discussions, basic phonetics to help students learn the pronunciation of new words, in an effort to narrow the gap between those who have completed a French immersion program and those who have completed the core French program.</p> | <p><b>Program:</b> The department appreciates the reviewers' insights and acknowledges shared challenges across institutions in meeting student needs. In response to the recommendation, King's will offer French 2906A/B (focused on oral skills and including a lab component) starting in Winter 2026, as a complement to French 2905A/B, which emphasizes writing and reading strategies.</p> <p><b>Faculty:</b> The Dean's Office agrees with and supports the program response.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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| <p><b>Recommendation #6:</b><br/>King's faculty/administration is strongly encouraged to include at least one French course as a requirement in other programs where relevant (e.g. History, Law and Public Policy, Management, Economics and Mathematics) since French one of the official languages of Canada. This could increase enrolment in French Minor.</p>                                                               | <p><b>Program:</b> The department is thankful for the reviewers' support, which strengthens ongoing discussions with other programs. While the benefits of bilingualism are widely acknowledged, making French courses mandatory for students in other departments would require administrative backing and a formal institutional framework.</p> <p><b>Faculty:</b> An initiative such as this requires coordinated dialogue across other departments, along with supportive administrative and policy framework to ensure feasibility, equity, and sustainability. The Dean's Office supports the program in engaging in these conversations with other academic programs.</p>                                                                                                                                                                                                                                           |
| <p><b>Recommendation #7:</b><br/>Expand outreach to Franco-Ontarian communities, particularly to francophone schools to recruit prospective students, but also to experience firsthand the culture. Consider exploring a community-based experiences by establishing a volunteer program for students wishing to pursue a career in teaching with the three French primary schools and the French secondary school in London.</p> | <p><b>Program:</b> Francophone schools in Ontario face similar challenges as others across Canada due to declining interest in Liberal Arts. In response, the French Program has actively expanded outreach, notably through two successful "French Day" events that engaged local high school students. To support students pursuing teaching careers, the department plans to propose a new 3000-level course, French Language Skills in the Classroom, which will include a mandatory community-based component involving volunteer work in local French schools.</p> <p><b>Faculty:</b> The Dean's Office agrees with and supports the program response.</p>                                                                                                                                                                                                                                                           |
| <p><b>Recommendation #8:</b><br/>Consider the possibility of exchanging faculty expertise with Western or Huron. This would allow diversification of course offerings without stretching resources.</p>                                                                                                                                                                                                                           | <p><b>Program:</b> The program recognizes the potential of this recommendation and foresees the immense benefit of an exchange of faculty expertise involving faculty members from several French programs at Western and its affiliates. While the French faculty at King's can attest to a long tradition of collegial relationships, exchanges and collaborative projects with colleagues at Huron and Main, the exchange of faculty expertise as suggested in this recommendation is unlikely to be feasible given the heavy administrative workload involved in this initiative.</p> <p><b>Faculty:</b> While a faculty exchange could indeed enhance the expertise members of the faculty bring, structural, administrative, and workload constraints may hinder the feasibility of such exchanges. Furthermore, faculty are governed by different agreements and unions which could also add to the challenges.</p> |

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| <p><b>Recommendation #9:</b><br/>Consider merging the French Language and Literature and the French Studies options into one stream, offering a common foundation with the same language courses for all the modules, including the Minor, followed by specialized courses in 3rd and 4<sup>th</sup> years.</p> | <p><b>Program:</b> This is probably the most powerful recommendation to come out of the French Program Review. The program fully supports the proposal to restructure the curriculum around a unified foundational core, followed by specialized courses in the third and fourth years. The program is committed to advancing this initiative and will begin consultations with the administration to explore effective strategies for enhancing the program’s structure. This effort will be grounded in strong college-level foundations and aligned with King's new strategic plan, requiring close collaboration with institutional leadership.</p> <p><b>Faculty:</b> The Dean’s Office supports the program response and will collaborate with the program on the streamlining of modules.</p> |
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### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Note that recommendation #8 was not prioritized in the implementation plan below, given that both the Program and Faculty deem it not to be actionable, as articulated in their responses above.

| Recommendation                                                                                                                                                                                                               | Proposed Action and Follow-up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Responsibility                                                              | Timeline         |
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| <b>Recommendation #1:</b><br>Bolster capacity via a hire in French Language, Linguistics, or Translation—ideally with expertise in second language acquisition and pedagogy.                                                 | <ul style="list-style-type: none"> <li>New LTA one-year term will commence on July 1st, 2025.</li> <li>Prepare and submit a new hire request for a faculty member specializing in French Language, Linguistics, or Translation to the Department of EFW. Upon departmental and Chair approval, forward the request to the Educational Policy Committee (EPC) for further consideration.</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Coordinator</li> <li>Dean</li> </ul> | By Sept 2025     |
| <b>Recommendation #2:</b><br>Prerequisite courses (French 1004, 1010, 1900E or a new course) should be offered in the spring-summer term for students who need to improve their level of French before entering the program. | <p>Explore the feasibility of offering French 1004 as an online summer course in 2026 by taking the following steps:</p> <ul style="list-style-type: none"> <li>Survey students during the 2025–2026 academic year to assess interest in taking French 1004 during the summer term.</li> <li>Consult with King’s Academic Planning and Analysis to evaluate the resource requirements and potential impact on departmental dynamics, especially considering the course’s lab component.</li> <li>Review French course offerings at Western during the intersession, noting that as of Spring–Summer 2025, only French 1910 is being offered due to limited resources and low enrolment.</li> </ul> | <ul style="list-style-type: none"> <li>Coordinator</li> <li>Dean</li> </ul> | By December 2025 |

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| <b>Recommendation #3:</b><br>The French-Language Indigenous and Culture in Canada course (French 3760F/G) should be part of the program requirements.                                                                                                                                                | Initiate the process to make French 3760F/G a required course within the French program by preparing a formal modification request to include French 3760F/G as a required course across all relevant French program modules. Submit the request to the Educational Policy Committee (EPC), and subsequently to Senate committees, for review and approval.                                                                                                                                | <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Dean</li> </ul> | By December 2025                      |
| <b>Recommendation #4:</b><br>Include a foundation course in second year specifically on French literature from Canada which could include different genres (theatre, short stories, manuscripts, novels, etc.).                                                                                      | <ul style="list-style-type: none"> <li>• Include French-Canadian texts and cultural topics in the syllabi for French 2605F/G – French 2606F/G, as a realistic alternative to introducing a new second-year foundation course.</li> <li>• Formally communicate this recommendation to faculty teaching French 2605F/G – French 2606F/G.</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Dean</li> </ul> | July 2025                             |
| <b>Recommendation #5:</b><br>Add a conversation course specifically dedicated to oral French to help students learn the pronunciation of new words, in an effort to narrow the gap between those who have completed a French immersion program and those who have completed the core French program. | Confirm the implementation of French 2906A/B, beginning Winter 2026, as a complement to French 2905A/B. French 2906A/B will focus on oral skills development and include a lab component for oral practice, addressing student needs identified in surveys and aligning with recommendations from the Program Review. French 2900 (1.00 cr.) will be replaced by the two half-credit courses French 2906A/B and French 2906A/B.                                                            | <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Dean</li> </ul> | By January 2026                       |
| <b>Recommendation #6:</b><br>Include at least one French course as a requirement in other programs where relevant (e.g. History, Law and Public Policy, Management, Economics and Mathematics).                                                                                                      | Informally solicit interest and feasibility of such an initiative with academic leaders across King's. Should this be deemed possible and of interest, craft a plan that includes a policy framework.                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Dean</li> </ul> | Check in at June 2028 progress report |
| <b>Recommendation #7:</b><br>Expand outreach to Franco-Ontarian communities, particularly to francophone schools to recruit prospective students, but also to experience firsthand the culture. Consider exploring varied                                                                            | <ul style="list-style-type: none"> <li>• Strengthen outreach and community engagement efforts in support of French program recruitment and experiential learning by expanding the successful French Day initiative.</li> <li>• Develop a new 3000-level course proposal titled French Language Skills in the Classroom that will:               <ul style="list-style-type: none"> <li>• Be open to third- and fourth-year students interested in teaching careers.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Dean</li> </ul> | By June 2026                          |

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| community-based experience formats.                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Establish the foundations of a volunteer program for French students, requiring students to complete a minimum of 5 hours of volunteer work in a local French school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                             |                        |
| <b>Recommendation #9:</b><br>Consider merging the French Language and Literature and the French Studies options into one stream, offering a common foundation with the same language courses for all the modules, including the Minor, followed by specialized courses in 3 <sup>rd</sup> and 4 <sup>th</sup> years. | Initiate restructuring of the French Program to establish a more cohesive and strategic curriculum by: <ul style="list-style-type: none"> <li>Developing a common foundational core for all French program modules, followed by specialized courses in the third and fourth years.</li> <li>Launching consultations with administration to explore structural improvements aligned with the College's strategic plan.</li> <li>Ensuring collaboration across departments and administrative units to build a strong institutional foundation that supports long-term program sustainability and growth.</li> </ul> | <ul style="list-style-type: none"> <li>Coordinator</li> <li>Dean</li> </ul> | By<br>December<br>2026 |