NATIONAL AND KAPODISTRIAN
UNIVERSITY OF ATHENS
SCHOOL OF PHILOSOPHY
DEPARTMENT OF ENGLISH LANGUAGE &
LITERATURE

POSTGRADUATE PROGRAMME
"ENGLISH LANGUAGE AND LITERATURE"
LINGUISTICS: THEORY AND APPLICATIONS
POSTGRADUATE PROGRAMME EVALUATION FORM
2019-2021

LINGUISTICS: THEORY AND APPLICATIONS

FINAL REPORT

16 questionnaires were submitted by the enrolled students in the 2019-2021 MA Programme Linguistics: Theory and Applications. ALL responses were anonymous.

PART A. PRIOR TO ENTERING THE PROGRAMME

1. The written entrance exam served its purpose to indicate your background knowledge in specific areas of study and your academic potential.

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	12.5	12.5	12.5
3	3	18.8	18.8	31.3
4	4	25.0	25.0	56.3
5	7	43.8	43.8	100.0
Total	16	100.0	100.0	

2. The interview/oral exam allowed you fair time and opportunity to be assessed for academic merit and language proficiency.

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	6.3	6.3	6.3
4	5	31.3	31.3	37.5
5	10	62.5	62.5	100.0
Total	16	100.0	100.0	

PART B. THE PROGRAMME OF STUDIES

1. Did the way the curriculum was organised meet the aims and objectives of the programme?

	Frequency	Percent	Valid Percent	Cumulative Percent
3	4	25.0	25.0	25.0
4	6	37.5	37.5	62.5
5	6	37.5	37.5	100.0
Total	16	100.0	100.0	

2. Was the knowledge you acquired in your undergraduate studies sufficient for coping with the postgraduate studies?

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	6.3	6.3	6.3
3	1	6.3	6.3	12.5
4	9	56.3	56.3	68.8
5	5	31.3	31.3	100.0
Total	16	100.0	100.0	

3. Were the types of courses offered adequately specialised, up-to-date, stimulating, opening up possibilities for future research or professional advancement?

	Frequency	Percent	Valid Percent	Cumulative Percent
4	10	62.5	62.5	62.5
5	6	37.5	37.5	100.0
Total	16	100.0	100.0	

4. Please identify course practices which you found particularly satisfactory or not and specify the reasons for your choice (16 responses)

Particularly satisfactory:

- Familiarity with electronic corpora, statistical methods in linguistics in the Diachronic Linguistics course.
- Issues in Linguistics co-teaching with professors from abroad, completion of a great project in Translation with authentic data from Kolokotronis Memoirs and the opportunity to have our work published.
- PPT presentations and projects were particularly helpful in order to understand the way a postgraduate degree works and assess our own knowledge and willingness to work
- PowerPoint presentations as integral part of each course provided students with opportunities to be evaluated in skills which are very significant in their professional life, e.g. presenting and supporting their own work.
- The research papers we had to submit in each semester were very useful.
- The addition to Dr. Wharton and Dr. de Saussure as to co-teach with Prof. Ifantidou was a delightful experience. If possible and applicable for the years to come this practice is one of a kind!
- The encouragement of creative thinking and the clear aims of the courses were particularly helpful in the process of adjustment in the programme
- Evaluation through research projects was particularly helpful, because we had the chance to become more familiar with the process of carrying out research while focusing on our interests.
- Invited speakers and affiliated instructors offered as an insight on a wide variety of fields in Linguistics, which would not have been easily possible without their valuable help and collaboration with our instructors. Similarly, the attendance of seminars or proposed courses was very illuminating. Finally, the projects we had to carry out helped us become acquainted with the academic register that was also needed in the MA dissertation. All in all, we were offered various opportunities to engage in scientific writing, all of which contributed to the last assignment, namely the dissertation.
- The group or pair projects were very useful so that we can learn to collaborate. Moreover, the assignments in "Research methods" were very helpful to enable us to understand how to conduct research. Furthermore, the lectures of Professors Wharton, de Saussure, Sitaridou and Yanovich, arranged as part of the "Issues in Linguistics" and the "Historical Linguistics" courses, were very enlightening.

- I found particularly satisfactory the research methods in Linguistics course, as it actually introduced as to how to conduct a research, how to search, to present, etc., practices really useful for every kind of research in several domains.

Unsatisfactory:
- Lots of theory and not practice in 'Language and Culture' course, "Curriculum and Materials Development" course seemed quite irrelevant to the whole MA's nature. Most of us aimed to acquire knowledge and conduct research on the analysis of linguistic data to other applied fields, different from teaching.

5. Identify and evaluate the extra-curricular events (lectures, symposia, conferences) you attended. Please include feedback on the series of postgraduate seminars that was offered by the department during your

Question mainly **not applicable due to pandemic** but:
- Three invited speakers (Alexander Bergs, Ioanna Sitaridou, Igor Yanovich) during the Historical Linguistics course: Provided a great analysis on the different paths diachronic linguistics could follow.
- 5th Naxos Summer School (Online version): Really interesting for broadening our knowledge of language change study
- in the Issues in Linguistics course we were offered lectures by three different professors, namely Prof. Ifantidou, Prof. de Saussure and Prof. Wharton, as well as a talk by Prof. Piata, during which we could become acquainted with more specialised fields in linguistics and examine which best suits our interests.

6. Rank the extent to which the following objectives were achieved in the programme.

a. Comprehensiveness of theoretical frameworks

	Frequency	Percent	Valid Percent	Cumulative Percent
3	2	12.5	12.5	12.5
4	8	50.0	50.0	62.5
5	6	37.5	37.5	100.0
Total	16	100.0	100.0	

b. Specialised focus on applications of theories, methodologies

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	6.3	6.3	6.3
3	2	12.5	12.5	18.8
4	7	43.8	43.8	62.5
5	6	37.5	37.5	100.0
Total	16	100.0	100.0	

c. Interdisciplinary learning and research

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	6.3	6.3	6.3
3	2	12.5	12.5	18.8
4	6	37.5	37.5	56.3
5	7	43.8	43.8	100.0
Total	16	100.0	100.0	

d. Promotion of original research and critical thinking

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	6.3	6.3	6.3
4	5	31.3	31.3	37.5
5	10	62.5	62.5	100.0
Total	16	100.0	100.0	

7. Which of the following student assessment techniques did you find most useful?

a. Presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	6.3	6.7	6.7
	3	5	31.3	33.3	40.0
	4	9	56.3	60.0	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

or if NON APPLICABLE, please choose the option below

		Frequency	Percent	Valid Percent	Cumulative Percent
	0	1	6.3	100.0	100.0
Missing	System	15	93.8		
Total		16	100.0		

b. Tests

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	6.3	20.0	20.0
	3	1	6.3	20.0	40.0
	4	3	18.8	60.0	100.0
	Total	5	31.3	100.0	
Missing	System	11	68.8		
Total		16	100.0		

or if NON APPLICABLE, please choose the option below

		Frequency	Percent	Valid Percent	Cumulative Percent
	0	10	62.5	100.0	100.0
Missing	System	6	37.5		
Total		16	100.0		

c. Weekly assignments

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	6.3	6.3	6.3
3	7	43.8	43.8	50.0
4	8	50.0	50.0	100.0
Total	16	100.0	100.0	

d. Research papers

	Frequency	Percent	Valid Percent	Cumulative Percent
3	3	18.8	18.8	18.8
4	13	81.3	81.3	100.0
Total	16	100.0	100.0	

e. Research projects

	Frequency	Percent	Valid Percent	Cumulative Percent
3	4	25.0	25.0	25.0
4	12	75.0	75.0	100.0
Total	16	100.0	100.0	

Final Exam if not applicable, please choose the option below

	Frequency	Percent	Valid Percent	Cumulative Percent
0	16	100.0	100.0	100.0

8. Evaluate the DISSERTATION process

a. Availability of your supervisor

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	6.3	6.3	6.3
5	15	93.8	93.8	100.0
Total	16	100.0	100.0	

b. Supervisor's guidance in helping you identify the goals and scope of your research

	Frequency	Percent	Valid Percent	Cumulative Percent
5	16	100.0	100.0	100.0

c. Usefulness of supervisor's feedback

	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	6.3	6.3	6.3
5	15	93.8	93.8	100.0
Total	16	100.0	100.0	

d. Timeliness of supervisor's feedback

	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	6.3	6.3	6.3
5	15	93.8	93.8	100.0
Total	16	100.0	100.0	

e. Supervisor's guidance in helping you find relevant bibliography and resources

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	6.3	6.3	6.3
4	3	18.8	18.8	25.0
5	12	75.0	75.0	100.0
Total	16	100.0	100.0	

9. Evaluate the quality of resources

a. Were there adequate resources (e.g. printed material in library, HEAL-link, interlibrary loan, the internet) to do your class work and research?

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	6.3	7.7	7.7
	3	1	6.3	7.7	15.4
	4	5	31.3	38.5	53.8
	5	6	37.5	46.2	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

or if the question is not applicable (due to the pandemic)?

		Frequency	Percent	Valid Percent	Cumulative Percent
	0	3	18.8	100.0	100.0
Missing	System	13	81.3		
Total		16	100.0		

b. Was proper assistance provided in dealing with primary and secondary sources (e.g. from instructors, secretarial staff, your colleagues who are working as assistants)?

	Frequency	Percent	Valid Percent	Cumulative Percent
4	5	31.3	31.3	31.3
5	11	68.8	68.8	100.0
Total	16	100.0	100.0	

10. Evaluate the contribution of the programme to your future academic and professional goals (16 responses)

- The fact that it also involves Translation in its title as well as the fact that we were exposed to a big translation project is crucial as it allows us to approach other fields apart from linguistics for professional career. As far as academic goals are concerned, again, some courses could have been more updated and less theoretical.
- It has been a great guide, helping me understand myself, testing my limits, broaden my horizons.
- The postgraduate programme provided me with the opportunity to be evaluated in very demanding courses, to assess any future academic prospects and to acquire knowledge and experience to cope with the challenges in my actual profession.
- The programme truly made me realize what I want to pursue academically in the future so it goes without saying that its contribution was immense.
- I believe that the program succeeded in providing us sufficient knowledge about different fields of linguistics (theoretical and not), in order to identify the field that we would like to focus for our future career.
- It certainly taught me a great deal about the academic aspect of my subject and broadened my horizons.
- This programme helped me explore multiple fields related to linguistics and through the research projects I cultivated the ability to critically assess articles and learn how to perform my own research.
- It will be valuable for my future academic and professional goals.
- The contribution of the programme to my goals is vital since the expertise in Linguistics will aid in finding the job I want. Also, it will help me achieve my future plans on following PhD studies.
- The programme gave me the opportunity to explore multiple areas in the field of linguistics. It definitely inspired me to proceed further with my studies in the future.
- I think that this programme has definitely enriched my knowledge in the domains of Linguistics and has improved my career prospects.
- The Master's programme has already contributed to my professional goals. I am very satisfied with the quality of the programme and I think that it has been an excellent 'preparation' for a PhD. Therefore, its contribution to my future academic goals is invaluable.

11. Rate the OVERALL QUALITY of the programme.

	Frequency	Percent	Valid Percent	Cumulative Percent
4	9	56.3	56.3	56.3
5	7	43.8	43.8	100.0
Total	16	100.0	100.0	

12. Suggest specific steps that might be taken to improve the programme (16 responses)

- More courses like computational linguistics and diachronic corpora should be included in the future.
- Co-teaching courses with professors from abroad are more than welcome
- Extend the duration of the programme by adding more subjects from different fields as a means to give students an opportunity to further explore the theory of linguistics.
- Perhaps minimize some aspects of knowledge that were already known from our undergraduate studies.
- The first step would be to update the content of some courses, in order to include the latest research findings and approaches. It feels like some courses had not changed in content or structure for quite some time, when compared to previous years. I would expect an MA programme to include original courses and materials. I would also suggest subdividing the courses and offering a choice between teaching-focused on the one hand, language and pragmatics on the other. This proposal is similar to the specialization which was offered at the BA programme in the past, namely specialization in Linguistics or Literature. This way, the programme could provide more opportunities to engage with our fields of interest early on. Considering the short length of the programme, this option could be to the advantage of all candidates.
- More interactive courses promoting student engagement instead of students just watching a PowerPoint presentation during the lesson
- The presentations of our papers were arranged earlier than the submission of the papers; we had to present our paper before it was completed. The only exception was the dissertation.
- I would prefer some courses to be more specialized. You should definitely include an introduction to corpus studies in the first semester, with a step by step explanation on how to work with corpus programs.