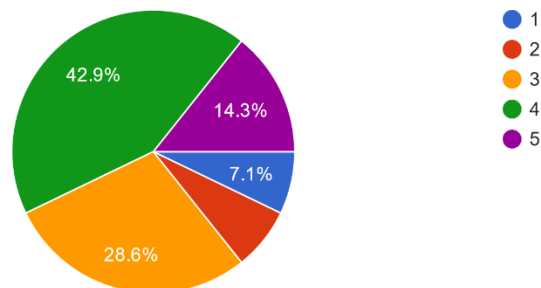


I. PRIOR TO ENTERING THE PROGRAMME

1=unsatisfactory, 2=needs improvement, 3= satisfactory, 4=very good, 5=excellent

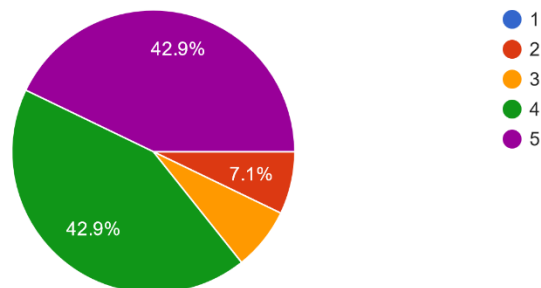
1. The written entrance exam served its purpose to indicate your background knowledge in specific areas of study and your academic potential.

14 responses



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

14 responses



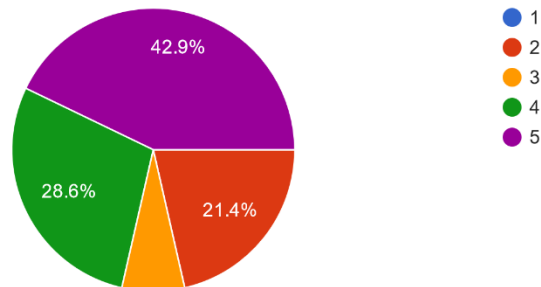
Οι φοιτητές/τριες (85,8%) θεώρησαν ότι η συνέντευξη αντανakλούσε σε μεγάλο βαθμό τις ακαδημαϊκές δυνατότητές τους και το υπόβαθρό τους. Ως προς τη γραπτή εξέταση, το 57,2% θεώρησε ότι η γραπτή εξέταση αντανakλούσε σε μεγάλο βαθμό τις ακαδημαϊκές δυνατότητές τους και το υπόβαθρό τους. Πρέπει να σημειωθεί ότι παρόλο που οι φοιτητές/τριες γενικώς έχουν αρνητική στάση απέναντι στις εξετάσεις, η στάση που καταγράφηκε στο ερωτηματολόγιο για τις συγκεκριμένες εξετάσεις ήταν θετική έως πολύ θετική.

II. THE PROGRAMME OF STUDIES

1=unsatisfactory, 2=needs improvement, 3= satisfactory, 4=very good, 5=excellent

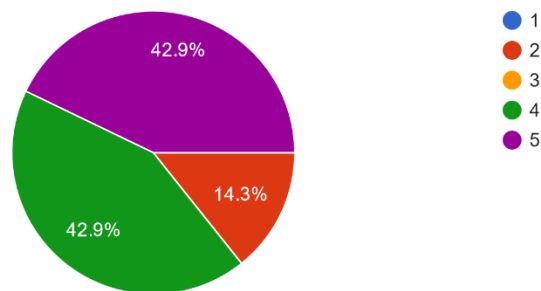
1. Did the way the curriculum was organised meet the aims and objectives of the programme?

14 responses



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

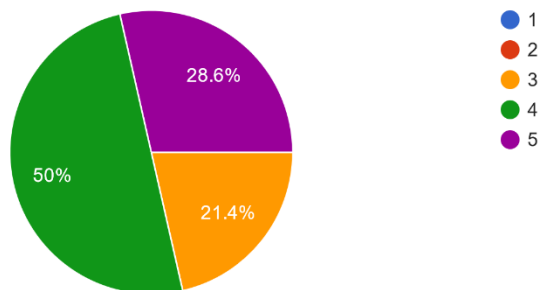
14 responses



Η πλειονότητα των φοιτητών/τριών (71,5%) θεώρησε ότι το πρόγραμμα ανταποκρίθηκε στους στόχους του. Οι προπτυχιακές σπουδές θεωρήθηκαν (για το 85,8%) επαρκείς ως υποδομή για τις μεταπτυχιακές τους σπουδές.

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

14 responses



Σχεδόν όλοι/ όλες οι φοιτητές/ φοιτήτριες (78,6%) θεώρησαν ότι τα μαθήματα ήταν επαρκώς εξειδικευμένα, ενημερωμένα και δημιουργούσαν ευκαιρίες για περαιτέρω ερευνητική ή επαγγελματική εξέλιξη.

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

Ως καλές πρακτικές αναφέρθηκαν

- η συνδιδασκαλία σε κάποια μαθήματα
- κυρίως η συνδιδασκαλία με Καθηγητές από το εξωτερικό
- η παρουσίαση poster από τους/τις φοιτητές/ φοιτήτριες
- η εξοικείωση με ηλεκτρονικά σώματα κειμένων
- οι εβδομαδιαίες ασκήσεις
- οι προφορικές παρουσιάσεις
- τα επιπλέον project, όπως η μετάφραση τμημάτων της Οδύσσειας στα Αγγλικά
- πειραματικές προσεγγίσεις
- οι προσκεκλημένοι ομιλητές

Ως μη ικανοποιητικές πρακτικές αναφέρθηκαν

- η μικρή έμφαση σε θέματα που θα αφορούσαν κυρίως τη Γλωσσολογία και λιγότερο τη Μετάφραση σε ένα μάθημα
- το εξειδικευμένο περιεχόμενο ενός μαθήματος – αντί αντίστοιχου εισαγωγικού μαθήματος

- οι επικαλύψεις των προθεσμιών για τις εργασίες

Σημείωση: για την τελική μορφή του report δεν λήφθηκαν υπόψη τυχόν (ελάχιστες και μεμονωμένες) αρνητικές αναφορές σε συγκεκριμένα μαθήματα γιατί τα συγκεκριμένα ερωτηματολόγια συμπληρώθηκαν μετά την ανακοίνωση των βαθμολογιών των μαθημάτων (τα μαθήματα, το καθένα ξεχωριστά, έχουν αξιολογηθεί κανονικά, όπως προβλέπεται, πριν την ανακοίνωση των βαθμολογιών [βλ. τα reports του α' και β' εξαμήνου μαθημάτων]) - επομένως, δικαιολογημένα θα μπορούσε κάποιος να πει ότι μία ή δύο αρνητικές παρατηρήσεις μπορεί να οφείλονται και σε χαμηλό βαθμό που έλαβε ο φοιτητής.

Αντίθετα, θετικές παρατηρήσεις για μαθήματα αναφέρονται σε ένα βαθμό στο τελικό report, καθώς οι φοιτητές επέλεξαν από το σύνολο του προγράμματος να επισημάνουν κάτι θετικό που αφορά συγκεκριμένα μαθήματα και να το αναφέρουν ως θετική πρακτική κτλ.

Επίσης, στόχος του συγκεκριμένου ερωτηματολογίου είναι η συνολική αξιολόγηση του προγράμματος και όχι η αξιολόγηση των μαθημάτων ξεχωριστά (αυτό έχει ήδη γίνει).

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 studies.

- The 11th Conference of Postgraduate and Ph.D. students (held by the Faculty of Philology, NKUA)
- The 7th Naxos Summer School on Diachronic Linguistics
- The translation process of Mr. Georgios Kordis' anthology / book "Odyssey" (during the Translation Theory course)
- The lecture delivered by Professor Mikros
- The invited lecturers of Prof. Wharton and Prof. de Saussure.
- The CIVIS spring school on Diachronic Linguistics
- The poster presentation we did for Dr. Hatzidaki's class, in May 2022
- The online session with Prof Mark Davies

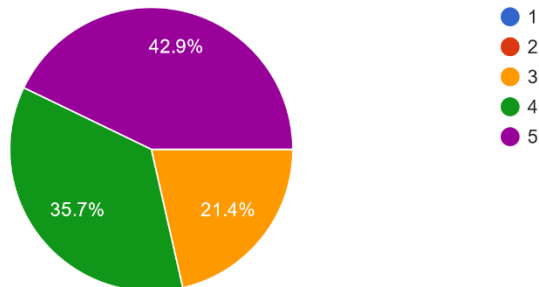
- The COVID related conference
- In Translation and Cultural Communication: lessons from students from the department who had graduated as well as specialists of the field like Professor Kefala.
- The presentations by Dr. Georgalou, Dr. Tsakona and Dr. Economidou-Kogetsidis which were organised by Prof. Sifianou

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

1=unsatisfactory, 2=needs improvement, 3= satisfactory, 4=very good, 5=excellent

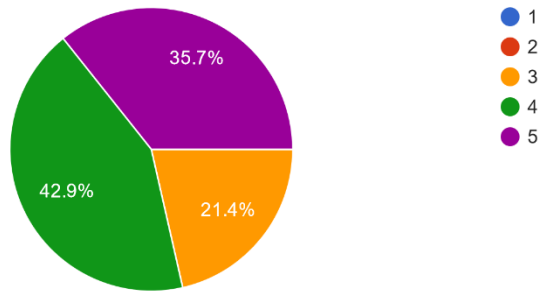
a. Comprehensiveness of theoretical frameworks

14 responses



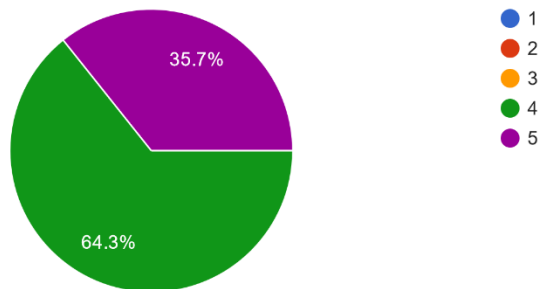
b. Specialised focus on applications of theories, methodologies

14 responses



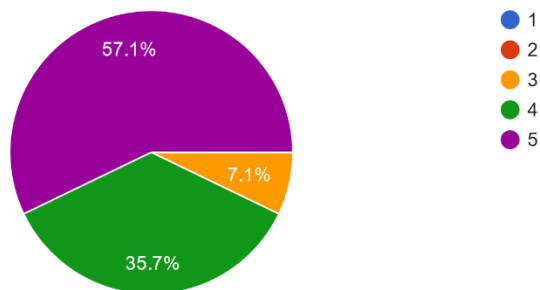
c. Interdisciplinary learning and research

14 responses



d. Promotion of original research and critical thinking

14 responses



- 78,6% των φοιτητών/τριών θεώρησαν ότι η θεωρία ήταν κατανοητή.

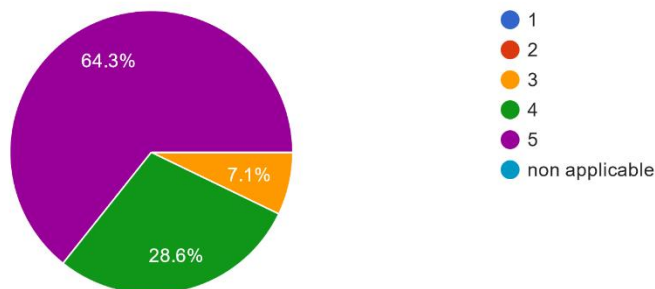
- Υπήρξε σωστή έμφαση σε εφαρμογές θεωριών (78,6%)
- **Όλοι/ όλες οι φοιτητές/τριες θεώρησαν ότι η προσέγγιση ήταν αρκούτως διεπιστημονική!!!**
- 92,8% των φοιτητών/φοιτητριών πιστεύουν ότι η προσέγγιση καλλιεργούσε την κριτική σκέψη και την πρωτότυπη έρευνα

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

1=unsatisfactory, 5=excellent

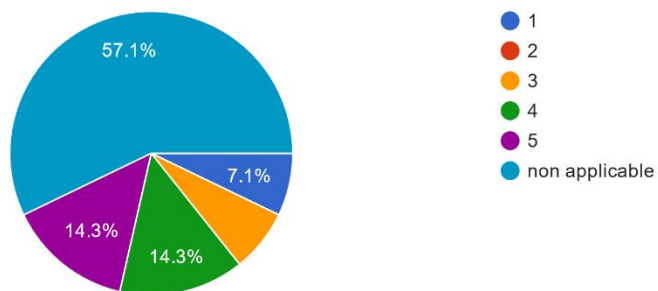
a. Presentations (if applicable)

14 responses



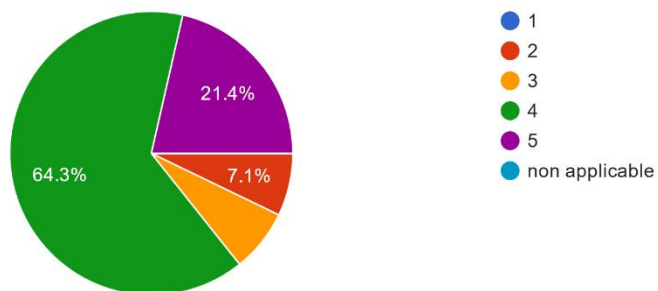
b. Tests (if applicable)

14 responses



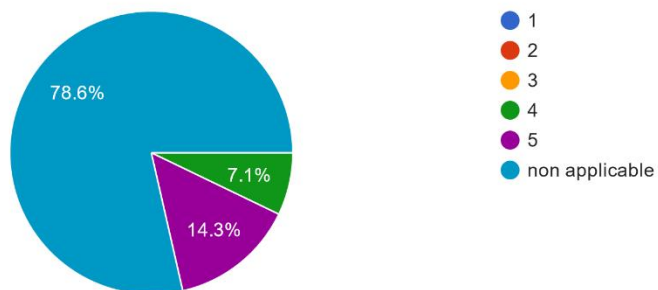
c. Weekly assignments/readings (if applicable)

14 responses



d. Final exam (if applicable)

14 responses



Ως προς τις μεθόδους αξιολόγησης:

- η πιο δημοφιλής ήταν οι παρουσιάσεις (βαθμός 5: 64,3%, βαθμός 4: 28,6% και
- οι εβδομαδιαίες ασκήσεις/ εβδομαδιαία μελέτη (βαθμός 5: 21,4%, βαθμός 4: 64,3%)

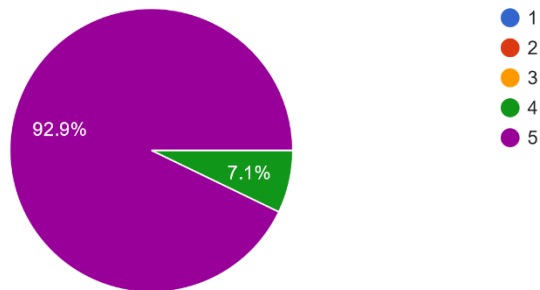
Δεν υπήρξαν ιδιαίτερα αρνητικές στάσεις για καμία από τις μεθόδους αξιολόγησης: μόνο 7,1% αρνητικές γνώμες για τα τεστ και, επίσης, 7,1% για τις εβδομαδιαίες ασκήσεις.

8. Evaluate the DISSERTATION process

1=unsatisfactory, 5=excellent

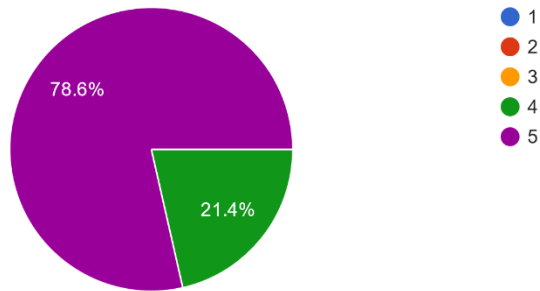
a. Availability of your supervisor

14 responses



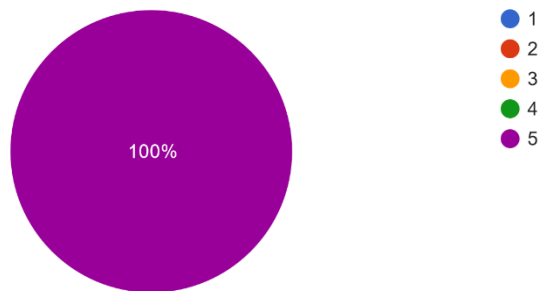
b. Supervisor's guidance in helping you identify the goals and scope of your research

14 responses



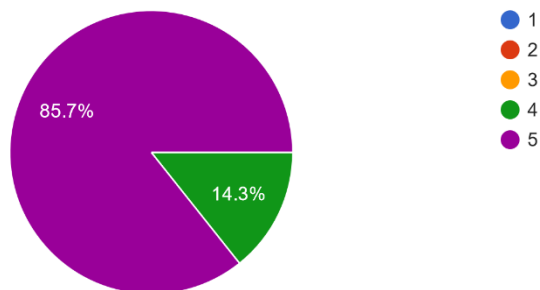
c. Usefulness of supervisor's feedback

14 responses



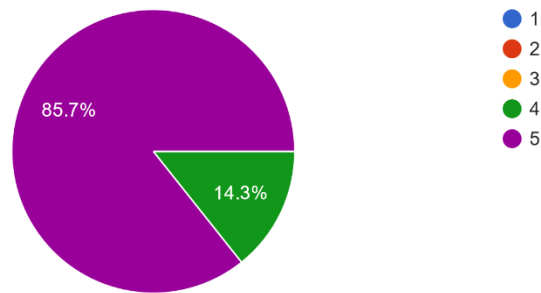
d. Timeliness of supervisor's feedback

14 responses



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

14 responses



Οι επιβλέποντες/ουσες ανταποκρίθηκαν στα καθήκοντά τους με απόλυτη επιτυχία (100% βαθμός 4 ή 5 !!!).

Βοήθησαν ώστε να καθοριστούν οι στόχοι και το πεδίο έρευνας (100%)!!!

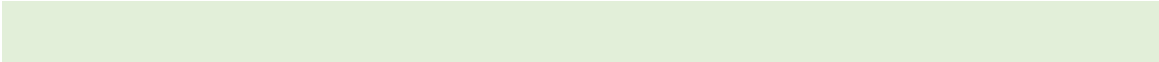
παρέχοντας χρήσιμη ανατροφοδότηση (100%)!!!

ήταν διαθέσιμοι (100%)!!!

και συνέβαλαν στην εύρεση βιβλιογραφικών πηγών (100%)!!!

f. Further comments on the dissertation process: for example, practices which you found particularly satisfactory or not and specify the reasons for your choice.

- ✓ The blending of Corpus Linguistics with the Critical Discourse analysis
- ✓ The continuous guidance and help from our supervisors was essential in our dissertation. I consider it one of the most difficult parts of our studies, so it is vital to have supervisors who support us and guide us.

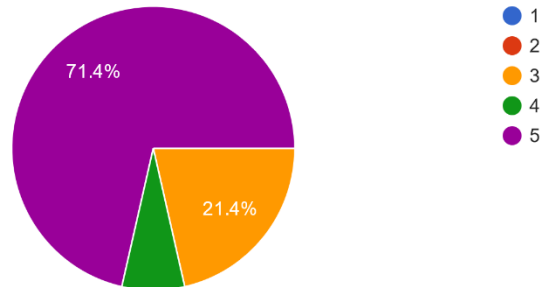
- ✓ I really enjoyed that, after our first meeting, my supervisor trusted me to proceed with what I had in mind and gave me the freedom to explore possible pathways for my research topic.
 - ✓ What was most helpful for the write-up of the dissertation was our Research Methodology course which gave us a clear idea of how everything needs to be structured and where focus should be placed.
- 

9. Evaluate the quality of resources

1=unsatisfactory, 2=needs improvement, 3= satisfactory, 4=very good, 5=excellent

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

14 responses



To 78,6% των φοιτητών/ φοιτητριών θεώρησαν τις πηγές επαρκείς.

b. How would you evaluate the administrative support of the Programme (Steering Committee, secretarial staff)?

- ✓ Excellent
- ✓ The administrative support was satisfying (especially the great amount of patience and the enormous help provided by the secretarial staff!).
- ✓ Very helpful
- ✓ The administrative support has been impeccable throughout the programme.
- ✓ The administrative support of the Programme was very satisfactory.

- ✓ Very good and helpful.
- ✓ No complaints, I didn't need them too much but they were there when I did.
- ✓ Mrs Karagianni is truly the unsung hero of this programme! Thorough and helpful!
- ✓ I believe that all working staff (professors, steering committee, secretarial staff) were very helpful, assisting and eager to answer any questions we had.
- ✓ Very good
- ✓ All the members of the administrative support were always available for me, resolving any issue that occurred and responding to my questions.
- ✓ The support was satisfactory overall but the notification for our exam supervisions at times.

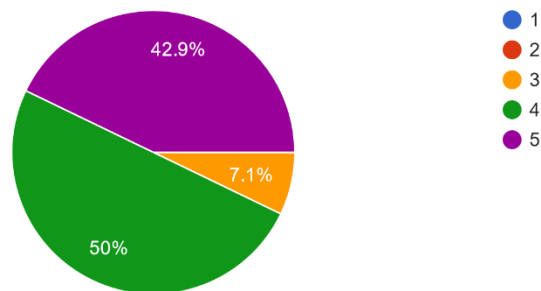
10. Evaluate the contribution of the programme to your future academic and professional goals.

- ✓ It is a crucial first step for my further academic endeavors. Of course, I appreciate the practical and theoretical knowledge I gained throughout the program.
- ✓ This will essentially contribute to my future research
- ✓ Although not entirely specialized, I feel I developed my research skills and identified my academic interests which I think I can further pursue in the future. The programme has definitely a research-oriented approach which, in my case and interests, was exactly what I wanted.
- ✓ I should hope that the programme will prove a valuable asset to both my academic and professional aspirations.

- ✓ I think that the Programme will be very useful for my future goals as it has taught me how to conduct proper linguistic research and has deepened my understanding of the English language.
- ✓ Personally, I think more than the specific theories etc. we discussed during the MA, I have benefited from a renewed appreciation in scientific research, as well as being shown methodology that I can also utilize in other fields in the future.
- ✓ This programme will allow me to pursue further academic specialization on Linguistics in my future studies. In addition, working in Education, I can now both process and communicate the English Language to my students better than I could last year.
- ✓ I consider my experience in the Programme as very rewarding. It was a dream to be able to get my Master's degree and the fact that I could attend courses taught by professors I knew and admired was more than I could ask for.
- ✓ I view this MA programme as a step towards independent thinking and research. The provision of knowledge and stimuli, but also the presentation of current practices in linguistic studies has offered me various suggestions for future research and has shown me the way for the formation of my own path.
- ✓ I think the programme was a worthwhile investment of my time and effort. It was very demanding and pushed me to my limits, but it was also very challenging and rewarding.

11. Rate the OVERALL QUALITY of the programme.

14 responses



Η ποιότητα του προγράμματος αξιολογήθηκε πάρα πολύ θετικά (92,9%)!!!

12. Suggest specific steps that might be taken to improve the programme.

- ✓ The entrance exams and interview, along with the overall course curriculum, should reflect more precisely the scope and aims of this MA.
- ✓ I think there could be less courses on pragmatics. It would be useful to organise a conference where MA students can present their studies. I also think including more courses on corpora development would really make the programme excel.
- ✓ I believe the programme could benefit from the incorporation -to the existing curriculum- of lectures and/or visits to foreign universities in the form of targeted seminars or educational trips in order to familiarise the students with foreign educational policies and create a bridge between the English-speaking Department and English Institutions thus providing students with the opportunity to better assess their future academic perspectives.
- ✓ I think that more group projects will help future students bond and they will also help them improve their collaboration skills.
- ✓ My biggest complaint with the programme is that it has an identity crisis. For an MA in Linguistics, generally, at least 50% of its courses had to do with pragmatics.
- ✓ I think that it is vital to have invited speakers in the courses. They offer their expertise in the field that the course is focused on and are a huge help for us students. The conferences that were offered were also very helpful and professors very rightly so should encourage students to participate in them. It is a very rewarding experience being a speaker in a conference as well as being in the audience.
- ✓ Courses should be divided into compulsory and optional ones. The student should have the opportunity to choose.
- ✓ I'm satisfied with the overall organization of the programme.

Η ΣΕ του ΠΜΣ

Αγγλική Γλώσσα, Γλωσσολογία και Μετάφραση

30-6-2023