

Thematic Network Project in the Area of Languages III

SUB-PROJECT ONE: LANGUAGES FOR LANGUAGE-RELATED INDUSTRIES AND PROFESSIONS

NATIONAL REPORT / GREECE

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PART I - THE STATUS QUO

Introductory note

Taking into consideration the restricted international status of Modern Greek (with its 10 million speakers), it seems logical that foreign language knowledge, especially for younger generations, plays an important role, whether it is for studies, or for occupational reasons. This is strengthened by a positive attitude widely held towards professional qualifications, out of which foreign languages are seen as one of the most necessary ones. Although foreign languages are learned and used in a variety of settings, the situation in Greece is still quite complex, lacking the overall coherence and professionalism one would expect. Foreign languages are taught by university graduates (in the public sector), but also by people with advanced language certificates like Proficiency and eparkeia (the state's permit), despite their incomplete teaching methodology training. This is especially common in the private sector (which amounts to more than 6,000 private institutions all over Greece), due to financial reasons, since their payment is lower than that of the graduates. In the field of translation/interpreting, which for reasons to be explained, is of great importance in Greece, there is often minimal and/ or unsystematic specialisation and no official guidelines for qualifications and professional status. For professions indirectly related to languages the picture is blurred and there are limited data, which will, however, be outlined. Foreign language use includes both the main European languages and other languages, like Bulgarian, Albanian, Turkish etc.

I. Language-related industries (LRI) and professions (LRP) in the Greek context

I.1. Overview of the present situation

I.1.1. Language-related industries present at the national level: type and organisation

I.1.1.1. Private sector

In the private sector there are several translation and/ or interpreting agencies, in which services of economic, legal or scientific translation and conference interpreting are offered. Lately, there is an increased demand for technical and literary translation (Mitsikopoulou & Mantika, 2002: 28). Also, a move to localization, editing and documentation has been registered (ibid.). Other activities, which thrive in the private sector include foreign language teaching, subtitling, but also commercial activities vital to Greek firms with international contacts (for example, constructing or exporting/importing firms), etc.

Besides literature, cinema, and advertising, publishing in foreign languages or related to foreign languages takes up an important part of the labour market in Greece, both in the public and the private sector. This part of the market is strongly influenced by language exams (whether run by the Greek state or foreign

universities and institutions) as well as by European developments, like the Common European Framework of Reference for Languages.

I.1.1.2. Government and Public sector

Translating and/or interpreting play an important role in the public sector as well, for example, in ministries and other offices or organisations. An important part of the public sector is related to language learning, since foreign languages are taught in primary, secondary and higher education (see section I.2.). Language technology also plays an important role and the most systematic work undertaken in this field is done by the Athens Institute for Language and Speech Processing (www.ilsp.gr). Foreign languages are central to any information exchange or information provision within the framework of the European Union for a series of activities and communication needs (for example, official documents, regulations, guidelines, a.s.o.).

I.1.2. Language-related professions

I.1.2.1. “Pure-play” language-related professions

One of the most important “pure-play” language-related professions is that of the translators and/ or interpreters. There have been found five associations: 1) Union of Conference Interpreters in Greece (UCIG), which is a registered professional association with qualified registered members (<http://users.in.gr/sodice/greek.htm>), 2) Hellenic Association of Translators – Interpreters in the Public Sector (Kazanova 80, GR – 18539, Piraeus, no website available), 3) Hellenic Society of Translators of Literature (EEML) (7, E. Tsakona Street, Paleo Psychiko, GR-15452, no website available), 4) Hellenic Association of Translation Companies (156, Agias Sofias Street, GR-17123, Athens, no website available) and 5) Panhellenic Association of Professional Translators, established in 1984, member of the National Federation of Translators (FIT) (<http://www.psem.gr/>, website not found). It is, however, possible, that other associations exist, since those were found with means of personal research and there is no official list available. As far as the agencies are concerned, a total of 26 agencies have been found (<http://www.translatorscafe.com/cafe/agency66sp10.htm>), most of which are in Athens and Thessaloniki; however, the same restrictions as far as the validity of the data apply.

In the publishing sector, except for translating, many people are occupied as correctors, revisers, proof-readers and editors but unfortunately the exact number of such professionals is unknown as are the necessary qualifications and professional profiles. The same holds for language material writers, a sector especially prosperous in Greece, due to the dominance of foreign language learning, especially in the private sector, where a plethora of books and materials are used.

In the last years there have been interesting developments in the area of electronic lexicography and in general in applications of communication and computer sciences in the area of linguistics.

Foreign Language Department Degrees qualify graduates to teach in state education the language they have studied, where this is applicable and after they have passed an exam (ASEP). However, they may wait for a number of years, being only temporarily hired. This is one of the reasons why most graduates, who wish to teach foreign languages, teach at private foreign language institutes, private schools or offer private lessons. In the private sector they compete with teachers who did not obtain a relevant university degree but have one of the more advanced language certificates (for example the Proficiency or the Grosses Sprachdiplom) and eparkeia, which is the state's permit for people who wish to teach a foreign language. This situation has not been changed for years, although the efforts on behalf of the university departments and their graduates have been intense, and it affects the teaching standards in Greece, since despite the certified language proficiency one might have they would lack the teaching methodology training required, the knowledge of the respective literature, culture, history, etc.

Lexicographic production in Greece seems to be limited, and no systematic bibliographies of dictionaries exist. There are two centres specialising in scholarly Greek dictionaries in Athens and three in Thessaloniki. The main commercial publishers in the field are Patakis and Ekdotiki Athinon. The production of bilingual and terminological dictionaries is more limited than that of general dictionaries; dictionaries for children or specific learner groups are not available (Anastassiadis-Simeonidis, National Report 8, The dictionary scene in Greece, page 22). In addition, the little research undertaken focuses on bilingual lexicography (Universities of Thessaloniki and Patras) or computational lexicography (Universities of Thessaloniki, Patras and the Athens Institute for Language and Speech Processing).

The Athens Institute for Language and Speech Processing (www.ilsp.gr) with its various departments opens up a wide variety of research opportunities and scientific work in the Greek context. To mention a few examples, there is the department of machine translation, which also offers translation services to state ministries and the department of computational lexicography. To give an idea of the variety of initiatives taken at the Institute the following could be mentioned: The Athens Institute for Language and Speech Processing participates in a postgraduate programme, "Technoglossia" (see section I.2) and has organised in 1999 a conference on "Greek Language and Terminology" in cooperation with the Hellenic Society for Terminology, the University of Athens, the University of Thessaloniki, the Ionian University and the Panhellenic Association of Professional Translators.

In order to promote multilingualism in Greece, the Greek Ministry of National Education and Religious Affairs has implemented since 2003 the State Certificate of Language Proficiency (Kratiko Pistopoiitiko Glossomathias, KPG), which is a unified examination system for various languages (www.ypepth.gr/kpg). This examination assesses the ability to use a language in practical situations (whereby all skills are examined). In tune with the latest European developments, the KPG-exam is based on global scale descriptors and specific language use descriptors relevant to those of the Common European Framework of Reference for Languages (Europarat, 2001). The KPG will in the future also provide an opportunity for the certification of language knowledge concerning languages previously not formally certified (for example Balkan languages) and this can prove highly useful as an additional professional qualification. The KPG has been a very important development,

since it represents the Greek official means of certifying foreign language knowledge, as opposed to the so far necessary reliance on foreign certificates, like the FCE¹. In addition, the KPG will broaden the foreign language teaching professional context in Greece, which is of importance to all people involved in it.

I.1.2.2. “Ancillary” language-related professions

The main feature of “ancillary” language-related professions in Greece is the combination of foreign languages and business. This proves useful in a variety of contexts, such as companies active in exporting/importing, marketing, sales, etc. The job profiles vary from that of secretarial staff to that of project manager or director.

The tourism sector is, as would be expected, quite a dominant area of “ancillary” language-related professions and again the job profiles and language use vary along a broad continuum of needs and qualifications.

Another field of activity is that of information technology providers and all the professions related to information technology, including web-site managers.

Finally, journalism, banking and many EU activities present an important aspect of “ancillary” language-related professions.

I.2. Language graduate employment in the language-related professions

Foreign languages can be learned² in the following institutions: in the state sector (primary, secondary, higher education) and in private institutions (under the jurisdiction of a special Ministry of Education Department), which add up to approximately 6,000 all over the country (Panhellenic Association of Language Schools Owners – PALSO-, www.palso.gr). In addition, there are in Athens and Thessaloniki institutions supported by specific

¹ Note, that there have been previous similar efforts on behalf of the PALSO Association, who run language certificate exams, however only for the main European languages and at a national level only.

² A mere indication of the interest and high participation rates of Greeks in state language certification exams could be the following Table with figures concerning the academic year 2003 and four foreign languages:

	KPG	University entrance exam
English	34,239	14,189
German	3,222	967
French	856	1,771
Italian	1,730	316
Spanish	Not applicable	80

In order to gain a complete picture, however, one would have to add to these figures the number of candidates for language exams run by foreign universities (for example Cambridge University) or other institutions (for example, the Goethe Institut). The figures provided for the FCE exam add up to more than 270,000 candidates in more than 100 countries per year, and the respective ones for the CPE exam to more than 45,000 in more than 80 countries per year (www.britishcouncil.org).

Embassies as part of their cultural activities and these function as language schools and cultural centres at the same time; such institutions are the British Council, the Goethe Institut Inter Nationes, the Institut Francais, the Spanish Cervantes Institute in Athens and the Instituto Italiano. Last but not least, there are certain State-supported institutions and organisations, such as the Society for Macedonian Studies or the Greek Language Centre (www.greeklanguage.gr), where courses in Modern Greek and Balkan Languages are offered or research projects, language examination and certification procedures as well as publishing activities take place.

The foreign languages mostly taught are English, German, French (in primary, secondary, higher education and in the private sector) Italian and Spanish (in higher education and the private sector); other foreign languages taught to a lesser extent and mainly in private institutions include Japanese, Russian, Turkish, Bulgarian, etc. Exceptions are higher education departments of Balkan studies (www.uom.gr/depart/balkans/index.htm), where Balkan languages are taught as well. It is nowadays often the case that Greek as a second language is taught in higher education, for example at the Aristotle University of Thessaloniki's School of Modern Greek (www.auth.gr/smg) and in many private institutions.

As far as the teaching of English, German and French in state education is concerned the situation is as follows: EFL is taught from the 3rd grade of primary school and throughout secondary and higher education. German as a foreign language is for the time being taught on a pilot basis in specific types of primary schools (oloimera – all-day schools), in secondary education as an optional second foreign language and the same holds for higher education. The situation with French as a foreign language resembles the one of German, since pupils or students often have to choose between the two. However, for both languages it needs to be kept in mind that they are often taught in private primary schools, so in their case (like for EFL) there are opportunities for early foreign language learning. As far as higher education is concerned, foreign languages (English, German, French, Italian and Spanish) can be both a subject of study in research, in the respective Departments of English (and American), German, French, Italian/Spanish Language and Literature in Athens and Thessaloniki³ and an optional module of study for students of all departments. In the former case, the number of students entering one of the eight in total foreign language departments amounts to 1770 (for the year 2002) as reported by Mitsikopoulou and Mantika in their National Report on Curriculum Innovation in Greece. The curricula in the foreign language departments consist on the whole (with modifications depending on the department) of seminars on: language learning, linguistics, teaching methodology, history and culture, new technology skills, literature, etc.

³The websites of all foreign language departments in Athens and Thessaloniki are as follows:

Faculty of English Studies – www.cc.uoa.gr/english

Faculty of French Studies – www.frl.uoa.gr

Faculty of German Studies – www.gs.uoa.gr

Faculty of Italian and Spanish Studies – website not available

Department of English Language and Literature – www.enl.auth.gr

Department of German Language and Literature – www.auth.gr/del

Department of French Language and Literature – www.frl.auth.gr

Department of Italian Language and Literature – www.auth.gr/itl

For prospective foreign language teachers there are also postgraduate programmes, for example the “Language and Communication Sciences” Interdepartmental Programme at the A.U.Th⁴. There are also postgraduate training courses for teachers of English and German as foreign languages at the Greek Open University (www.eap.gr). In addition, there are teacher training courses at the A.U.Th. (School of English) and training programmes (pre-service, since 1999 compulsory for all teachers and in-service) for practising teachers (at Regional Training Centres, PEK), which focus on academic subjects, teaching methodologies and the use of computers. Practising teachers also have the opportunity to take up in-service training programmes at Universities (for example, In-service training for the teachers of English, Faculty of English Studies, University of Athens).

When it comes to the training of translators and interpreters in Greece the situation is not as developed as would be desired. Nowadays, two state universities provide training specifically focused on translation and interpreting. About twenty years ago a Training Centre for Translators and Interpreters was founded in Corfu, which was then assimilated by the Ionian University, www.uion.edu.gr, becoming the Department of Languages, Translation and Interpreting, with an intake of thirty students per year. This is the only institution, which foresees subjects in civilization, history and language, practical training in translation and interpreting for two languages (chosen by the students out of three languages offered: English, French, German; the curriculum also includes Italian, Dutch, Turkish and Spanish). However, “despite the experience of some of the teaching staff, the conditions in which this department operates do not permit it to achieve its objectives” (Tocatlidou, SIGMA Scientific Committee on Languages, National Report (Greece), Language Studies in Higher Education in Greece).

At the Aristotle University of Thessaloniki, there is a Translation Section (but no respective section for interpreting) at the French Department, www.frl.auth.gr; although the latter is by no means an institution training professional translators/ interpreters, it offers a translation module. Optional seminars on translation (mainly literary) are also offered at other Departments of foreign Languages (English, German) and the situation is gradually changing, for example at the School of English (A.U.Th.) a laboratory for interpreting has been recently set up, in order to support the respective seminars. This change is highlighted also by an increased demand by the students for such courses (see Mitsikopoulou & Mantika, 2003: 29). In addition, an interdepartmental post-graduate course on translation and interpreting has been recently launched at the Aristotle University of Thessaloniki (www.enl.auth.gr/post/findex.htm). There is also an interdepartmental programme of postgraduate studies on “Translation/Translation Theory” at the University of Athens (www.translation.uoa.gr). It needs, however, to be pointed out that courses such the ones offered by the various foreign language departments do not qualify the holders of the respective degrees as professional translators. An alternative for young people all over Greece, who have not passed the entrance examination for the Greek Universities are Greek post-secondary vocational training institutions, the Institutes of Professional Training (state or private IEKs, for example, www.xinis.com/index.htm), which often provide, among other courses, specialisation in translation and

⁴ Aristotle University of Thessaloniki

interpreting. Last but not least, professional interpreters and translators working in Greece have very often been trained in one of the specialised European institutions.

The European Commission, in collaboration with the Ministry of Foreign Affairs, organises intensive interpreting seminars for university diploma holders, who speak at least three languages and have successfully sat an entrance exam. Also, the Hellenic Culture Centre (www.hcc.gr), which works together with the Greek Authorities (Ministry of Education, General Secretariat for Youth, National Tourist Organisation, Greek Embassies), offers, among others, special courses in Modern Greek for interpreters and translators, legal terminology and literature.

Foreign institutes often propose training courses for translators (bilingual or trilingual), which usually last from two to four years. In such cases the subjects aim at an improved language knowledge and the acquisition of translation skills and respective theoretical knowledge. Such institutes include the:

- French Institute in Athens/Thessaloniki (www.ifa.gr),
- Goethe Institute in Athens/Thessaloniki (www.goethe.de/athen),
- British Council in Athens/Thessaloniki (www.britishcouncil.gr)
- Spanish Cervantes Institute in Athens (www.cervantes.es) and
- Centre for Translation Studies (Hellenic American Union) (www.hau.gr).

There are, however, also private educational institutions, which offer programmes in translation and interpreting (very often with the cooperation of foreign educational institutes/ universities). Examples of this type of institutions include: the Centre for English Language and Training (www.celt.gr), the European Educational Organisation (www.eeo.edu.gr), the European Centre for the Translation of Literature and the Humanities (www.ekemel.gr), the Americal College of Thessaloniki, Anatolia College (www.anatolia.edu.gr) with one programme on bilingual translation and one in subtitling, etc. Private translation offices often organise, sometimes with grants from the European Commission, seminars with a focus on translation and interpreting; for example the Metaphrasi School of Translation Studies (www.metafrasi.edu.gr) offers programmes on translation studies, literary translation, business translation, digital translation, subtitling, etc.

One of the main problems in the Greek context is the fact that there is no special legislation, which foresees the qualifications and skills necessary to obtain the status of a professional translator. The only exception is the case of translators to the Ministry of Foreign Affairs, who are admitted after an examination.

The developments aforementioned (section I.1.2.1., page 4) have led to the foundation of an Interdepartmental and Interuniversity Postgraduate Programme, "Technoglossia", which focuses on mechanisms of voice reproduction, automatic semantic processing of texts and methods of electronic lexicography. Two HE institutions participate in this programme (the National and Kapodistrian University of Athens and the Metsovio National Technical University of Athens) and the programme has been launched in the academic year 1998-1999.

As far as lexicography is concerned, there is an interdepartmental Master's Programme in Lexicography at the University of Athens (Faculty of English Studies) and a one-semester course on Metalexigraphy as part of the BA or MA programme in linguistics at Thessaloniki. In general, modules on the subject of lexicography are sometimes linked to courses in semantics and/or lexicology in Athens, Thessaloniki and Ioannina. On the whole,

however, “there are no concrete data available on ‘dictionary awareness’ or the teaching of reference skills in higher education” and there appears to be no specific training in dictionary-making or dictionary use (Anastassiadis-Simeonidis, National Report 8, The dictionary scene in Greece, page 22). In addition, there are no manuals or exercises accompanying dictionaries.

Language-related professions (see also section I.1.2.2.) play an important role in the Greek professional context and language specialization is being gradually integrated in Higher Education programmes. An example is the the Department of Applied Language Studies in Management and Commerce, TEI Epirou (www.teiep.gr), which was founded in 1999 and provides both theoretical and practical training in Management and Commerce (with an emphasis on international business) and systematic foreign language training, with a particular emphasis on the language of management and commerce. In the same line of thought, languages and professions should be, have been and will continue to be intertwined at university level. Examples for such practices are: the Department of Social Anthropology - University of the Aegean (www.aegean.gr/Social-Anthropology/socialanthren/courses_en.htm), the Department of International and European Studies – Panteion University of Athens (www.panteion.gr), or the Department of International and European Studies – University of Piraeus (www.unipi.gr). Other scientific fields in which foreign language proficiency plays an important role (as this is reflected in the respective academic curricula) are law (Department of Law, www.law.uoa.gr), agriculture (Agricultural University of Athens, www.aua.gr), medicine (School of Medicine, University of Ioannina, www.uoi.gr/schools/medschl.medicine) or business and economics (Athens University of Economics and Business, www.aueb.gr).

Although this shows that varied foreign language training is provided, it is for the time being not known whether and in what ways it influences the graduates’ career prospects. Therefore, no valid conclusions can be drawn in relation to the language graduates’ exact employment in the language-related professions.

I.3. New developments and new professional demands in the language and language-related industries

I.3.1. The impact of European integration and of globalisation: new directions, re-organisation

Greece’s membership to the European Union has brought about a number of changes, especially related to the increased international contacts and co-operation/ contact channels. In addition, there has been in the last years a substantial growth of international business contacts and activities. Thus, competence in foreign languages has been added to the necessary skills for professional success. This in combination with the fact that Modern Greek is not an internationally widely spoken language has led to an increase in foreign language learners and an increase in the types of courses offered (for tourism, law, studies, etc, see www.goethe.de/athen). The foreign languages, which play an important role in the Greek context, are the main European languages, English/German/ French/Spanish/Italian, but also languages that are important due to the geographical position

of Greece or the Greek business activities (for example, Turkish, Bulgarian, Albanian, etc.). The already wide-ranging provision of language teaching in these languages (in the public and the private sector) is expected to develop further, with the help of KPG.

The fields of new technologies, advertising, entertainment industry, pop art and others have rapidly developed, mainly in English/American directions in accordance with globalisation phenomena worldwide. At the same time, not only the extent of foreign language learning and usage have changed but also their type, since language needs vary and may include technical, legal, formal, commercial, literary or popular language uses. Although language proficiency in this direction should be further supported, it would be expected, in order to promote multilingualism and multiculturalism, to also place an emphasis on other, lesser spoken, languages. This is a tendency common in most of the European countries.

I.3.2. New professional demands and professional profiles in the language-related professions

Some of the changes brought about by developments like the aforementioned are as follows:

- Technological developments require translators to be trained in technical terminology, in specialised languages and in multimedia as well as documentation research.
- Specific sorts of translation are becoming more important (for less spoken languages too, eg. Albanian).
- European enlargement increases the needs for translation and conference interpreting.

The specification of the skills required by employers differs depending on whether the prospective position is in the Greek public or private sector. When it comes to the public sector, the necessary qualifications are defined by the State (proedriko diatagma No. 50) and additional qualifications are specified where applicable (this is where language knowledge usually comes in). Every appointment is supervised by the Superior Board of Personnel Appointment⁵ and is publicly announced (by now electronically as well: www.et.gr). In the private sector, on the other hand, the necessary qualifications (including languages) are determined by the company, firm or other employer, depending on the perceived needs, and are advertised in the newspapers or on the internet. Finally, the decision concerning the final appointment is also made on an individual level.

In the public sector the foreign language proficiency level demanded equals to the B2 and C2 levels of the Common European Framework of Reference, whereas all four levels are considered in the private sector (Aggouri, 2003: 23⁶). In addition, in the private sector both European and non-European languages come in question. The foreign languages required in the public sector are: English, French, German, Italian and Spanish, whereas in the private sector such expectations include all the aforementioned and languages such as Portuguese, Russian, Bulgarian, Chinese, etc. (ibid.: 33-4).

⁵ My translation

⁶ The specific fields investigated in both sectors concerned economics/management, health care, engineering/constructions, environmental studies/physics, informatics, social sciences, library management, law, transportations, etc.

On the whole, Aggouri concludes (2003: 81), English's dominance as a lingua franca seems to prevail in the public sector; proficiency in the other main European languages, however, is commonplace in the Greek context. In the private sector there is demand for more languages than the main European ones, as already mentioned, and the preferences vary depending on the field (for example, English, German and French for information technologies but English and Italian for the food industry).

There have been some changes in the state sector and some general developments due to the Olympic Games in 2004 or the Greek Presidency (2003), but, for the time being it remains unknown whether the developments will continue and the improved situation will establish itself.

I.4. Contacts and co-operation between the language and language-related industries and HE institutions

There are some good examples of internships in the case of foreign language teaching. In the Department of German Language and Literature (at the Aristotle University of Thessaloniki) it has been for the last five years obligatory for all students in the last semester of their studies to observe and teach lessons in both private and state schools for a period of approximately two months. This is seen as an essential part of their training and it provides them with the necessary knowledge of the actual working environment. It helps both the prospective teachers, since they learn through authentic experience and the institutions, since they come in contact with new ideas, methodologies and teachers. It is considered to be very useful to maintain such contacts and to keep a two-way open channel of communication. Similar efforts are undertaken at the National and Kapodistrian University of Athens for ELT, as an elective course.

Since the actual training for translators/interpreters is, as explained above, not as systematic as it could be, the contacts between HE institutions and the professional world are expected to be minimal and coincidental. It would, however, be of great importance to establish such links and provide prospective translators/interpreters with the opportunity to 'catch a glimpse' of the real professional world and try out their skills. Theory and practice would then be linked and more informed decision-making, for both sides, would be made possible.

Similar thoughts could be expressed for "ancillary" language-related professions and the professional world, at least as far as foreign languages are concerned⁷. Such contacts could, however, be easily organised, taking into consideration that in Greece there are both firms with international contacts and branches of international firms.

In order to establish co-operation between language-related industries and HE institutions, it is necessary to strengthen the role of Career Services Offices at Universities (for example at the A.U.Th., www.cso.auth.gr), where information can be given to students and graduates relating to career prospects, web-pages can be continuously up-dated with information about graduate mobility programmes, vocational training links, recognition/certification of degrees obtained abroad, post-graduate studies, etc.

⁷ It is well possible that internships in industries or companies are already foreseen as part of the curriculum in departments like economics, but it is unknown to what extent such internships focus on language use as well.

I.5. Impact of language industry developments and professional demands on existing specialist HE language courses

One apparent way in which industry developments and professional demands have affected existing HE language courses is that their curricula has become more practice-oriented. New technologies have been integrated in many curricula of language departments (see for example, www.auth.gr/de/) and students are now trained to incorporate them in their studies and practice. Foreign language teaching methodology has in general been influenced by the needs of the Greek (and European) working context; an indication would be the exam-oriented syllabi and teaching techniques. In addition, translation and interpreting modules have been added to the curricula of many language departments (see section I.2., p. 8).

Also, there can be observed a gradual change in HE institutions in relation to other “pure-play” language-related professions, like lexicography or language technology (see section I.2., pp. 9-10).

Finally, there can be seen some changes in relation to “ancillary” language-related professions as well. Terminology courses have been introduced and are by now the norm in many departments (see section I.2., p. 10).

The overall impression is that the major developments concern the field of foreign language teaching in Greece, this, however, can be explained due to the dominance of this profession in the Greek (public and private) sector. It is expected that developments in the other professions will affect the respective HE curricula, as well.

PART II - NEEDS AND CONSTRAINTS

2.1. Improved co-operation between the language and LRIs and HE institutions

In order to plan effective co-operation schemes between the language-related industries and HE institutions, it would be necessary to provide systematic and innovated HE training for all the language-related professions, whether “pure-play” or “ancillary”. Assuming that this has been ensured, one way to achieve the improved co-operation between the language and LRIs and HE institutions, would be through internships, which should be foreseen for all professions, last longer and be varied, depending on the profession.

In the same line of thought, future professionals need to be informed throughout their training about the professional everyday reality, so as to develop the necessary skills in accordance with the Greek/European professional setting. It would be highly useful, therefore, to organise lectures held by specialists (at national and international level) or joint courses offered by academics and professionals. An additional opportunity to achieve this, would be with the help of the internet and/or video conferencing, which minimise geographical and economic restrictions.

The integration of graduates in the market could be undertaken in a more step-wise manner, starting from internships during their studies and thus encouraging a first trial period of employment in the language-related industries, in order to gain a first experience and an additional qualification.

2.2. Identification of needs for curriculum innovation in response to new professional demands

It has already been emphasised in the literature that proficiency in foreign languages is a valued professional qualification and a field in need of further improvement (see for example, Kairamo, 1989:20). Improved proficiency in foreign languages is not only an important asset for individuals but is considered to favour countries as a whole, as shows the example of Scandinavian countries (see Reeves, 1990). It is further expected that the profile of professionals in Europe will be shaped by foreign language proficiency along with competency in new technologies. These are only a few of the reasons (in addition to the call for multilingualism and multiculturalism), which emphasise the necessity to integrate language-related modules in education.

Except for the studies in foreign languages as such, it is essential that (post-) graduate studies in translation and/or interpreting are further developed in Greece. In order to do this effectively, the existing programmes need to be further supported and new ones could be planned, taking into consideration the latest developments and the theoretical knowledge already gained in the field. This could be done on a larger scale coordinated by the government in collaboration with professionals and institutions (nationally and internationally).

In relation to the 'ancillary' language-related needs and uses, there are some data available, which, however, not being representative or generalisable, only serve as an indication⁸ for the possible foci of curriculum development (Aggouri, 2003: 92 ff.). In oral communications in the public sector foreign language proficiency is needed for guidelines, processing of orders, customer service, information gathering, a.o. In the private sector the respective domains include guidelines, technical issues, telephone conversations, dealing with financial issues, etc. When it comes to documents, the majority relates to technical documents but also letters, advertising materials, e-mails and fax are included (ibid.).

Curriculum innovation should incorporate new developments, such the Common European Framework of Reference for Languages, especially focusing on language mediating, which seems to encompass one of the main intercultural communication language uses.

Although there is demand for languages other than the main European ones (for example, Spanish, Portuguese, Finnish and Dutch or the languages of new entrants to the EU), these are not being taught in public institutions yet. The professional needs as they stand today should inform central aspects of curriculum innovation, especially when it comes to "ancillary" language-related professions.

2.3. Needs for future projects, studies and research

One research objective could be to map-out the situation in Greece as it stands today. To identify, that is:

- where language graduates and "ancillary" language-related professionals work,
- what the necessary qualifications and professional profiles are,
- what needs there are, and
- what expectations employers hold.

It could prove helpful to undertake a series of action-research projects, in order to encourage and improve the co-operation between HE institutions and the professional world. This could both shed some light on interesting research outcomes and contribute to strengthening the links between HE and professionals.

Besides the need for educational planning and policy-making, there are pure research and theoretical issues to be addressed. The ever-growing field of interpreting needs to be considered and validly pinned-down through research in Europe. An indication for this need comes from interpreting in health care, only a sub-sector of interpreting, in which the terms of 'cultural mediation' and/ or 'intercultural mediation' have become of importance. Still, "while the term 'cultural mediator' is spreading fast across Europe (and beyond), its meaning and usage are not consistent" (Bancroft, 2004: 32). The breadth and range of the 'cultural mediator' varies across the countries (for example, it is broader in Spain than the respective 'intercultural mediator' in Belgium or the 'cultural mediator' in Switzerland). The commented aspect shows a more general need for clarification of the role of professional interpreters in the European setting. A more general concept related to the aforementioned

⁸ Questionnaires were handed-out to twenty public organizations and twenty private ones. However, not the entirety of the data had been processed prior to the writing-up of the thesis.

discussion is that of Intercultural Communication⁹, in which practical training in its own right is considered necessary. Again, this shows how sophisticated and crucial language use can become and the plethora of aspects, which need to be considered.

Since the concept of mediation is already present in the Common European Framework of Reference for Languages, in its general use, and although mediation is by no means the same as interpreting or translation, the mediating needs and the relevant skills could be systematically looked into through research. This could prove helpful for language learning whether it takes place for general language proficiency, language related studies, translating and interpreting or other 'ancillary' language-related professions.

All of the issues mentioned above hold not only for the Greek context but at a European level as well, in the sense that comparison and synthesis are necessary. Assuming there will be rich and valid national status quo descriptions, valid comparisons could lead to helpful guidelines for practice.

⁹ "... research and education in Intercultural Communication is aimed at increasing our understanding of the cultural behaviours and attitudes which determine the ways in which we communicate" (SIGMA Scientific Committee on Languages, Final Report, Synthesis Report, Section Three, 5. Intercultural Communication).

PART III – RECOMMENDATIONS

To sum up, it is of immense importance to develop professionalised training of translators and interpreters, if we are to promote the European determination of supporting unity through diversity and to maintain the cultural richness in today's multilingual diversity. Such training programmes need to build on language studies but also be developed in their own right and be up-to-date. Interdisciplinary and international approaches are to be favoured. Course profiles but also principles of practice could become common (for reasons of homogeneity) but also context-specific (and even context-differentiated) for the European scene (which has already become wider and will continue to expand). This becomes even more necessary, taken into consideration that the diversification of the market(s) is one of the prominent features of the translation and interpreting industry.

It would be helpful to take advantage of the European Language Portfolio (ELP) and refer to its components (the Language Passport, the Language Biography and the Dossier) in the language-related industries. The Language Portfolio would allow for the flexibility necessary but would at the same time manifest, in a systematic and formal manner, the language and intercultural qualifications and experiences of the individuals interested to work in a language-related profession across Europe. Additionally, it could be an extra means of promoting reflective practices in the professional field.

Training and practice need to be systematically linked through:

- interdisciplinary modules in HE programmes, i.e. the possibility to combine modules (for example, management studies/ economics and languages)
- career days for students and graduates, as well as follow-up meetings,
- meetings of business world representatives, graduates, academics and language students
- continuous in-service training and improved initial training
- work-placements at home or abroad
- mobility programmes
- internships
- focus on practical employability (for those interested in such professions, as opposed to an academic career).

None of the future improvement efforts could be successful, unless they rely on valid research outcomes and solid theoretical principles. Systematic European research projects and comparative theoretical conclusions would, therefore, provide the right starting point.

Annexes

A. Links and useful addresses

American College of Thessaloniki, Anatolia College

<http://www.anatolia.edu.gr>

Athens Institute for Language and Speech Processing

<http://www.ilsp.gr>

Athens University of Economics and Business

<http://www.aueb.gr>

British Council in Athens/Thessaloniki

<http://www.britishcouncil.gr>

Career Services Office at the A.U.Th.

<http://www.cso.auth.gr>

Centre for English Language and Training

<http://www.celt.gr>

Centre for Translation Studies (Hellenic American Union)

<http://www.hau.gr>

Department of English Language and Literature (A.U.Th.)

<http://www.enl.auth.gr>

Department of French Language and Literature (A.U.Th.)

<http://www.frl.auth.gr>

Department of German Language and Literature (A.U.Th.)

<http://www.auth.gr/del>

Department of Italian Language and Literature (A.U.Th.)

<http://www.auth.gr.itl>

European Centre for the Translation of Literature and the Humanities

<http://www.ekemel.gr>

European Educational Organisation

<http://www.eeo.edu.gr>

Faculty of English Studies (University of Athens)

<http://www.cc.uoa.gr/english>

Faculty of French Studies (University of Athens)

<http://www.frl.uoa.gr>

Faculty of German Studies (University of Athens)

<http://www.gs.uoa.gr>

Faculty of Italian and Spanish Studies (University of Athens)

Web-site not available

French Institute in Athens/Thessaloniki

<http://www.ifa.gr>

Goethe Institute in Athens/Thessaloniki

<http://www.goethe.de/athen>

Greek Language Centre

www.greeklanguage.gr

Greek Open University

<http://www.eap.gr>

Hellenic Association of Translators – Interpreters in the Public Sector

Kazanova 80, GR – 18539, Piraeus, no Web-site available

Hellenic Culture Centre

www.hcc.gr

Hellenic Society of Translators of Literature (EEML)

7, E. Tsakona Street, Paleo Psychiko, GR-15452, no Web-site available

Hellenic Association of Translation Companies

156, Agias Sofias Street, GR-17123, Athens, no Web-site available

Ionian University

<http://www.uion.edu.gr>

Metaphrasi School of Translation Studies

<http://www.metafrasi.edu.gr>

Panhellenic Association of Language Schools Owners – PALSO

<http://www.palso.gr>

Panhellenic Association of Professional Translators

<http://www.psem.gr/> (website not found)

Panteion University of Athens

<http://www.panteion.gr>

School of Modern Greek

<http://www.auth.gr/smg>

Spanish Cervantes Institute in Athens

<http://www.cervantes.es>

TEI Epirou

<http://www.teiep.gr>

Union of Conference Interpreters in Greece (UCIG)

<http://users.in.gr/sodice/greek.htm>

University of the Aegean

<http://www.aegean.gr>

University of Ioannina

<http://www.uoa.gr>

University of Piraeus

<http://www.unipi.gr>

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