

TNP 3Sub- project One: Languages for language-related industries and professions

National Report – PORTUGAL

PART I – STATUS QUO

I.1. Overview of the present situation of language-related industries and professions in the national labour market (on the basis of existing studies and available data)

The present situation on the offer and demand of professions and employment positions in language-related industries in the national market is rather difficult to determine on an objective basis.

On one hand, Universities and other HE institutions make available information about the degrees they offer and which may lead to language-related professions. Although this information can be gathered, it is not possible to know the amount of success that is reached. On the other hand, as far as figures can be available, it is not possible to establish a relationship between the number of people prepared for a language-related profession and the real number of people who work in the profession.

The available information on the national data, disseminated by the Instituto Nacional de Estatística – INE (National Institute for Statistics), does not show all the industries and professions existing in the national market. The professions description appears to be the same that can be found at the national professions list organised by the Instituto do Emprego e Formação Profissional –INFP (Institute for Employment and Professional Education) and on its basis still refers to 1994.

The available survey from INE does not portrait the current situation on language-related industries and professions as these ones are not named or described as such. It is known that many new professions have emerged on the last ten years; many of them refer

to activities and to economic sectors that are on permanent renewal in the professional market.

If we stick to the data made available by both the INE and the IEFP on the language-related professions as they are described since 1994 , the above professions may be taken into account and are organised as follows:

Main group 2 – “Experts of the intellectual and scientific professions who develop knowledge or apply concepts and scientific or artistic theories, transmit them systematically as teachers or as directors or heads of public services.

(...)

2.4 – other specialists of the intellectual and scientific professions

2.4.4 – specialists of human and social sciences

2.4.4.4 – philologists, translators and interpreters

2.4.4.4.05 – philologist; 2.4.4.4.10 – translator (special reference made to movie subtitles translator); 2.4.4.4.15 – interpreter(special reference to conference interpreter); 2.4.4.4.20 - sign language interpreter. (...) ”

This overview is certainly incomplete and maybe just fairly reliable as data available do not contain figures on all the existing professions.

Universities, departments of Universities and H.E. Institutions are carrying on research lines that may lead to language-related industries or at least language-related products.

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

I.1.1.1. Private sector

The main activities in the private sector are translation and interpreting.

Translators seem to work mainly as freelance professionals. If the “yellow pages telephone directory” can be taken as an estimate about the translation professional reality, there will be in Portugal at least about 200 commercial firms offering their translating services. One can as well find individuals societies (the so called “ sociedade

unipessoal” by the Portuguese Income Tax services) included in these pages. Both types of professionals may announce or not their capacity to provide specialised translations on language for special purposes. Services on Terminology are, in general, proposed only by a few companies. Some companies and firms (either national or international) are certified ISO 9002

When someone is reading the offers of employment published in specialised sections of national reference newspapers it shows that most (if not all) of them state the need of “good command of English” or, more seldom, “good command of German, or of Spanish, or of French...” and many also ask for a good command of written Portuguese as mother tongue.

These offers cover very different types of jobs, professions and careers, either of technical or technological activity, of social service, of medical careers and of education profiles.

It must be noted that on the “careers and employment” pages of economy oriented Portuguese newspapers, some jobs proposals are published in English. It also happens that for some specific working positions, offers read both in Portuguese and in a foreign language.

The language-related industries are quite new at the present in the employment market. These industries are being created along with the technological process, the research evolution or in order to respond to a society need or to a specific product need.

I.1.1.2. Government and Public service

Translation services are always provided if a Foreigner Citizen who does not speak Portuguese is presented to Court.

At Ministério dos Negócios Estrangeiros (Foreign Affairs Ministry) the translation of official documents can be certified, but there is not a Translation Department as such open to the public. Translations within the Ministry may sometimes be made through an outsourcing system.

It can be pointed out that all research project presented to Fundação para a Ciência e Tecnologia (Foundation for Science and for Technology) for financing support must be written in English, as normally the decisions are taken by an international evaluation committee.

I.1.2. Language-related professions

I.1.2.1. "Pure-play" language-related professions (e.g. translator, interpreter, technical writer, language-learning materials writer and editor, etc)

Public HE institutions and private institutions propose different degrees in

- Translation, Translation and Interpreting (BA degree, 4 years)
- Law and Economy Translation (3+2 years or 4+2 years)
- Translation, Applied Foreign Languages, Conference Interpreting (MA degree, 4+2 years)

Other institutions can offer, for instance

- Translation course – Übersetzungskurs, Goethe Institut Lissabon
- Portuguese for Special Purposes, CIAL, Lisbon
- Specialised Translation for Law and Economics, ISLA, Lisbon
- The public universities proposing a degree in translation are located in towns all over the country and not only in Lisbon – Universidades do Minho, Universidade do Porto, Universidade do Algarve, could be three examples.
- Another type of curriculum, combining management, business and foreign languages is being proposed, for instance at Universidade de Aveiro, as a post-BA degree. This type of curriculum has started by offering this combination with Chinese language (taught by a Chinese native speaker teacher who has deeply studied methodologies to teach both Chinese and Portuguese to foreign learners.
- Universidade de Aveiro is starting now a similar course in international business with Arabic language. The purpose of both these curricula is

combining a language related activity – management and business with the language of a wide international market outside Europe.

I.1.2.2. “Ancillary” language-related professions (e.g. export assistant, multilingual web site manager, jobs in international publishing, etc)

Precise data could not be found. These professions and these functions are certainly accomplished in the various sectors of society, although they are not designed or named as a defined profession. The knowledge and the know-how for these professions is acquired either in the company itself or in professional associations training courses.

I.2. Language graduate employment in the language related professions: status quo (if existing data available)

Precise data are not available.

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

The EU integration and the enlargement of the EU is making language market more demanding as new languages are becoming official languages in the European space. If one thinks about the amount of documents to be translated within the new official languages of EU, a large market not only for translation and interpreting but also for language-related professions is opening and changes will appear in market.

Repercussions may also be felt on language learning and teaching research, on data base, on terminology and on automatic translation activities will be involved in this process.

Different types of software applied to language products will certainly be available in the short term.

For the last few years large communities from EU countries or from outside EU countries come to make their living in Portugal. Due to this fact there is an increasing number of languages in touch and, in a certain way, this means a challenge both to educational authorities and to the labour market.

A growing demand for language learning materials and resources is appearing.

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

New professional demands will emerge as international exchanges – cultural, educational, economic or others - are being recognised and will be developed. Within Europe, as educational, cultural and economic migration and mobility are growing, activities related to cultural environment and social welfare are likely to increase as well. In the educational field professions like language counselling, multicultural communication agent or social interpreter seem to be arising in some countries.

I.3.2.1. Communications from international organisations

I.3.2.2. Communications from employers, employers' organisations and other organisations

I.3.2.3. Results of local / regional/ national surveys

A rough survey made at local and national levels shows a few nestles of “new” professions or activities; however these ones are not yet really defined beyond a certain core purpose as mobility of professionals and of the activity or profession itself do not appear as settled. Labour market requests and cultural view points into the activity may also play a role in this question.

I.3.2.4. Outcomes of academic studies and research

Data on this point could not be found.

I.3.2.5. Results and outcomes of TNP3 survey

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

I.4.1. Through international organisations

No data available.

I.4.2. Through professional associations at the national or regional level

Contacts and co-operation already exists in research projects, for instance between Associação Portuguesa de Terminologia - TERMIP and Associação Portuguesa de Empresas de Tradução – APET. This co-operation supported the organisation of “Conferência Internacional de Terminologia” (Terminology International Conference), that was held in Lisbon, at Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, Lisbon, January 2002 and December 2003.

Other contacts and other types of co-operation exist throughout the country between different institutions and at different levels.

I.4.3. Through direct co-operation between HE institutions or departments and industry partners (regional or local training schemes, course-related work placements or others)

As far as the attitude and the opinions from partners and participants in conferences held in the past two years, some HE institutions and industry partners are most willing to share knowledge in order to improve research and results for both sides. Some projects have already shown results, especially in the terminology of high-tech industrial sectors.

I.5. Impact of language industry developments and new professional demands on existing specialist HE language courses (status quo)

The impact of language industry and new professional demands may be seen in some HE courses that lead to communication, marketing, E-learning design courses among others. The "traditional" language and literature courses go on existing at HE levels at Colleges and private HE schools, but a transfer of knowledge, of know-how and skills will be building up a new professional mobility.

I.5.1. Programmes and courses

Specialised courses on Language for Special purposes (courses on Portuguese for Economics, for Medecine and for Law are available to Socrates/Erasmus students during the 2 semesters), on Lexicology and on Terminology are offered at Universidade Nova de Lisboa. At Faculdade de Letras of Universidade do Porto a specialised course on Terminology and Translation is available.

Universidade do Minho is about to open (2004-2006) a MA degree (4+2 years) of Studies in Portuguese and German: bilingual and intercultural education.

I.5.2. Definitions of learning outcomes

I.5.3. Methods

I.5.4. Resources

PART II NEEDS

At least since 1998, from Etats Généraux des Langues, meeting in Paris, it is said in Europe that , in order to act and live as a European, every European citizen should have the command of his/her mother tongue plus two other languages. This wish or request is very clearly stated in the "White book for knowledge",1995.

In Portugal, every student finishing High School must have learnt two foreign languages.

In both professional education (technical, technological and others) and HE all students do not go on studying foreign languages. Languages are included in the faculties of Arts courses and obviously in language professions courses.

Consequences of the adaptation to the "Bologna process" may bring adjustments and new arrangements in HE courses. Many voices are starting to ask for the inclusion of a foreign language (it could be English or other language) in every HE course, could it be of Physics, Biology or Arts.

As mobility is a right for European citizens, their duty is also to be able to fulfil its requests.

II.1. Improved co-operation between the language and language-related industries and HE institutions

II.2. Identification of needs for curriculum innovation in response to new professional demands

As it is stated above, it will be necessary to innovate in the design of new curricula in order to respond to European wide professional and social demand. The inclusion of language studies in (almost) all HE courses is a facilitating tool for studies, research and professional communication.

I.2.1. Programmes and courses

I.2.2. Definition of learning outcomes

From the reading the two previous points, the command of a foreign language at a level to be proposed (in accordance with ELP levels and descriptors) would be of great value.

I.2.3. Methods

I.2.4. Resources

II.3. Needs for future projects, studies and research

II.3.1. Projects to be undertaken at

II.3.1.1. Member State level

II.3.1.2. European level

II.3.2. Studies to be undertaken at

II.3.2.1. local/regional level

II.3.2.2. Member State level

II.3.2.3. European level

II.3.3. Research to be undertaken at

II.3.3.1. Member State level

II.3.3.2. European level

PART III RECOMMENDATIONS

III.1 Recommendations: measures to be taken to bring about improved consultation and co-operation between higher education and the world of work

III.1.1. Measures to be taken at local / regional level

Improvement and reinforcement of research and co-operation teams.

III.1.2. Measures to be taken at Member State level

Updated results of research and of labour market demands to be made available.

III.1.3. Measures to be taken at European level

Implementation and improvement of terminology in different areas of knowledge. A measure of this kind increases the share of information and allows the development of every single language.

Encouragement of computer assisted translation is also a means to increase linguistic and computational research in different natural languages.

III.2 Recommendations: innovation in curriculum development and methods

III.2.1. For language mediation industries (translation and interpreting, localisation, sub-titling...)

III.2.2. For multilingual communication and knowledge management (corporate communication, economic intelligence, public service communication...)

III.2.3. For international commerce related professions (export assistant, etc)

III.3 Research

ANNEXES

A Examples of good practice

B Links and useful addresses

Instituto Nacional de Estatística <http://www.ine.pt>

Associação Portuguesa de Tradutores <http://www.appt.pt>

Associação de Intérpretes de Portugal

Associação de Intérpretes de Língua Gestual Portuguesa <http://www.ailgp-sede.rcts.pt>

Associação Portuguesa das Empresas de Tradução

Associação Portuguesa de Terminologia TERMIP <http://www.fcsh.unl.pt/termip>

Instituto de Linguística Teórica e Computacional <http://www.iltec.pt>

Faculdade de Letras da Universidade de Lisboa

http://www.fl.ul.pt/varios/interpretacao_conferencia.htm

Instituto Superior de Línguas e Administração <http://isla.pt/cursos/pos-graduacoes>

Universidade do Minho <http://www.uminho.pt>

C Existing job profiles

As far as I could get information, the existing job profiles in language or language-related professions are those described in part I.1