



## PEDYAS PROJECT EVALUATOR FORM

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<i>Note: Please attach CV in English <input checked="" type="checkbox"/> or Greek <input type="checkbox"/> and check in the appropriate box.</i>	
<b>Your comments about the curriculum reform</b>	
The rationale and the changes introduced to the curriculum:	The curriculum reform was developed primarily to actualize the programme of studies in line with the contemporary scholarship and new directions in English Studies, and to develop new methods of teaching, learning, and assessment. English Studies has been a rapidly changing area of studies over the last two or three decades and the University of Athens has seen the need to reform the curriculum to be in line with new developments in the field. The changes in the field reflect developments in critical and cultural theory. There is a marked shift in focus in contemporary English Studies. Instead of focussing on a linear and discrete literary tradition studied in relation primarily in the context of England and secondarily the US, English Studies today has been placed in a broader post-colonial and global context. This has given rise to new critical approaches that have shaped scholarship and the directions in English Studies today. In addition, developments in informational technology have been very important for developing new methods of teaching, learning, and assessment. The PEDYAS project was conceived in this context and with the objective of being on the cutting-edge of these developments.
How the curriculum compares to those of other similar English Studies Faculties in Europe (excluding the UK):	The curriculum is similar to English studies Faculties in Europe in its general orientation. The European model is that the curriculum is divided between literature and culture on the one hand, and language and linguistics on the other. In the UK, the focus is mainly literature and culture. The reason for the different orientation is that the curriculum of European Universities is aimed at students for whom English is a second or foreign language, and many of whom are likely to become teachers of English as a second or foreign language. Thus the greater emphasis on language and linguistics in comparison to the UK is to be expected.
A component of the curriculum that impressed you positively and/or	There is a good balance between compulsory and elective courses, which give the student the possibility to focus on areas of special interest after gaining a broad foundation in English Studies. Critical theory has been expanded to include an introductory and advanced

<p>negatively:</p>	<p>course. It is also important that traditional and canonical literature is still studied within the new framework so that although innovative scholarship and approaches are integrated, there is still regard for studying traditionally important writers who are still read albeit with new critical scrutiny. I was disappointed to see that translation is placed under the rubric of language and linguistics and does not reflect the broadened study of Translation Studies today e.g. the historical, social, and cultural factors that affect the production, circulation, and consumption of literary and cultural texts and how this affects the theory and practice of translation. I am not a scholar of linguistics, so I defer more detailed comment to other evaluators. Nonetheless, I would like to comment that I was impressed that there is a wide choice of courses in different areas of applied linguistics and the fact that hard core theoretical linguistic courses are not over-emphasized. There appears to be a proper range and balance suitable to English Studies.</p>
<p>An aspect of the reformed curriculum that might be reinforced or altered in the future:</p>	<p>1. Post-colonial English literature has been introduced. This still needs to be broadened and reinforced. The syllabus for literature other than British and US mentions Canada, Ireland, Australia, and the Caribbean. A significant part of post-colonial literature comes from India and Africa, which have produced significant contributions in literature and theory in English. While it may be impossible to have experts on all the sub-areas of post-colonial literature, a scholar teaching post-colonial literature at the undergraduate level could and should take a broad approach even if his/her research and specialization is in one region. Also post-colonial studies may be opened up to look at English in the broader context of global studies, such as new developments in theories of cosmopolitanism. The field of English Studies invites a broad comparatist approach of World Literature Written in English, and of world Englishes in the section of language and linguistics.</p> <p>The dichotomy of literature and linguistics may be bridged by a third section and specialization focussing on Translation and Intercultural Studies. This could have courses offerings in its own right focussing on theory and practice of translation, a core course on intercultural studies and could also draw on relevant areas and courses already offered in the literature and linguistics sections which have comparatist approaches to language, literature and culture, and other courses relevant to translation such as semantics and pragmatics. Notions of cultural translation and intercultural studies closely connect to areas such as post-colonial studies. My suggestion here suggests an approach that reinforces my comments on the curriculum in the previous section. The MA programmes already reflect the tripartite approach i.e. literature and culture, translation studies, linguistics. The undergraduate programme could also be designed in this way in the future.</p>
<p><b>Your comments about the various actions of the PEDYAS project</b></p>	

The multifaceted actions of the PEDYAS project will enhance the international profile of the scholarship of the University of Athens English Studies Faculty and the quality of its teaching and learning methodology. The actions have made good use of Information and Communications Technology. I consider this most significant as it would not have been possible without this project funding. For this reason I consider the PEDYAS project has made good use and taken good advantage of the project funding and applied it to all aspects of professional development and training e.g. teacher pre-service training, students self study, promotion and development of research through electronic journals namely *Synthesis* and *Directions*, and the development of an excellent web page. It is also noteworthy that the staff seminars and student workshops were held every year so as to develop the necessary knowledge and experience to be able to use the new infrastructure effectively in their work.

**Your comments regarding the Centre for Self-access Learning**

How it has been organised	The planning and development of the Centre for Self-Access Learning has been well organized. It is noteworthy that various models from European Universities were studied before choosing a suitable one to implement. The development has taken place in a well-thought-out step-by-step process over a period of five years, choosing the space and the equipment, developing teaching and learning materials, and preparing staff and students to use it effectively. This has proved to be very successful, which is also evident by the large number of users of the Centre. The proof of the pudding is in the eating.
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Its function	The large number of students and poor teacher-student ratio is adverse to maintaining high standards of learning. The study of language and literature, and culture (especially in a second and foreign language context, requires individual attention to the students to develop skills, and to develop thinking through discussion and debate. This is impossible in a lecture-style framework with large numbers of students. The Centre thus has a very important and indispensable function as it makes use of information and communication technology for individualized instruction, learning and assessment. Apart from the specific needs and conditions of English Studies at the University of Athens, the development of digital research and learning skills is a prerequisite for all learning contemporary society. It is a no-brainer that such a Centre is a necessity for any contemporary University.
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**Your comments regarding the Faculty portal**

The Faculty Portal is in English and Greek and covers a wide range of information allowing the surfer to acquire a broad picture of the academic faculty, courses, and the diverse activities of the faculty of English Studies. Most significant are the links which relate to self access learning discussed above, which refer to a wide range of topics such as academic reading, writing and style, study skills and note taking, writing in literature courses, answering exam questions. In addition, there is a diversity of online resources useful to the language learner such as academic discourse, lexis and grammar, listening and pronunciation, and other language activities and worksheets. Also noteworthy is the archive of DVDs giving additional resources including lectures by visiting speakers that

have wisely been recorded so as to give continuing access and benefit to the users.

**Overall assessment of what has been achieved**

The achievement highly impressive and the team has to be congratulated for a tremendous effort. This is especially commendable as academic faculty are primarily judged for their research and publications and inevitably a major project such as this needs requires a great deal of investment in time and expertise, which will take away from the research activities of those involved in its development and implementation. The project and its achievements should be emulated by other Universities. I am envious at the achievement and would like to see something like it at my own University. While the conditions at my University are different, for example, the staff-student ratio is very good indeed, and the class size small enough for the most part to allow for a seminar style teaching, there are many good reasons for applying this kind of project. There is always pressure to expand student intake, and students wishing to register for foreign language courses through the University are increasingly rapidly. The example of Athens has served as a useful model to think about in our context. As mentioned earlier, digital learning and dissemination of knowledge through informational technology are necessary in any context.

In conclusion, a word of caution. While the achievements of the project have been great, the continuity of its success will need continuing funding for maintenance and development, and to employ staff for this purpose. I hope that the time and money that has been invested so far will be fully appreciated and bring continuing support.

Date: June 17, 2008

Name: Stephanos Stephanidis

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(Evaluator's signature)