

# TNP LANGUAGES

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## NATIONAL REPORT ON CURRICULUM INNOVATION IN GREECE

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### **1. Introduction**

The report has been based on research conducted between March and December 2002. Research material was collected primarily from:

- i. Internet sites
- ii. brochures and print material from university departments
- iii. interviews with colleagues who teach related subjects.

#### **1.1 The system of higher education**

In Greece, there are two main categories of higher education institutions:

- universities and university-type institutions
- non-university institutions.

The first category includes higher education institutions, *AEIs*; the second category includes *TEIs*. These two types of institutions differ in terms of the time required to obtain a diploma and the fields of specialisation. Study programmes last for four years (8 semesters) in *AEIs*, 3.5 years (7 semesters and 1 semester of work placement) in *TEIs* and 5 years (10 semesters) in *Polytechneia* (technical universities).

*TEIs* are oriented towards the application of the most up-to-date technological know-how and professional practices. *AEIs*, on the other hand, are basically scientific and research institutions which provide students with theoretical and practical knowledge.

#### *AEIs: Universities*

The higher education system in Greece includes 19 universities and the Hellenic Open University. Universities are fully self-administered and their internal structure, organisation and operation are determined by the internal regulations of each institution. They are under the supervision of the state (the Ministry of National Education and Religious Affairs) and are financed by it.

Universities consist of faculties, a group of related disciplines, and departments, the main operating academic units, which cover an area of study. Departments are further sub-divided into sections (teaching and research units), known as sectors, which specialise in a particular constituent field of the discipline in question. Academic issues are discussed in the General Assemblies of the Sections whereas major decisions are taken by the General Assembly of the Departments consisting of all regular Department members and student representatives.

Universities are administered:

- On the Section level, by the General Assembly of the Section and its Head.
- On the Department level, by the General Assembly of the Department, the Administrative Board and the Department President
- On the Faculty / School level, by the faculty's General Assembly, the Dean's Office, and the Dean.
- On the University level, by the Senate, the Rector's Council and the Rector.

### TEIs: Technological Education Institutes

Higher technological education is mainly provided by the Technological Education Institutes (*TEIs*) which are self-administered, supervised and subsidised by the state through the Ministry of National Education and Religious Affairs. The special role of *TEIs* is to contribute to the progress of science and applied research. The education provided at *TEIs* is mainly oriented toward the assimilation and transfer of scientific knowledge to production.

Every Technological Education Institute consists of at least two Schools, each of which covers a group of related subject fields. Each School includes two or more Departments which cover the subject field of one profession or trade. There are 14 Technological Education Institutes in various cities and towns all over Greece. In addition, several institutes have branches, i.e. independent departments, in another town. Overall, there are a total of 81 specialisations offered by the *TEIs* in the following fields:

- Graphic arts and artistic studies
- Administration and economics
- Health and welfare occupations
- Technological applications
- Food and nutrition technology
- Agronomy technology
- Music technology.

*TEIs* are administered:

- On the Section level, by the General Assembly and the person in charge
- On the Department level, by the General Assembly of the Department, by the Council and its Head.
- On the School level, by its Director
- On the *TEI* level, by the college's Council and President elected by its Assembly.

#### **1.1.1. Recent changes in the system of higher education**

In 1982, Framework Act 1268/82, which consists of the structure and functioning of the *AEIs*, made significant changes to the operational framework of the *AEIs* at organisational, administrative and more general institutional levels. Some of these changes refer to the autonomy and self-governance of universities and the legislation of postgraduate studies and research, the removal of the considerable power of the

professorial chair and the consolidation of university asylum. Since this Act, the departments of *AEIs* and *TEIs* have been autonomous concerning the design of their study programmes (e.g. the introduction of compulsory and optional courses, the decisions on the number of hours of teaching and the teaching methods employed).

Moreover, important changes have occurred with reference to the entrance examination system and the number of students entering higher education in Greece. From 1983, with the establishment of the system of general examinations for entrance to higher education (Act 1351/83), the number of students entering higher education increased year by year. For instance, the number of admission was 33,000 in 1982, 42,000 in 1983, 51,000 in 1984 coming up to 83,000 in 2002.

Recently, another education reform took place in 1997 (Act 2525/97).

### **1.1.2. The impact of the Bologna Declaration**

The Bologna Declaration has been the subject of discussion on different levels. The Ministry of National Education and Religious Affairs has been extensively dealing with the Bologna Declaration. The move towards the EHEA, the introduction of ECTS and the Bachelor- (3 yr) and Master- (1 or 2 yr) degrees constitute a major challenge to all universities and institutions of higher education.

Discussion has been focused on the changes in the structure and content of programmes, and especially on the ways in which the Bologna Declaration is expected to affect the nature of higher education. An issue which has created heated debate concerns the duration of undergraduate studies which in Greece last for four years (and five in the case of Technical Universities). The overwhelming feeling among academics and students is that the introduction of what amounts to two separate cycles of studies (a three-year undergraduate programme and a "Masters") is bound to downgrade the academic quality of undergraduate studies and, therefore, the free and public character of higher education. As a result of this, academics have been highly sceptical about the future implications of the Bologna Declaration for the overall nature and purpose of higher education. However, in the context of the recent decision of the European Parliament to launch common postgraduate programmes involving at least three institutions of higher education from three EU member-states, the Ministry of Education announced the introduction of common postgraduate studies with France for the academic year 2003-2004.

Students and NGOs, on the other hand, have taken a positive stance towards the introduction of credit points ECTS, the modular organisation of programmes and the introduction of innovative programmes in their Universities. The foreign language departments are generally strongly involved in these changes. The degree to which the reform is applied varies.

## **1.2 Identification of relevant changes in the social, political, cultural, professional and economic environments**

Sociopolitical, cultural and economic changes in Europe and in other parts of the world, the developments within the framework of EU, and the movement of globalisation have brought about changes in higher education and generally in education in Greece.

### *Cross-cultural education*

Due to the economic and political situation in Europe, especially in Eastern Europe, a large number of immigrants have come to Greece during the last ten years. In addition, the number of repatriated Greeks increased significantly. As Doukas and Smyrniotopoulou (2001) put it, "A society previously noteworthy for its cultural homogeneity is gradually becoming multicultural". In 1996 the Ministry of National Education and Religious Affairs established intercultural schools at all levels and promoted the education of children of Greek immigrants. These schools were designed to meet the educational needs of social groups with a particular social, cultural or religious identity. .

As part of this policy, the Ministry adopted cross-cultural education - a new form of education in Greece. Cross-cultural curricula were developed in order to meet specific educational, social or cultural needs. The aim of the first 26 cross-cultural schools which operate today – and whose number is about to increase, according to the Ministry's planning – is to provide equality of opportunity to every student in the country. Educators in these schools receive special training, and are selected on the basis of their knowledge on the subject of cross-cultural education and on the teaching of Greek as a second or foreign language.

### *Distance Learning*

One of the main elements of the education reform of 1997 was the reinforcement of equal access to education and knowledge. The operation of the first distance learning university in the country, the Hellenic Open University (*EAP*), was legislated in 1997 with the Act 2552/97. The Hellenic Open University educates and trains professionals through distance learning undergraduate and postgraduate programmes. From its first years of operation, *EAP* has been very popular with increasing number of students enrolling each year.

### *Lifelong Learning*

In addition to distance learning, lifelong learning has been supported by the General Secretariat for Adult Education of the Ministry of Education (<http://www.gsae.edu.gr>) through a number of programmes, organisation of conferences and several other activities.

## LANGUAGE DEGREE PROGRAMMES

### 2. Innovations in language degree programmes offered by Universities

#### 2.1. Traditional language programmes

The first foreign language and literature departments for English, French, German and Italian were founded in the 1950s and 1960s at the Universities of Athens and Thessaloniki. As pointed out by Tokatlidou in Sigma Report on 'Language Studies in Higher Education in Greece', for a number of years these departments functioned as "Institutes", directed by a professor seconded from the country in question and supervised by a committee of professors from the Faculty of Classic Studies. In most cases, the teaching staff did not attain the academic qualifications required by other University departments and the language study programmes were primarily literary.

The situation changed radically in 1982 with the Framework Act (1268/82). It was then that the former Institutes were upgraded and obtained an equal status with other University Departments. From that point, the Departments have been directed by elected Chairs and they have been free to define their own objectives and plans and implement their own programmes, constrained only by the prescriptions of the law and by available resources. As a result, programmes, once mainly oriented toward literary studies, started incorporating language sciences and didactics.

##### 2.1.1. Content, objectives and structures of programmes

The main objective of traditional language programmes in Greek universities has been broadly stated as "the teaching and study" of the language and literature in question. Consequently, and in contrast to philological departments in other EU universities which specialise in literature and language or in linguistics only, the traditional language programmes of Greek universities offer courses on theoretical and applied linguistics, literature and culture, translation, advanced language courses, initial teacher training, methodology and didactics. It should be noted that a second foreign language is not a compulsory subject for students who attend a traditional language programme. Students, on the other hand, are free to choose it as an optional subject.

For an overview of Departments of foreign language programs in Greece and their Sections, see Tables 1a and 1b below:

<b>National and Kapodistrian University of Athens</b>	
Faculty of English Studies	<ul style="list-style-type: none"> <li>• Dpt of Language and Linguistics</li> <li>• Dpt of Literature and Culture</li> </ul>
Faculty of French Studies	<ul style="list-style-type: none"> <li>• Dpt of French Language – Linguistics</li> <li>• Dpt of French Literature</li> <li>• Dpt of French Culture History</li> </ul>
Faculty of German Studies	<ul style="list-style-type: none"> <li>• Dpt of German Language and Literature</li> </ul>
Faculty of Italian and Spanish Language and Literature	<ul style="list-style-type: none"> <li>• Dpt of Italian Language and Literature</li> <li>• Dpt of Spanish Language and Literature</li> </ul>

**Table 1a:** Foreign Language Faculties at the National and Kapodistrian University of Athens

<b>Aristotle University of Thessaloniki</b>	
Department of English Language and Literature	<ul style="list-style-type: none"> <li>• Section of Theoretical and Applied Linguistics</li> <li>• Section of English Literature and Culture</li> <li>• Section of American Literature and Culture</li> </ul>
Department of French Language and Literature	<ul style="list-style-type: none"> <li>• Section of Translation</li> <li>• Section of Linguistics and Methodology</li> <li>• Section of Literature</li> </ul>
Department of German Language and Literature	-----
Department of Italian Language and Literature	-----

**Table 1b:** Foreign Language Departments at the Aristotle University of Thessaloniki<sup>1</sup>

During the first two years of study, students usually follow a pre-specialisation programme attending core courses in the main areas of study, namely, language, literature and linguistics. It should be noted that all courses offered by the departments of foreign philologies are taught and examined in the language studied in the department. Thus, the courses offered by the Faculty of English Studies are taught and examined in English, the courses offered by the Faculty of French or German Studies are taught and examined in French and German respectively. It is, therefore, a prerequisite that students entering a traditional language degree programme in Greece be proficient in the language of study. However, during the pre-specialisation programme, students are also offered courses in advanced language study which aim to help them develop academic literacy skills.

Upon successful completion of their pre-specialisation programme at the end of the second year, students, in most departments, choose an area of concentration and enter the specialisation programme. During the last two years of study, that is, from the fifth to the eighth semester, students attend more advanced courses. Generally, courses are divided into two categories: "core", compulsory courses, and "electives". Each student creates his/her own programme, choosing from the range of options those which seem best to cover his/her own particular interests.

Furthermore, since the Framework Act, the Foreign Language Departments also serve as initial teacher training institutions, preparing students to enter the teaching profession upon completion of their studies. Consequently, the programmes of the foreign language departments are interdisciplinary and include groups of courses on language, linguistics, literature, culture, pedagogy, psychology, translation, and teacher education.

### *Credits*

As is the case with the other university departments in Greece, students of traditional language programmes must complete 8 semesters of study and cover a certain number of credits in order to obtain their degree. The University of Athens and Thessaloniki have both joined the ECTS (the European Credit Transfer System) which was developed by the Commission of the European Communities to provide common procedures of academic recognition among participating institutions.

<sup>1</sup> As it becomes clear from Tables 1a and 1b, there is a difference in the terminology employed by the two Universities. Whereas the National and Kapodistrian University of Athens uses the term 'Faculty' and 'Department' for its subdivision, the Aristotle University of Thessaloniki uses the terms 'Department' and 'Section' instead. For reasons of consistence, and in order to avoid confusion caused by the use of different terminology, I will be using the terms 'Department' and 'Section' in generic references.

	<b>Total no. of courses and credits</b>	<b>Compulsory courses</b>	<b>Elective courses</b>
Faculty of English Studies, University of Athens	46 courses 138 credits	28 courses 84 credits	18 courses 54 credits
Faculty of French Studies, University of Athens	40 courses 120 credits	33 courses 99 credits	7 courses 21 credits
Faculty of German Studies University of Athens	98 credits 43 courses	30 courses 90 credits	14 courses 42 credits
Faculty of Italian and Spanish Language and Literature, University of Athens	51 courses 159 credits	33 courses 105 credits	18 courses 54 credits
Department of English Language and Literature, University of Thessaloniki	42 courses 120 credits	37 courses 105 credits	5 courses 15 credits
Department of French Language and Literature, University of Thessaloniki	41 courses 124 credits	24 courses 72 credits	17 courses 52 credits
Department of German Language and Literature, University of Thessaloniki	47 courses 142 credits	25 courses 76 credits	21 courses 66 credits
Department of Italian Language and Literature, University of Thessaloniki	43 courses 130 credits	25 courses 75 credits	18 courses 55 credits

**Table 2:** Number of courses and credits in each Faculty/Department

The number of credits required for graduation varies from department to department. In principle, according to the 1982 law, a course taught for one semester for one or two hours a week (12-24 hours) gives one credit. The number of credits required for an initial degree is decided upon by the General Assembly of each Department.

For instance, in order to graduate, students at the Faculty of English Studies of the University of Athens are required to take 46 courses and obtain 138 credits (that is, 3 credits per course). The 114 credits are covered by courses offered by the Faculty, whereas the remaining 24 credits are covered by courses offered by other Faculties of the School of Philosophy. Overall, in order to graduate, a student of the Faculty of English Studies must take a total of 8 compulsory and elective courses conducted in Greek and/or other languages. The same applies to other Faculties of the University of Athens. This provides the students of foreign language Faculties of the University of Athens with an additional professional qualification.

### *Teaching Methods*

As indicated in Table 3 below, a large number of students enter the Departments of foreign languages each year. In fact, this large number of students for each department actually increases when special categories of students (students with special needs, graduates from other departments of the University etc) enter the departments after special types of exams. Consequently, most courses are taught in lecture form and address a large audience (100-300 students). In addition, seminars (40-80) and workshops (20-30) are also offered.

	1999	2000	2001	2002
Faculty of English Studies, University of Athens	340	380	365	345
Faculty of French Studies, University of Athens	320	340	325	310
Faculty of German Studies University of Athens	140	155	145	140
Faculty of Italian and Spanish Language and Literature, University of Athens	250	260	260	240
Department of English Language and Literature, University of Thessaloniki	280	340	330	310
Department of French Language and Literature, University of Thessaloniki	180	215	205	195
Department of German Language and Literature, University of Thessaloniki	120	145	135	130
Department of Italian Language and Literature, University of Thessaloniki	100	115	110	100
<b>TOTAL</b>	<b>1730</b>	<b>1950</b>	<b>1875</b>	<b>1770</b>

**Table 3:** Number of students entering the foreign language programmes in the years 1999-2002

### Assessment

Student assessment is generally based on formal written exams at the end of each semester, during February and June. Students failing to pass an exam at the end of the semester may re-take the exam in September. In case they fail, they have to register for the course again (if compulsory) or choose the same or another course (if elective).

Continuous assessment is frequently used where numbers permit. Instructors may offer the opportunity for mid-term examinations, term papers or extra-credit projects, so that evaluation is not only based on the final exam.

Teacher assessment by the students is done through anonymously completed questionnaires towards the end of the semester.

Assessment of the study programmes occurs periodically, in some departments once a year, and the General Assembly may make any changes it deems necessary. Such changes take into consideration received feedback, and any problems that might have appeared. Although external assessment has not systematically been conducted, it is expected that it will soon be implemented.

### Postgraduate Studies

Most Faculties/Departments have doctorate degree programmes in which the PhD candidates complete a dissertation under the supervision of a committee of 2 to 3 faculty members. Organised postgraduate studies were legislated in 1992 with a law (N.2083/92) which has standardized postgraduate programmes in terms of organisation and content.<sup>2</sup> The 1992 law also permitted the development of Interdepartmental programmes which are organised and implemented by more than

<sup>2</sup> A new law about postgraduate studies is soon to be expected.

one Departments. Among the interdisciplinary postgraduate programmes which have been developed are:

- The Interdepartmental Programme on “Translation/Translation Theory” (<http://www.translation.uoa.gr>) which is organised by the Faculty of French Studies, three other Faculties of the University of Athens (English, German, Italian and Spanish) and by the Department of Italian Language and Literature from the University of Thessaloniki.
- The Interdepartmental Programme on “Language and Communication Sciences” at the University of Thessaloniki. This postgraduate programme is organised by the Departments of French, German and Italian, together with the Telecommunications Sector of the Faculty of Electrical Engineering of the Polytechnic School.

	<b>Postgraduate programmes</b>
Faculty of English Studies, University of Athens	<ul style="list-style-type: none"> <li>• Interdepartmental Master's Programme in Lexicography</li> <li>• Interdepartmental Programme of Postgraduate Studies in Translation/Translation Theory</li> <li>• Doctorate PhD programme</li> </ul>
Faculty of French Studies, University of Athens	<ul style="list-style-type: none"> <li>• Interdepartmental Programme of Postgraduate Studies in Translation/ Translation Theory</li> <li>• Doctorate PhD programme</li> </ul>
Faculty of German Studies University of Athens	<ul style="list-style-type: none"> <li>• Interdepartmental Programme of Postgraduate Studies in Translation/Translation Theory</li> <li>• Doctorate PhD programme</li> </ul>
Faculty of Italian and Spanish Language and Literature, University of Athens	
Department of English Language and Literature, University of Thessaloniki	<ul style="list-style-type: none"> <li>• MA programme</li> <li>• Doctorate PhD programme</li> </ul>
Department of French Language and Literature, University of Thessaloniki	<ul style="list-style-type: none"> <li>• MA programme in French Literature</li> <li>• Interdepartmental Postgraduate Programme in Science Technologies of Language and Communication</li> <li>• Doctorate PhD programme</li> </ul>
Department of German Language and Literature, University of Thessaloniki	<ul style="list-style-type: none"> <li>• Interdepartmental Postgraduate Programme in Science Technologies of Language and Communication</li> <li>• Doctorate PhD programme</li> </ul>
Department of Italian Language and Literature, University of Thessaloniki	<ul style="list-style-type: none"> <li>• Interdepartmental Postgraduate Programme in Science Technologies of Language and Communication</li> <li>• Interdepartmental Programme of Postgraduate Studies in Translation/ Translation Theory</li> <li>• Doctorate PhD programme</li> </ul>

**Table 4:** Postgraduate programmes of the Language Faculties/Departments

### 2.1.2. Career prospects for graduates

Degrees granted by language departments qualify graduates to teach the language they have studied in primary and secondary schools. Indeed, the majority of graduates pursue a teaching profession. To teach at a school of the public sector, graduates have to wait for some years for a teaching position. Although the public sector actually absorbs a large number of graduates, it does so at a fairly slow rate. In the meantime, most graduates teach at private foreign language institutes. A few of them may set up their own foreign language institute. A small number of the better qualified (for instance, those with postgraduate degrees, very good mastery of the language etc) find a teaching position in private schools. Most graduates of the German, Italian and Spanish Departments turn to private sector. They cannot expect to find teaching positions in state schools, since these languages are not included in general public education.

A number of other career possibilities are available in the private sector. Graduates may become private tutors offering lessons and preparing students for specific language examinations; clerks in banks, in large companies, in travel agencies; translators.

A number of students pursue postgraduate studies abroad and specialise in a variety of subjects. Apart from linguistics and literature, they study translation, European studies, psychology, pedagogy, computational linguistics and other IT subjects.

### 2.1.3. Recent changes in content, objectives and / or structures of programmes

The fact that the foreign language departments also offer an initial teacher training programme, within the eight semesters of undergraduate studies, has brought changes in the content and structure of the programmes. Courses such as applied linguistics, teaching methodology and language didactics were introduced as part of teacher education. Study programmes were enriched with courses from other disciplines, such as education and psychology, and with new interdisciplinary courses. Tocatlidou (1995) states that this new objective has in fact transformed the structure of some departments, such as the English and French Departments of the University of Thessaloniki, by the creation of new language teaching units, the development of research centres and laboratories specialising in didactics, and the development of new postgraduate programmes. In fact, this change of focus from the traditional philology departments has led to the change of the names of the foreign departments at the University of Athens from “Language and Literature” to “Language Studies”; hence Faculty of English/French/German/Italian and Spanish Studies.

A number of other recent changes have taken place which gradually transform the study programmes, such as modularization of courses, adoption of the ECTS system, incorporation of information and communication technologies in the teaching of the courses, and considerations of assessment of programmes.

### 2.1.4. Examples of good practice

- *The Laboratory of Language Didactics, Department of French Language and Literature, Aristotle University of Thessaloniki*

The LABORATOIRE DE DIDACTIQUE DES LANGUES - LDL- was founded in 1990 and its aims have been to introduce students of undergraduate programme in the use

of computers and networks and to support research conducted in the Department in the areas of multimedia applications. It is also used in the teaching and research of postgraduate studies. Recently, LDL has been involved in two programmes:

- XENIOS (1997-2000): Development of two educational CDs on self-training in six languages (English, French, German, Greek, Spanish and Italian) and an accompanied dictionary in all six languages. Its purpose has been to provide an alternative medium through which languages will be studied.
  - DIMITRA (1998-2000): Development of a multimedia CD for textile industries. It is a collocations dictionary in five different languages (French, German, Greek, Spanish and Dutch). The material for this dictionary has been collected from field-research in textile industries of the five countries involved.
- “PEPSA”: *Pilot European Programme for the Study of English, Aristotle University of Thessaloniki*

This programme has aimed at the restructuring of the undergraduate studies at the Department of English Language and Literature, Aristotle University of Thessaloniki. Among the main aims of the programme have been:

- to incorporate the European dimension in its study programme
- to educate potential language teachers in the best possible way so that they become competitive at an international level
- to promote self-study work and enable students for life-long learning
- to introduce students to new language technologies, e-learning, procedures of self-study and self-assessment
- to organise further networks of cooperation with other Greek and European universities and with the working sectors in Greece and abroad
- to prepare professionals in the area of English studies by providing not only a focused training but most importantly literary, cultural and philosophical education
- to encourage the development of critical awareness at all levels.

An Educational Multimedia Centre was developed within the context of the programme with a number of sub-divisions: a Library Centre Unit, a Multimedia Centre Unit, a Self-Access Centre Unit and a Video Centre Unit. Through this Centre students obtained access to educational multimedia applications and databanks. In addition, new curricula were developed and a variety of new courses, interdisciplinary in nature, were offered to students. Moreover, the system of multiple bibliography was introduced to a number of courses, new educational technologies were incorporated in the teaching of several courses and educational material was developed for the teaching of the English language.

- “Academic Discourse”: *a course at the Faculty of English Studies, University of Athens*

In September 2001, a new study programme has started to be gradually implemented in the Faculty of English Studies. This includes a new language programme for the students which consists of four courses. In the first semester of studies, all students take a course on “Academic Discourse”. Students who take this course are invited to attend a 3-hour core session per week and an additional 3-hour seminar per week, and to engage in self-study work by visiting a list of recommended websites.

The core sessions have two major aims. First, to familiarise students with academic texts and help them understand and produce academic discourse successfully. To this end, core sessions embark on a detailed presentation of academic style and genres, and address issues such as interpreting data, quoting and synthesising from different texts. The second main aim of these sessions is to help students develop academic study skills (e.g. in note-taking, paraphrasing and summarising).

Seminars primarily focus on the language of oral academic texts. Their aim is to provide students with opportunities for hands-on practice in study skills and in acquiring important skills dealt with in the core sessions, such as note-taking, comparing/ contrasting, exemplifying, generalizing on findings, presenting an argument or referring to sources. They take place at the multimedia centre of the Faculty and involve the use of a multimedia programme which deals with authentic lectures in English. Students are involved in interactive activities through the aid of specially prepared worksheets.

Incorporating new technologies, the third component of the course, involves students in self-study work by using the Internet. In the seminars, students have a special session on "How to use the Internet for self study". This session was considered essential since a great number of incoming students do not generally use the Internet. Then students are given a list of carefully selected websites which aim to help them develop academic study skills and improve their proficiency in English. Towards the end of the semester, students are involved in an evaluation of the visited websites, in order to develop critical skills concerning the quality of educational material available in the Internet.

### **2.1.5. Reasons underlying these changes**

An important reason underlying the changes identified in 2.1.3 is, first of all, the use of University foreign language departments as teacher training institutions. At the level of initial teacher training, the language departments are responsible for offering language students, the majority of whom will become teachers, the courses and practice which will enable them to enter the teaching profession. In some cases, the language departments offer in-service teacher training programmes.

European programmes have also brought about change in the structure and content of the foreign language departments in Greece is the European programmes. These changes are of different kinds. Participation in the EU programmes has allowed the development of language laboratories, multimedia and other centres aimed at developing research further. In addition, participation in EU programmes has had an important impact on the following:

- Cooperation between different institutions and structures. Through the development of co-operative projects in which specialists from different countries and different institutions have participated, it became clear that cooperation is, in fact, possible. This also led to development of projects which would otherwise be difficult to pursue.
- Faculty and student exchange. The movement of both university professors and students all over Europe has had a tremendous impact on the formation of changed attitudes for students and staff, the raising of an awareness and the willingness to accept what is different. It also created a new interest to move around and work in other parts of Europe.
- Development of initial assessment criteria. Participation in EU programmes involved the development of new assessment criteria for the content, objectives and structure of programmes.

### **2.1.6. Identification of needs**

#### *2.1.6.1. Seen in relation to the development of language studies*

Some general needs can be identified:

- Improve students' language and communication skills
- Develop students' critical skills and develop their self-study abilities, preparing them for lifelong learning
- Develop more individual consultation
- Increase the number of faculty members
- Reduce the number of students per class

#### *2.1.6.2. Seen in relation to non-academic requirements*

Due to changes brought by the Information and Communication Technologies to education as well as to every other aspect of professional life, it is important that students develop ICT skills to be used both during their academic life in universities and later in their professional life.

### **2.1.7. Measures to be taken at institutional, regional, national and European level to meet the needs identified**

#### *2.1.7.1 At first-degree level*

Specific measures need to be taken to meet the identified needs:

- Increase funding
- Increase number of faculty members
- Create links to working life
- Create links to alumni (it is expected that the systematic recording of teaching careers will provide useful feedback for the restructuring of programmes and curricula)
- Obtain more technological equipment
- Develop more exchange programmes for students and faculty
- Increase the financial support for exchange students

#### *2.1.7.2 At postgraduate level*

- Increase funding for the development of research projects
- Increase the financial support for exchange students
- Develop more integrated programmes

### **2.2. "Alternative" programmes (Applied Language Studies, Cultural Studies, etc.)**

The provision of alternative undergraduate language programmes in the form found in other European countries is limited. There are only two departments at the moment offering such programmes: the Department of Balkan, Slavic and Oriental Studies at the University of Macedonia and the Department of Applied Language Studies in Management and Commerce at TEI Epirou. They are both newly founded departments.

There are, on the other hand, alternative postgraduate language programmes which will be discussed below. These courses have been developed through the

1992 law which allows the development of Interdepartmental and Interuniversity postgraduate studies in which more than one departments participate.

### 2.2.1. Content, objectives and structures of programmes

#### ***Undergraduate alternative programmes***

- *The Department of Balkan, Slavic and Oriental Studies, Economic and Social Sciences, University of Macedonia*  
(<http://www.uom.gr/depart/balkans/index.htm>)

The mission of the department of Balkan, Slavic and Oriental Studies, according to its founding chart (P.D. 363/1996, Article 1) is “to cultivate and promote the knowledge of the language, history and culture of the Balkan, Slavic and Oriental countries and to study and develop the economic, social and political relations of these countries with Greece”. The Department has two fields of study, namely:

- economic studies which include economics and law courses, and
- social studies which include sociology, history, culture and political science courses

with three areas of specialisation:

- the Balkan
- the Slavic, and
- the Oriental

and three specific goals:

- The scientific research and instruction in the fields of economics and law
- The scientific research and instruction in the fields of social sciences
- The instruction of the Balkan, Slavic and Oriental languages at a university level.

Students are required to attend 54 courses in 8 semesters of study and acquire a total of 216 credits. The curriculum comprises two cycles of studies: the first cycle of studies (1<sup>st</sup>-4<sup>th</sup> semesters), which provides basic knowledge at an interdisciplinary level, and the second cycle (5<sup>th</sup>-8<sup>th</sup> semesters), which reinforces students' professional training through the choice of a specialisation and a field of study. The intensive language programme is an important component of the curriculum. Students must choose to study Russian or Turkish - which they are taught during the four years of studies - and a second Balkan, Slavic or Oriental language which they are taught during the last two years of study. Appendix I presents an overview of the curriculum of the Department of Balkan, Slavic and Oriental Studies.

- *The Department of Applied Language Studies in Management and Commerce, TEI Epirou.* (<http://www.teiep.gr>)

The Department of Applied Language Studies in Management and Commerce is a newly established department which was founded in 1999 and is part of a Technological Education Institute (TEI), TEI Epirou. It is located in Igoumenitsa and it is the only TEI Department which offers an alternative language programme. The aim of the Department is twofold:

- a. the provision of theoretical and practical training in Management and Commerce, with an emphasis on international business, and
- b. the learning of foreign languages, with particular emphasis on the language of management and commerce.

The language programme includes:

- Foreign language courses
- Courses which require advanced language use (courses on the development of communicative skills, methods of research papers and reports, phonetics, culture)
- Courses on specialised translation
- Optional linguistic stays abroad.

Students may choose to specialise in either business administration and commerce or in specialised translation. The Department has started with the teaching of four languages: English, French, German and Italian. Its aim is to extend its programme and include the teaching of:

- EU languages
- Balkan languages
- Languages in demand, such as Arabic and Japanese.

The purpose of the foreign language courses is the development of reception and production language skills. Whereas in the first six levels the courses aim at the development of general language competence, in the advanced levels the focus is on the language of management, business and commerce. Each foreign language is taught six hours per week.

### ***Postgraduate alternative programmes***

The content of these postgraduate programmes is often related to language technologies and the use of Information and Communication Technologies.

The Interdepartmental programme on “*Language and Communication Sciences*” of the Aristotle University of Thessaloniki involves three foreign language departments and the Telecommunications Sector of the Faculty of Electrical Engineering, Technical University of Thessaloniki.

Two other programmes, one on the “Teaching of Greek as a Foreign Language” and the other on “Techoglossia” come from a Greek philology department, a department which has not been considered in the discussion of foreign language departments presented in 2.1. There are different reasons why these are being presently discussed. The first programme is about the teaching of Greek, the native language of Greece, as a foreign language. In fact, there has been an increased interest over the last few years in the promotion of Greek, one of the less spoken European languages, and the teaching of Greek as a foreign language, a development not unrelated to European policy on languages and multilingualism. In addition, the second programme “Technoglossia” is an Interuniversity programme between the Sector of Linguistics, School of Philosophy, University of Athens and the Sector of Robotics of the National Technical University of Athens.

These three programmes will be presented in more detail in 2.2.4 below.

#### **2.2.2. Career prospects for graduates**

The alternative postgraduate programmes described in this section involve a very small number of students and equip them with highly specialised knowledge and skills at a postgraduate and a doctorate degree level. The career prospects of these individuals are very good, considering the interest of the language industry in the new technologies and computational linguistics.

### 2.2.3. Recent changes in content, objectives and / or structures of programmes

The programmes identified in this section are recent and are restricted to the postgraduate level. In fact, the programmes themselves constitute a case of curriculum innovation and a recent change in the area of languages. As such, they provide their graduates with a specialisation, clearly interdisciplinary in nature in most of the cases, related to language technology and language industries.

### 2.2.4. Examples of good practice

- *“Language and Communication Sciences”, Interdepartmental Programme at the Aristotle University of Thessaloniki.*

This postgraduate programme is organised by the Departments of French, German and Italian together with the Telecommunications Sector of the Faculty of Electrical Engineering of the Polytechnic School. The programme leads initially to a Diploma of Postgraduate Studies and eventually to a doctoral degree. It has two main objectives:

- a) Specialisation in Language Didactics, Language Sciences and Communication Science, and
- b) Application of Information and Communication Technology to Language Studies.

The programme leading to the Diploma of Postgraduate Studies includes 350 course hours on the following subjects:

- core material: signals and data processing, statistics and computer sciences, semiosis and communication, theories of meaning, etc.
- two series of major subjects: methodology of scientific research, non-verbal communication, intercultural communication, analysis of needs and linguistic auditing, design and development of teaching material, technologies of distance learning, etc.
- preparation of a dissertation to be defended in public, before a panel of three professors.

- *“The Teaching of Modern Greek as a Foreign Language”, Interdepartmental Postgraduate Programme at the National and Kapodistrian University of Athens*

This postgraduate programme started in the 1993-94 academic year. Two departments participate in this programme: the Department of Linguistics and the Department of Pedagogy (Faculty of Philosophy, Pedagogy and Psychology). The aim of the programme is to produce and develop research in the area of teaching Modern Greek as a foreign language to young children, teenagers and adults. Specifically, it aims to train specialists in issues related to didactics, methodology and assessment. Particular emphasis is placed on the development of curricula, materials design and development, teaching methods and evaluation.

The courses offered (three to four per semester) include lectures, seminars, practical training and a dissertation. Suggested titles of courses: Applied Linguistics, Modern Greek Language I (Phonetics/Phonology, Morphology), Modern Greek Language II (Lexicon), Modern Greek Language III (Syntax), Contrastive Analysis, Text Analysis, Teaching Methodology, among others.

The duration of the programme is four semesters for the Diploma of Postgraduate Studies and three more semesters for the Doctorate degree. The number of students who become accepted each time is maximum 20.

- “Technoglossia”, Interdepartmental and Interuniversity Postgraduate Programme

Two HE institutions participate in this programme: the National and Kapodistrian University of Athens, School of Philosophy, Sector of Linguistics and the Metsovio National Technical University of Athens, Department of Electrical and Computer Engineers, Sector of Robotics. The focus of this programme, which started its operation in the 1998-1999 academic year, is Language Technology. The aim of the programme is identified as “the education of the critical mass of scientific personnel necessary for the development of the leading edge interdisciplinary area of Language Technologies” (Institute for Language and Speech Processing, [http://www.ilsp.gr/education\\_eng.htm](http://www.ilsp.gr/education_eng.htm)). The following areas are addressed: mechanisms of voice production, automatic semantic processing of texts, methods of electronic lexicography and, in general, applications of communication and computer sciences in the area of linguistics.

The programme is addressed to both linguists and computer engineers. In the first semester of the programme there are separate courses offered for linguists and computer engineers. In the subsequent three semesters there are common courses offered to both categories of students.

For the Diploma of Postgraduate Studies, students attend 15 core courses and 5 seminars (which they choose from a list of 14 special seminars) in four semesters of study. Internship in research institutions, companies and industries is also included for a semester. It is expected that during internship students will conduct research and collect material for their dissertation. Students who wish to continue in the doctorate degree programme should do so in one of the two participating institutions.

### **2.2.5. Reasons underlying these changes**

Taking into account the programmes identified in this section, we can say that they provide students with a specialisation which is quite popular at the moment, due to recent technological developments.

### **2.2.6. Identification of needs**

#### *2.2.6.1 Seen in relation to the development of language studies*

- To develop more programmes of this type which will enable the participation of a greater number of students in the area of language and technology
- To provide students with alternative programmes which will open up new career opportunities
- To develop undergraduate alternative programmes

#### *2.2.6.2 Seen in relation to non-academic requirements*

- To create links between different sectors of working life (i.e. companies, organisations and institutions), research institutions and universities.

## 2.2.7 Measures to be taken at institutional, regional, national and European level to meet the needs identified

### 2.2.7.1 At first-degree level

### 2.2.7.2. At postgraduate level

- The development of alternative programmes in areas which will provide students with more career opportunities
- Creation of contacts between the universities and companies

## PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS

### 3. Innovations in the training of language teachers

#### 3.1 Language teaching and learning in primary and secondary school education

The official language of the state and of education is Modern Greek, a language which comes from Ancient Greek and which has been continuously spoken in Greece for 4000 years and written for 3500 years.

The education system in Greece is essentially public; schools are administered by the prefectures which have recently become more autonomous. Education in Greece is compulsory for all children 6-15 years old; this includes 6 years of study at Dimotico (Primary school) and 3 years at Gymnasio (Lower Secondary). Children are admitted in Dimotico at the age of 6. Recently, all-day Dimotico and Nipiagogeio (kindergartens) have been in operation, with an extended timetable and an enriched curriculum.

Post-compulsory Secondary Education, according to the education reform of 1997, consists of two school types: *Eniaia Lykeia* (Unified Upper Secondary Schools) and the *Technika Eppagelmatika Lykeia, TEE* (Technical Vocational Educational Schools). The duration of studies in *Eniaia Lykeia* is three years, and two years (Level A) or three years (Level B) in the *TEE*. Student transfer from one type of school to the other is possible.

In addition to the mainstream schools, special schools at all levels (*Nipiagogeio, Dimotiko, Gymnasio, Lykeio*) are in operation, which admit students with special educational needs. Musical, Ecclesiastical and Physical Education *Gymnasia* and *Lykeia* are also in operation.

Although Greek is one of the less spoken languages in Europe, the study of foreign languages in Greece has always been very popular and an important field of activity in both the public and the private sector. The Ministry of National Education and Religious Affairs decide at national level, on the range of foreign languages officially offered to all students and the hours these will be taught. The teaching of a compulsory foreign language, French, was firstly introduced in the school curriculum in 1822. However, it was not applied until 1832 due to the Greek War of Independence. From 1840 it was extended to all schools. It was only in the middle 1950s that the teaching of English was introduced in the curriculum of secondary education.

A number of successive reforms have brought changes in the teaching of languages over the last 30 years as can be seen from the table below:

REFORMS IN LANGUAGE TEACHING IN GREECE	
1970	A compulsory foreign language French or English is taught 3 hours a week in secondary education schools, which lasted for 6 years (Eksataksio Gymnasio).
1976	The 6 year secondary education schools changes into Gymnasio (Lower secondary education, lasting 3 years) and Lykeio (Upper secondary education, lasting 3 years). A compulsory foreign language (French or English) is taught 3 hours a week.
1984-85	A compulsory foreign language, French or English, is taught 3 hours during the 3 years of Gymnasio and the first year of Lykeio and 2 hours in the second and third years of Lykeio.
1987-88	The teaching of foreign languages in Dimotico starts on an experimental basis in 124 schools. English is taught in 80 Dimotica, while French in 44.
1989-90	Foreign language teaching in Dimotico extends to 1202 schools, still on experimental basis.
1990-92	A 3-year curriculum is applied for the last three years of Dimotico for 3 hours per week, still on experimental basis.
1992-93	The teaching of English becomes compulsory in the last three years of Dimotico. The English language curricula of secondary education are revised due to the introduction of the English language from fourth year of Dimotico.
1993-94	The range of languages extends with the gradual introduction of German. A second compulsory foreign language (either French or German) is introduced in Gymnasio, with English being the first compulsory foreign language.
1996-97	Gradual introduction of German in Lykeio.
1998-99	In Lykeio, the teaching of the first foreign language (English, French or German) is compulsory, while the teaching of a second foreign language is included as an optional compulsory subject for all students.

**Table 5:** A brief history of the teaching of foreign languages in Greek schools. Information adapted from: *Foreign Language Teaching in Schools in Europe, National Description of Greece, 2001.*

The situation concerning the different languages taught and the hours of instruction per week in Greek primary and secondary education schools is summarised in the table below:

LEVEL OF EDUCATION	TYPE OF SCHOOL	Year of study	FOREIGN LANGUAGES (hours per week)					
			English	French	German	Arabic	Turkish	
SECONDARY EDUCATION	Standard	1 <sup>st</sup>	3 and/or	3 or	3			
		2 <sup>nd</sup> / 3 <sup>rd</sup>	2 and/or	2 or	2			
	Musical	1 <sup>st</sup>	3					
		2 <sup>nd</sup> / 3 <sup>rd</sup>	2					
	Ecclesiastical	1 <sup>st</sup>	3	2 opt		1	2	
		2 <sup>nd</sup>	2	2 opt		1	2	
		3 <sup>rd</sup>	2	2opt		1	2 opt	
	Physical education	All	2					
	Cross-cultural (for minorities)	1 <sup>st</sup>	3or				3	
		2 <sup>nd</sup> / 3 <sup>rd</sup>	2 or				3	
	Nocturnal	1 <sup>st</sup> / 2 <sup>nd</sup>	2 or	2				
		3 <sup>rd</sup>	2					
	General	General	1 <sup>st</sup>	3 and	3 or	3		
			2 <sup>nd</sup> / 3 <sup>rd</sup>	2 and	3 or	3		
Musical		1 <sup>st</sup>	3					
		2 <sup>nd</sup> / 3 <sup>rd</sup>	2					

<b>GYMNASIO</b>	<b>Ecclesiastical</b>	1 <sup>st</sup> / 2 <sup>nd</sup>	3			2	3
		3 <sup>rd</sup>	3			2	2
	<b>Physical Education</b>	All	1				
	<b>Nocturnal</b>	1 <sup>st</sup>	3				
		2 <sup>nd</sup> / 3 <sup>rd</sup>	2				
<b>PRIMARY EDUCATION (DIMOTICO)</b>	<b>Mainstream</b>	4 <sup>th</sup> /5 <sup>th</sup> /6 <sup>th</sup>	3				

**Table 6:** Foreign languages taught at Greek Primary and Secondary Schools (adapted from information found in YPEPTH and EURYBASE databases)

### *The State Certificate of Language Proficiency*

In an attempt to promote multilingualism in Greece, The Greek Ministry of National Education and Religious Affairs is implementing from 2003 the State Certificate of Language Proficiency (“Kratiko Pistopiitiko Glossomathias”, KPG, <http://www.ypepth.gr/kpg>). It is a unified examination system whose purpose is to measure levels of proficiency in various languages. KPG measures the level of ability to use a language in practical situations, during which one could be required to speak, listen to, read or write a foreign language at work, school, university, or in social situations at home and abroad. Conforming to the recommendations of the Modern Languages Division of the Council of Europe, it is possible to relate its global scale descriptors and its specific language use descriptors to those appearing in the *Common European Framework for Languages: Learning, Teaching, Assessment*.

It is expected that the implementation of the State Certificate of Language Proficiency in Greece will encourage multilingualism by providing certification in languages not certified in Greece before (e.g. various Balkan languages) which can be used as an additional professional qualification. Moreover, the KPG is expected to bring broader changes to the school foreign language education which, at the moment, is restricted to three languages only (English, French and German). Eventually, it is expected that it will affect both the number of languages offered in schools and the ways language learning is organised.

## **3.2 Initial teacher training**

### **3.2.1 Institutions responsible for training**

#### *Foreign language university departments*

As also indicated in 2.1.1, university foreign departments in Greece also serve as initial teacher training institutions which educate prospective teachers. Students of the language departments study the academic subject in which they are specialised and they also take courses as part of their initial teacher training.

From 2000, entrance to university is offered according to the points gained in relevant subjects from tests conducted in the second and third year of Lykeio. In addition to the Apolytirio (Secondary School certificate), students interested in studying in a foreign language Faculty must also take an exam in the corresponding foreign language (English, French, German or Italian).

### *Pre-service training at PEK*

In 1992, a new law abolished the old in-service training Institutions (*SELME*) and transferred training to the *PEKs* (Regional Training Centres). A new teacher training structure developed with a common curriculum for all *PEKs*. The teacher training programme included courses in academic subjects, teaching methodologies and the use of computers. Training at *PEKs* has been of two kinds:

- **Pre-service:** four-month training for teachers waiting to be appointed. In order to complete the training successfully, these teachers must pass a final written exam.
- **In-service:** short-term periodic training for all teachers.

Since 1999, initial training at Regional Training Centres (*PEK*) has become compulsory for teachers of all subjects (including foreign language teachers), as soon as they are appointed in Primary and Secondary education.

### **3.2.2 Content, objectives, and structures of programmes**

#### *Foreign language university departments*

The content and structure of initial teacher training is included within the traditional language programmes discussed in 2.2.2. Although there is some variation from department to department, the compulsory courses of the minimum curriculum include linguistics, translation, history, literature, culture, psychology, pedagogy, teaching methods and didactics.

As part of their teacher training, students take courses in applied linguistics and language teaching methodology. During these courses, students are involved in activities such as classroom observations, preparation of sample lessons, evaluation of lessons. In-school teaching practice is also offered but is optional.

Linguistic stays abroad are not compulsory for the students of language programmes, and are left up to student initiative. Universities maintain relations with the target foreign country institutions and encourage their students to participate in linguistic stays. The State Grants Foundation (*IKY*), which is supervised by the Ministry of Education, is responsible for financing these stays abroad.

#### *Pre-service training at PEK*

Initial teacher training at *PEKs* involves intensive, awareness-raising courses offered in three cycles consisting of a total of 100 hours. The purpose and content of these cycles is presented below:

#### **Cycle A** (40 hours)

[usually held early in the academic year, at the beginning of September]

#### Content:

The structure of the education system (administration and its implementation at school level)

Pedagogy (classroom management, e.g. discipline, teacher-student relationships at school, learning difficulties etc)

Methodology (the curriculum, the syllabus, course design, textbooks, lesson planning)

Evaluation (school evaluation, student evaluation, testing)

Interculturalism and European programmes (mobility programmes, Socrates II)

**Cycle B (40 hours)**

[usually held 5 hours a month, during the academic year October-March]

Content:

Team teaching, microteaching, practice teaching

Involves:

School advisers, principals, experienced teachers

Emphasis on:

- the development of skills
- practice teaching in recommended school

**Cycle C (20 hours)**Emphasis on:

The balance between theory and practice

Practice the techniques and methods studied

Materials production (supplementary material), materials modification (modify examples to match particular classroom contexts).

Content:

Methodology (course design with lesson plans and implementation of lessons in class)

Classroom management

Learning difficulties

Evaluation of classroom teaching

**3.2.3 Career prospects for graduates**

Most graduates aim for a position in the public sector schools. As Doukas and Smyrniotopoulou (2001) point out, the lack of balance between supply and demand – with supply being much greater – led to a number of teachers unemployed. Some teachers had to wait for many years before appointment. Until 1997, the recruitment of foreign language teachers at primary and secondary education level was exclusively based on a waiting list (*“epetirida”*) according to the date of application to be appointed in state schools. In order to improve the quality of teaching through more reliable procedures, a new system for appointing teachers was established through the 1997 reform. According to this new system, prospective teachers must take centrally organised examinations in two specialised subjects and in teaching methodology which will provide them with the ‘Certificate of Pedagogic and Teaching Competence’. Years of teaching experience and postgraduate degrees are also taken into consideration.

**3.2.4 Recent changes in content, objectives, and/or structure of programmes***Pre-service training at PEKs becomes compulsory*

Between 1992 to 1994, a 3-month pre-service training at the Regional Training Centres (*PEKs*) was a precondition for the appointment of new teachers. From 1994 to 1998 there was only a 40-hour in-service training for already appointed teachers in state schools, on a voluntary basis. Supply/substitute teachers could also apply for this training and were offered a position in case there were vacancies. It was only in 1999 that pre-service training at *PEK* became compulsory for all teachers.

### *New recruitment method*

The new system of recruiting language teachers described in 3.2.3 has offered a number of recent graduates access to the teaching profession. It has also aimed at the improvement of teaching quality through the creation of a body responsible for training and through the establishment of a system of assessment.

### *Teaching methods*

It is worth noting that the study of foreign languages in Greece has always applied methods and models imported from the country of origin of the language in question. These methods, however, did not address the needs of the particular student body. It was only after the fall of the military regime (junta) in 1974, that the traditional system of education, on the one hand, and the foreign language teaching practices, on the other hand, were reviewed within a broader context of language study and professional development.

For instance, English language textbooks adopted the increasingly popular communicative approach in 1971. The new curricula of English and French language teaching, which were adopted in 1981, included the communicative approach officially, with a free choice of materials focusing on communication. The new comprehensive curriculum of 1996, which included the teaching of English in Primary and Lower Secondary Education, incorporated the humanistic approach as well, stressing aspects of the students' personal development. Specific activities have been designed in order to exploit the personal experience of the student during the language learning process.

### *Introduction of project work*

Since September 2001, *Dimotica* and *Gymnasia* have introduced project work into the educational process. This was part of a larger project which aimed to introduce an inter-disciplinary approach to all school subjects, including foreign languages. It is the first time that project work is systematically introduced in Greek schools and it is expected that it will bring a number of changes in the organisation of teaching material.

## **3.2.5 Examples of good practice**

- Initial Teacher Training programme in ELT, National and Kapodistrian University of Athens

The programme is intended to provide senior students of the Faculty of English Studies with the training they need in order to meet new educational and professional demands in the ELT field.

### **A. CORE COURSES**

The programme is built around the following two core courses, which are compulsory for all students of the Faculty, and cover 60 percent of the credit required for successful completion:

#### ➤ **Applied Linguistics to English Language Teaching and Learning**

This course examines how different theories of language and language acquisition entail different theories of foreign language teaching and learning. More specifically, it deals with the following areas:

- Language learning and language development in an interactional setting
- Psychosocial and cultural issues related to English language teaching and learning
- Teachers' and learners' roles in the foreign language classroom
- The development of different types of ELT curricula and syllabi
- The development of communicative competence in an intercultural perspective
- Teaching-learning materials and learner training
- Approaches to testing and evaluation

### ➤ **ELT Methodology**

This course has a very practical component and aims at providing participants with the knowledge and abilities they need to put theories of language teaching and learning into practice. Specifically, it deals with issues such as the following:

- Ways and methods of lesson planning and classroom management
- Methods and techniques for the development of EFL learners' receptive and productive skills, as well as their overall communicative competence
- Motivational factors, activities and techniques for foreign language learning in an instructional setting
- Classroom discourse, management of teaching and learner's strategies
- Choice and effective use of teaching and learning materials for instruction and autonomous learning
- Dealing with learners of different age groups, within or outside the formal educational system
- Designing and assessing tests

### **B. ELECTIVE COURSES**

Depending on staff availability, a number of additional courses are offered as electives to prospective teachers of English, such as: The Pedagogic Discourse of ELT, Language and Culture in Language Teaching/Learning, Error Analysis and Language Teaching/Learning.

### **C. ACTIVITIES CONNECTED TO THE CORE COURSES**

The activities described below are offered each academic year with the collaboration and help of teachers and teacher trainers who are not on staff, but who are attached to the Faculty as special collaborators of the Initial Teacher-Training programme. Students may choose to participate in one or more of the activities below so as to cover 40 percent of the credit required for successful completion of this programme.

#### **- Practice teaching in schools**

Students are given the opportunity to systematically observe the teaching/learning process and to teach in an EFL class of a state or private school for a period of 4-6 weeks during two academic terms. They work closely with the class teacher who helps them prepare themselves so that progressively they are able to take over the class themselves. Teachers collaborating with the Faculty will soon be given an opportunity to belong to a virtual community of EFL teachers that is being developed by staff of the Department of Language and Linguistics, and be able to exchange teaching ideas, expertise and information concerning theoretical issues in language education and research.

#### **- Participation in Independent Workshops**

Independent Workshops deal with a variety of practical issues in ELT. Each workshop focuses on a different theme and is open to a limited number of 20 students per class, so that it is possible for the tutor to carry out practical work in class and complete supervised project work. Before signing up for these workshops, students are provided with detailed descriptions of the content, form

and requirements so that they choose which they would like to attend. The themes of the workshops fall under three general categories: dealing with young learners of English, teaching EFL to secondary school students, and dealing with adult learners of English. Examples of workshop themes offered each year: Teaching EFL to young learners: From theory to practice, Practical aspects of the teaching of English to young children, Computer-assisted language teaching for children, Class management: Planning for motivating lessons, Teaching English through drama, Planning to use creative activities in a learner-centred class, Humanistic methodology to ELT, Using creative activities for the development of intercultural awareness, Computer-Assisted Language Learning (CALL), Testing and assessment, Managing learners, Motivating adult learners of English, Designing a syllabus for the teaching of ESP (English for Special Purposes).

- **Attending Extra-Credit Seminars**

Seminars on special topics of language education may be either very practical in nature or they may focus on theoretical issues. Details concerning these seminars are provided in advance so that students can choose to participate in those which most interest them. Examples of seminar topics offered: Open and distance learning, Systemic functional grammar and educational linguistics, Assessing multimedia materials for ELT.

- **Doing an individual project**

Students may, upon certain conditions, be given the opportunity to do an independent project individually or in groups, on a topic chosen from a project sheet, and thus have a chance to work on a practical area of ELT that interests them. Project work is supervised.

### 3.2.6 Reasons underlying these changes

- To improve the quality of teaching
- To establish a fairer system for appointing teachers
- To introduce new methods of teaching

### 3.2.7 Identification of needs

#### 3.2.7.1 *Seen in relation to the development of language studies*

As Tocatlidou (1995) supports, language teachers trained at the universities lack real professional training and also display deficiencies on the linguistic and communicative levels. Teacher training needs therefore to be designed both to minimize inadequacies and to develop professional competence.

The following needs have been identified:

- Training of teachers in ICT and multimedia applications to language teaching
- Provision of courses which enhance teachers' language competence
- Provision of specialised courses in the area of applied linguistics
- Development of professional competence

#### 3.2.7.2 *Seen in relation to non-academic requirements*

- Due to the changing nature of Greek society and the European reality, multicultural issues must be addressed in the training of prospective teachers
- Cooperation between teachers and schools.

### 3.2.8 Measures to be taken at institutional, regional, national, and European level to meet the needs identified

#### 3.2.8.1 At first-degree level

- Increased funding for initial teacher training programmes
- Increased European funding for linguistic stays abroad for teacher trainees
- Review and evaluation of relevant programmes
- Development of integrated programmes, programmes dealing with specific issues, programmes for the training of trainers
- Development of training curricula
- Development of programmes which promote cooperation between teachers and classes
- Provision of courses which will further improve trainees' language competence

#### 3.2.8.2 At postgraduate level

- Investigate the conditions of language teaching in the light of recent changes in the country (immigration, multicultural teaching environment)
- Encourage action research projects

### 3.3 Continuing teacher education (in service)

#### 3.3.1 Institutions responsible for training

The institutions responsible for in-service training for foreign language teachers are the Regional Training Centres (*PEKs*) which operate under the auspices of the Ministry of Education. The Pedagogical Institute of the Ministry of Education and the Educational Research Centre (*KEE*) are responsible for coordinating and promoting in-service training programmes at both primary and secondary levels. The content of these in-service training courses and their revisions is coordinated by university professors and school advisers. In-service training is not compulsory for teachers, though it is strongly recommended.

#### 3.3.2 Content, objectives, and structures of programmes

In-service training courses by *PEKs* are as follows:

**(a) Intensive training courses** (20 hours)

Aim: to familiarise teachers with contemporary teaching methods, new books and revised curricula.

**(b) Short-duration training courses** (1-3 days)

These are organised with the initiative of school advisers and often in cooperation with the foreign agencies based in Greece (the British Council for English, the Alliance Française for French, the Goethe Institute for German).

**(c) Intensive training courses** (40 hours)

Aim: to focus on specific issues to meet the teachers needs in various fields, which are directly connected to their work, i.e. pedagogical, scientific, technological, cultural fields.

### 3.3.3 Recent changes in content, objectives, and/or structure of programmes

#### *Development of a system of assessment*

Assessment is an issue which has created heated debate at all levels of education. Teacher unions have fiercely opposed it. In the 1997 reform, it was a central issue. The Ministry of Education set up a committee of experts who produced the 'Guide for the Assessment of Teaching and Educational Planning for Primary and Secondary Education'. This guide has defined a framework in which the quality of teaching is assessed by means of 17 indicators. The curriculum of all subjects was revised under this new general framework. A number of teaching materials with quality standards were produced according to standards set by the Pedagogical Institute<sup>3</sup>.

#### *Provision of technological support*

Technological support is provided by the Ministry of Education to teachers through multimedia software. In addition, a number of programmes are subsidised by the Operational Programme for Education and Initial Education Training (EPEAEK) to support the production of multimedia software for the teaching of languages.

#### *Exchanges between teachers*

Foreign language teachers may participate in mobility programmes organised within the framework of the Operational Programme for Education and Initial Education Training (EPEAEK). The Ministry of National Education and Religious Affairs is responsible for organising these exchanges between professionals. These stays abroad last for 7-15 days. The teachers are given the chance to contact other teachers in foreign countries, exchange teaching practices, observe their classwork and be informed about the education system and culture of the host country.

### 3.3.4 Examples of good practice

- *In-service training for the teachers of English*

For the academic year 1999-2000, the Faculty of English Studies of the University of Athens offered a special six-month teacher-training programme for state-school teachers of English as a Foreign Language. This programme, which was funded by the National Ministry of Education and Religion and by the EU, aimed to:

- increase teachers' knowledge concerning the developments in the field of foreign language education
- retrain teachers so that they may use appropriate teaching methods and techniques as well as information technology in their classroom
- help teachers use appropriate assessment strategies to evaluate learners' progress and proficiency as well as self-assessment strategies to evaluate their own work
- provide teachers with information about recent developments in the EU educational scene, as well as about opportunities for exchange programmes
- help teachers improve their own language proficiency.

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<sup>3</sup> Source: Doukas and Smyrniotopoulou (2001)

### **3.3.5 Reasons underlying these changes**

#### **3.3.6 Identification of needs**

##### *3.3.6.1 Seen in relation to the development of language studies*

- Expansion of in-service teacher training
- Inclusion of multicultural perspectives in the training of teachers (taking into account recent changes in the Greek community)
- Training of teachers in ICT and multimedia applications to language teaching
- Provision of courses which enhance teachers' language competence
- Provision of specialised courses in the area of applied linguistics

##### *3.3.6.2 Seen in relation to non-academic requirements*

- Strategic management of in-service teacher training which is clearly linked to career development

#### **3.3.7 Measures to be taken at institutional, regional, national, and European level to meet the needs identified**

- To expand the courses offered to in-service teachers (e.g. to organise intensive short retraining sessions on specific issues)
- To provide incentives for in-service training

## **4. Innovations in the training of translators and interpreters**

### **4.1 Description and analysis of the current spectrum of professional activities**

The Greek labour market offers a number of opportunities to translators, especially the ones qualified in specialised translation (economic, legal, scientific). There is an increased demand for technical and literary translation. As is the case with other EU states, translation in Greece has moved towards localization, editing and documentation. To a great extent, this is also due to the fact that Greek is one of the less spoken languages in Europe. In addition, translation has a vital role in Greek tourism and entertainment.

There are also several opportunities for conference interpreters, especially in academic and professional activities such as international conferences, symposia seminars and lectures. The Union of Conference Interpreters in Greece (UCIG) is a registered professional association with qualified registered members (<http://users.in.gr/sodice/greek.htm>).

### **4.2. Institutions responsible for training**

There is primarily one university department which trains professional translators and interpreters in Greece: the Department of Languages, Translation and Interpreting at Ionian University. It originally started as a Training Center for Translators and Interpreters about twenty years ago and it was afterwards assimilated by the Ionian University. It is an independent department with an intake of about 30 students a year.

Furthermore, the language degree programmes described in section 2.1 include some courses in translation as part of their degree programmes. In some cases, (e.g. the Department of Language and Linguistics of the University of Athens) these courses have been increasingly popular and there has been an increased demand for them. These courses, however, do not qualify the holder of these degrees as professional translators.

In order to provide its students with an additional field of specialisation, the Department of French Language and Literature, at the University of Thessaloniki, created the Translation Section.

In addition, specialisation in translation and interpreting is also offered by the post-secondary vocational training institutions, the Institutes of Professional Training (*IEKs*). Both state and private *IEKs* are located all over Greece and they are quite popular among students who have not managed to enter a university department.

There are a number of other private educational institutions described in 4.3.4 below which offer courses leading to a variety of degrees in translation and interpreting. Several of them offer programmes in cooperation with foreign institutions and universities.

### 4.3 Content, objectives, and structures of programmes

#### 4.3.1 At first-degree level

##### Department of Foreign Languages, Translation and Interpreting, Ionian University

The Department of Foreign Languages, Translation and Interpreting offers a four-year study programme. This comprises eight semesters, the seventh of which is spent at universities in European countries, where the working languages of the Department are spoken. The main objective of the Department is to train university students as translators and interpreters.

The programme of the Department includes the study of three languages and cultures (English, French and German) of which the student must choose two. The general principle of the educational policy followed in the department is that the teaching of translation and interpretation towards the target language should be taught directly by native speaking professors. The curriculum also includes Turkish, Italian and Dutch and as from the academic year 1998-99, Spanish is also offered. All students follow the same curriculum during the first four semesters. For the last four semesters of study they choose either the Translation or the Interpreting Section.

The programme includes compulsory and optional courses on language and history, culture, translation and interpreting, some of which are prerequisites and must precede certain others. The credits of each course vary from 1 to 3. Students are free to choose the subjects they are most interested in, in order to complete the required number of credits.

In particular, the programme of study during the first four semesters includes:

- Translation courses: Translation Theory and Technique, Translation (Literary, Technical and Economic) from one of the three languages into Greek and vice versa, Language and Culture (Greek, English, French and German), Histories of Literatures, Modern Literatures, General Linguistics, Comparative Stylistics, Semiotics, Lexicography, Social Science, etc.
- Interpreting courses: Theory of Interpreting, Consecutive and Simultaneous Interpreting, Workshops, Note-Taking Techniques, Phonetics, etc.

Courses include both a theoretical and a practical component. For the practical training of students, the Department has language laboratories which are fully

equipped with an audio-visual teaching aids computer room system for simultaneous interpreting, typing room and video room.

*Section of Translation, Department of French Language and Literature, Aristotle University of Thessaloniki*

A new section, the Translation Section, was founded in 1995 at the Department of French Language and Literature of the Aristotle University of Thessaloniki. The initial objective of the Translation Section, the training and research in translation and translation studies, according to Tokatlidou, has been gradually re-oriented towards professional training, with the focus on market demand.

#### **4.3.2 At postgraduate level**

*“Translation and Translation Theory”, Interuniversity Interdepartmental Postgraduate Programme of Studies, University of Athens.*

The Foreign Language Departments of the University of Athens and the Department of Italian Language and Literature of the Aristotle University of Thessaloniki offer this Interuniversity Interdepartmental Postgraduate Programme (IIPPS) in Translation and Translation Theory since the academic year 1998-99. The Programme is funded by the European Union and the National and Kapodistrian University of Athens. The executive management of the programme has been undertaken by the Department of French Language and Literature.

The aim of the programme is to train specialised translators for the Greek and European market. In addition, its aim is to provide students with theoretical knowledge and to introduce them to scholarship, research and methodology in the field of Translation and Translation Theory.

The programme leads to a Postgraduate Diploma with specialisation in one of the following languages: English, French, German, Spanish and Italian. The length of the studies is four academic semesters. Courses are taught by faculty members of the departments involved in the programme and by non-university scholars. Contributions are also made by distinguished scholars from research institutes in Greece and by distinguished writers from the world of letters.

#### **4.3.3 At the level of continuing education**

University programmes do not have special programmes for professional translators and interpreters. A number of courses, on the other hand, are offered primarily by the private sector for professional translators and interpreters. See, for instance, in 4.6. below, the programme for Digital Translation.

#### **4.3.4 At the level of non-university programmes**

*Post-secondary Professional Training Institutes*

Specialisation in Translation and Interpreting is offered at the Institutes of Professional Training (IEKs). IEKs are a relatively new institution in the area of professional training and specialisation (they were founded in 1992 with Law 2009) with many applications and modern specialisation units. They are totally focused to the needs and demands of the job market and aim to fill the gap between secondary

and post-secondary education. Students at *IEKs* are equipped with both practical and theoretical knowledge and they graduate with diplomas equivalent to the EU ones. They are open to professionals wishing to acquire further qualifications, as well as to graduates of *Lykeia*. There are state and private *IEKs*.

*IEKs* offering programmes in Translation usually focus on areas such as Business, Technology, Science, Law, Human Social Science. Programmes on Interpreting focus on Consecutive and Simultaneous Interpreting. An example of such a programme can be found at <http://www.xinis.com/index.htm>.

### *International Cultural Institutions*

Various foreign education services operating in Greece also provide educational programmes such as:

- The **British Council** in Athens has offered courses for a number of years in specialised areas of English-Greek translation, with emphasis on current theories of translation, translation methods and procedures, terminology, register and style. The British Council Diploma in Translation is awarded to students who have successfully completed the Translation Programme.  
Contact: <http://www.britishcouncil.gr>
- The **Institut Francais d'Athenes** offers a number of courses in translation from French into Greek and from Greek into French.  
Contact: <http://www.ifa.gr>
- The **Goethe Institute** of Athens offers courses in Introduction to Translation, Literary Translation, Professional Training of Translators. In addition, it offers a Diploma in Translation. This two year programme includes courses in German-Greek and Greek-German Translation, Research Techniques, and special courses (Economy, Law, Modern Greek Structure). Admission criteria include a very good command of Modern Greek and German.  
Contact: <http://www.goethe.de/athen>
- The Spanish **Cervantes Institute** in Athens offers special courses in Literary Translation (Spanish-Greek) and Technical Translation (Spanish-Greek).  
Contact: <http://www.cervantes.es>
- The **Centre for Translation Studies** of the **Hellenic American Union (HAU)** offers a variety of programmes on professional translation leading to internationally recognised degrees in cooperation with the respective institutes: Diploma in Translation, in cooperation with the Institute of Linguistics, London, UK; Diplome d'Universite (equal to a Master's Degree), in cooperation with the University of Strasbourg, France; Diplome d' Etudes Superieures Specialisees (DESS) in Interpretation, in cooperation with the University of Strasbourg, France.

Its wide range of programmes includes short courses in: Introduction to Translation (120-hour course for students without any experience in translation), Translation for High-School Students, Introduction to Translating Fiction, Translation from Greek to English. It also includes longer programmes: a two-year programme in General Translation (preparing students to sit for the examination for the International Diploma in Translation of the Institute of Linguistics, London), postgraduate studies in translation and interpretation (in cooperation with the University of Strasbourg).

Contact: <http://www.hau.gr>

### *Private Educational Institutions*

A number of private educational institutions offer programmes in translation and interpreting, often with the cooperation of foreign educational institutes and universities. Some of the most well known are listed below:

- The **Centre for English Language and Training (CELT)** offers a part time Diploma in Translation by distance via e-mail. The programme aims to train professional translators in English and Greek. It is intended for native speakers of Greek or English with a very high level of proficiency in the target language. Those who successfully complete all parts of the assessment will be awarded the Institute of Linguists Diploma in Translation.

Course participants send in assignments, receive input and feedback, and attend individual tutorials organised by linguists and professional translators. In the first semester, students attend courses in Contrastive Analysis of Greek and English, Stylistic Variation in Greek and English, Grammar and Syntax, Semantics and Discourse Analysis. In addition, students are involved in the translation of a variety of general texts.

The second semester focuses on literary translation whereas the third on the translation of theoretical texts drawn from the field of humanities. The last semester focuses on further development of translation skills and exam preparation for the Institute of Linguistics examination. Optional additional courses are offered for students who wish to specialise in translating Business, Science and Technology texts.

Contact: <http://www.celt.gr>

- The **European Educational Organisation**, in cooperation with the Manchester College of Art and Technology, the University of Paul Valery (Montpellier III), the University of Surrey and the UMIST, offers a number of programmes with bidirectional courses from English into Greek, French, German, Italian, Spanish, Russian, Swedish and Finnish leading to Extension Diploma for Translators and Interpreters.

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

- The **European Centre for the Translation of Literature and the Humanities (EKEMEL)** focuses on the translation of literary texts and of human sciences texts. It offers courses and workshops for translation from English, French, German and Spanish into Greek and vice versa, and the aim is to extend the provision to other languages as well. Its programme comprises four semesters of study over a period of two years and includes courses in Literary translation, Translation of texts dealing with the Human Sciences, History of Literature, Introduction to Information Technology, Introduction to the History and Theory of Translation and Drama Translation. In addition, students attend monthly seminars.

A Certificate of Studies is awarded to students who have attended the programme and have successfully completed an extended literary translation or translation from the field of the Human Sciences.

Contact: <http://www.ekemel.gr>

- The **American College of Thessaloniki, Anatolia College** (contact: <http://www.anatolia.edu.gr>) offers the following programmes in translation:

#### **Certificate in Bilingual Translation**

This newly established programme, which started operating in September 2001, aims to train professional translators in English and Greek. It is a two-

year programme which consists of two levels. Level I is open to all Greek-speaking students with high proficiency in the English language who would like to become familiar with the basic theory and principles of translation. At this level particular emphasis is placed on “learning through practice” and on practical problems translators often experience. Level II is open to students who already have some experience in translation (and to students who have successfully completed Level I). It is professionally oriented and provides students with experience in translating extended general texts and semi-specialised texts in areas such as business, technology, sciences, humanities and literature. Emphasis is also placed on the translation of specialised terminology.

### **Subtitling**

This one-year programme comprises two semesters, the introductory and the advanced. Students’ participation includes both in-class work and homework. The programme includes courses in theoretical aspects of translation and subtitling techniques. However, emphasis is primarily placed on practice. Practical sessions are organised as follows: students watch a scene of a film, separate it into subtitles (called spotting) and then translate it into Greek. As they alternate from spotting to translation, they are able to identify instances of poor and good subtitling and to work on common errors and the application of inappropriate techniques.

## **4.4 Career prospects for graduates**

The increased offer of courses and programmes in the training of translators and interpreters is indicative of the increased demand in the Greek market. It is worth noting here the importance of tourism in Greece which creates a demand for professionals in the area. There are a number of other job opportunities for graduates: professional and technical writing careers (e.g. translating manuals); administrative careers where knowledge of foreign language translation is needed in the preparation of summaries, reports, translations etc; a career with the E.U.

## **4.5 Recent changes in content, objectives, and/or structure of programmes**

*4.5.1 At first-degree level 4.5.2 At postgraduate level 4.5.3 At the level of continuing education*

Most of the programmes described in section 4.3 constitute recent developments, indicating an increased demand for the professional training of translators and interpreters.

## **4.6 Examples of good practice**

The **Metaphrasi School of Translation Studies** (<http://www.metafrasi.edu.gr>) is a private institute whose programme aims to offer students the practical and theoretical skills they will need in their introduction to the professional translation market. It is included as an example of good practice because of its sophisticated programme and its wide variety of programmes which address both initial training of translators and interpreters and in-service training of professional translators and interpreters. In particular, the school offers the following programmes:

### ➤ **Translation Studies**

A two-year programme which leads either to Certificate of Translation or Diploma in Translation. Its aim is to train students in the craft of translation and to bring them to a high standard of linguistic competence both in English and Greek. Students are trained in a variety of translation strategies and are taught the main translation approaches.

The following areas are covered: History of Translation, Principles of Translation Theory, Principles of Linguistics, Text analysis and techniques for the handling of translation problems, Translation of semi-specialised and specialised texts (scientific, technological, literary, business, legal as well as European Union texts), Life and institutions in the United Kingdom, USA and European Union.

Student assessment is based on the performance in the 14 individual and 4 group assignments that they have to complete. Translation Diploma graduates may, if they wish, sit the Institute of Linguists' Diploma in Translation examinations or continue their studies at the postgraduate level in British universities.

### ➤ **Literary Translation**

The aim of this one-year programme is to introduce students to the world of literary translation and its market. The programme comprises two semesters of 180 hours each and leads to the Diploma of Literary Translation. The following areas are covered: Introduction to the History of Literary Translation, Approaches to Literary Translation Theory, Main Principles of Linguistics, Creative Writing, Text analysis and problem solving techniques, Translation practice in more than 20 literary genres, Editing and proof-reading techniques, Practical guidance on how to start work as a literary translator.

Due to the limited number of students attending the programme, priority is given to students who have prior translating experience (graduates of other translation courses, Ionian University graduates, etc) or work experience in literary translation (translators, editors, etc),

### ➤ **Business Translation**

This 6-month programme, which leads to a Certificate in Business Translation, is intended for students with relative translating experience wishing to specialise in the principles and terminology of business translation in order to work in this field.

The course is offered twice a year and lasts two months (6 hours per week). The following areas are covered: basic concepts of economic theory, basic concepts of accounting, finance and marketing, search tools in a hard-copy and electronic form, translation practice by means of authentic texts, practical advice on how to enter the business translation market.

### ➤ **Digital Translation**

This programme aims to familiarise professional translators and editors with the electronic tools that technology offers to make translation work faster and more efficient. Although the course is mainly intended for professional translators and editors, it can also be attended by those who are generally faced with the translation of texts as part of their profession. Offered throughout the year, the course is strictly for groups of eight students and is designed for beginners (15-week tuition, 4 hours per week) and advanced students (10-week tuition, 4 hours per week). Candidates are accepted on the basis of a placement questionnaire.

The following areas are covered: creating, searching for and managing of files, introduction to word processing (text formatting, editing and automation techniques), introduction to using the Internet (electronic mail and search engines, access to online dictionaries and terminology databases, links management, mailing lists, etc.), machine translation, corpora and translation memory tools, computer aided

translation: multimedia dictionaries and encyclopedias, useful applications and utilities for translators, finding employment through the Internet.

Upon successful completion of the course, students are awarded a Certificate in Information Technology and Translation.

#### ➤ **Subtitling**

This is a one-week seminar (15 hours) that gives students the opportunity to acquaint themselves with the principles, methodology and modern techniques of subtitling through a hands-on approach in the subtitling of various types of spoken texts. The seminar is intended for those who wish to establish a foundation of skills and knowledge in order to work as subtitlers and it is offered twice a year (mid June and mid September) as well as throughout the year, subject to demand.

#### ➤ **Introduction to Translation**

This two-week 30-hour course aims to familiarise students with the basic principles of translation theory and to offer them the opportunity to practice on the translation of general texts. It is primarily intended for students who wish to try their abilities in this professional area. It is an independent course but can also become a preparatory stage for the attendance of the two-year Translation Studies course.

### **4.7 Reasons underlying these changes**

The innovations of the programmes described above constitute a response to the need for well-qualified professionals in the area of translation and interpreting.

### **4.8 Identification of needs**

*4.8.1 At first-degree level 4.8.2 At postgraduate level 4.8.3 At the level of continuing education*

- finding qualified staff for the programmes offered
- postgraduate training in translation and interpreting
- more in-service training for professional translators and interpreters
- more emphasis on I.T. for translation and interpreting
- enhance students' language proficiency before and during studies

### **4.9 Measures to be taken at institutional, regional, national, and European level to meet the needs identified**

*4.9.1 At first-degree level 4.9.2 At postgraduate level 4.9.3 At the level of continuing education*

- to provide in-service training for experienced professionals
- to design and implement courses to meet the needs of professionals in specialised areas, e.g. the use of new technologies
- to offer more languages (e.g. Balkan languages)
- to encourage students to study languages other than English, French and German
- to provide more funding for the existing programmes

- to provide more funding for the development of more programmes at the university level

## PROVISION FOR STUDENTS OF OTHER DISCIPLINES

### 5 Innovations in language provision for students of other disciplines

#### 5.1 Language studies integrated into non-language programmes

##### 5.1.1 Content, objectives, and structures of programmes

There are not really any degrees in Greek universities where a language component is integrated into the programme as a compulsory component (e.g. in the form of a minor specialisation). It is not possible to combine language studies from language departments as a minor subject with other major subjects. Students generally take the courses offered by their department and except for a few cases where they take courses from other departments of the same school, they do not have the freedom of freely designing their own study programme.

Moreover, non-language programmes that systematically integrate language studies in them are very few. In section 2.2.1 two such programmes were mentioned:

- The Department of Balkan, Slavic and Oriental Studies, Economic and Social Sciences, University of Macedonia (<http://www.uom.gr/depart/balkans/index.htm>). This Department combines economics and law with the study of Balkan, Slavic or Oriental languages.
- The Department of Applied Language Studies in Management and Commerce, TEI Epirou. (<http://www.teiep.gr>). The programme offered by this Department combines the training in Management, Commerce and International Business with the study of foreign languages.

In addition to these programmes, the only programmes which could be considered here are the following:

- The Department of Social Anthropology, University of the Aegean ([http://www.aegean.gr/Social-Anthropology/socialanthren/courses\\_en.htm](http://www.aegean.gr/Social-Anthropology/socialanthren/courses_en.htm)) offers courses in English and French during the first four semesters of study, a number of linguistics courses such as General Linguistics, Dialectology, Sociolinguistics, in addition to philosophy, sociology, communication and culture courses.
- The Department of International and European Studies, Panteion University of Athens (<http://www.panteion.gr>) includes a compulsory component of languages that students should study systematically during their studies. In the school of the Social and Political Sciences of the same university, there is also a new Department of Foreign Languages.
- The Department of International and European Studies, University of Piraeus (<http://www.unipi.gr>) includes a compulsory component of languages that students should study (choosing two of the following three languages: English, French and German).

## 5.2 **General and subject-oriented language courses accompanying non-language programmes**

Greek universities students of all disciplines are encouraged to study at least one foreign language during their studies. This also applies to the Higher Technical and Vocational Training institutes (*TEIs*), where the study of one foreign language is compulsory.

### 5.2.1 **Content, objectives, and structures of programmes**

There is a great diversity concerning the policy adopted by each university department for the teaching of foreign languages. In fact, each university follows its own policy.

In some fields, the completion of a university programme requires demonstrating mastering of a foreign language. In several cases, students do not get any credits for attending these courses.

Examples:

*Athens University of Economics and Business* (<http://www.aueb.gr>)

The foreign languages included in the curriculum are: English, French and German. Students have to choose one foreign language which is taught for three years. Students sit for exams but they are not awarded grades. They are merely informed of having passed or failed each course. The foreign language does not count in the grade point average and students do not receive any credits for these courses. However, pass results at all exams set, are a prerequisite for students to be awarded their degree. Students with advanced level language diplomas, awarded by internationally recognised institutions, may be exempted from the courses of the first four semesters. Language courses give emphasis on terminology related to this field. Audio-visual material, specialised textbooks, the Internet, reports and professional documents are used as teaching material.

*The Agricultural University of Athens* (<http://www.aua.gr>)

English language courses are obligatory for the first six courses unless a recognised title of language proficiency is provided. Students, however, cannot graduate unless knowledge in a foreign language is certified. For language courses students are not awarded grades but are informed of having passed or failed a course.

*Department of Law, Faculty of Law, Economics and Political Science, University of Athens* (<http://www.law.uoa.gr>)

Students may attend seminars in English, French and German terminology and the foreign language courses provided by the Department within the framework of the Erasmus/Socrates, Tempus and Elpis EU programmes but do not take any credits for these courses.

The policy adopted also differentiates in terms of whether language courses are obligatory or optional. Whereas in some cases language courses are offered as part of the elective courses, in most cases there are some obligatory language courses students should take.

Furthermore, in some cases language instructors are not regular members of the professorial staff. There are not generally Foreign Language Centres in each University but each department hires their own people to teach the courses.

Example:

Foreign Language Centre, National Technical University of Athens  
(<http://www.ntua.gr>)

One of the few cases where we find an organised Foreign Language Centre is at the National Technical University of Athens (NTUA). All non-exchange students must choose one of the four taught languages at the NTUA, namely English, French, German and Italian. Each language course comprises one 2-hour session per week. The examination periods for the language courses are in June and September together with the other courses.

Usually, the obligatory language courses are during the first two years of study.

Examples:

School of Fine Arts in Athens (<http://www.asfa.gr>)  
Students must take foreign language courses during the first four semesters.

School of Medicine, University of Ioannina  
(<http://www.uoi.gr/schools/medschl/medicine>)

Three foreign languages are offered in the curriculum, English, French and German, and students have to choose one of them and attend courses in the first six semesters of study. Each course is taught 26 hours per semester.

There is also great diversity concerning the content of the courses and the languages offered. By far, English is the most popular language and the first choice made when one foreign language is chosen to be taught in a university department. The second most popular and regular choice is French. In fact, many institutions offer these two languages.

Examples:

The policy often varies from department to department even within the same university. For instance, at the University of Crete:  
The Department of Chemistry (<http://www.chemistry.uoc.gr>) and the Department of Computer Science (<http://www.csd.ucl.ac.uk>) offer only English language courses.  
The Department of Mathematics of the same university (<http://www.csd.ucl.ac.uk>) offers both English and French courses.  
The Department of Physics (<http://www.physics.uoc.gr>), on the other hand, offers 19 different courses in four different languages: English, French, German and Russian.

The courses offered vary from courses aiming at the development of general language competence to specialised courses (ESP): language courses for economists (e.g. The Department of Economics, University of Crete, [http://www.soc.uoc.gr/econ/english/cours\\_en.html](http://www.soc.uoc.gr/econ/english/cours_en.html)), for sociologists (The Department of Sociology, University of Crete, <http://www.ucl.ac.uk/Department/index.html>) etc.

Example:

The *Department of Biology of the University of Crete* (<http://www.biology.uoc.gr>) offers four English language courses as core courses during the first four semesters. Students take 3 credits for each one of these courses (4 ETCS each). All four courses are adapted to the needs of the students of Biological Sciences.

**English I** is an introductory course with includes terminology, listening and reading comprehension (close, skimming, scanning) and grammar revision. Extra hours may be arranged for beginners.

**English II** includes more specialised terminology (organic/inorganic cycles, properties), with appropriate linguistic structures (conjunctions, relative pronouns, connectives, comparison, contrast). Listening is complemented by British Council scientific videos. Emphasis is also placed on reading comprehension (Richard Dawkins, Stephen Jay Gould) and certain grammatical structures (such as prediction and modality). Students also get acquainted with library and note-taking skills.

**English III** covers terminology from the field of genetics. Students are exposed to reading authentic texts on genetics and watch BBC Open University programmes in biology. Advanced writing skills (such as summarising) are practised. There is also a compulsory oral presentation.

**English IV** covers terminology from the fields of oceanography, palaeontology, taxonomy, evolution and entomology (arthropods). Students are involved in group work and in analyzing scientific texts. They are also exposed to genres which will be useful in their professional life (e.g. letters of reference, C.V., abstracts).

Example:

The *Department of Cultural Technology and Communication of the University of the Aegean* (<http://www.aegean.gr/culturaltec/>) offers an interesting English language programme which consists of the following courses:

English I and II: Aspects of Culture- New Technologies

English: Aspects of Technological Culture I: Media-Art

English: Aspects of Technological Culture II: Cyberspace, Multimedia and Art

### 5.2.2 Recent changes in content, objectives, and/or structure of programmes

Language education in Greece, in general, and in universities, in particular, has focused on the provision of mainstream languages, primarily English and French and also German and Italian. Recently, however, due to sociocultural changes, more languages have started being taught, such as the languages of the Mediterranean and the Balkan languages. New programmes have been developed as a result of this.

Example:

*The Department of Mediterranean Studies, Faculty of Greek and Mediterranean Studies, University of the Aegean* (<http://www.rhodes.aegean.gr/tms.en.htm>)

The Department of Mediterranean Studies was founded in 1997 and began its function in the academic year 1999-2000. Its main purpose to promote comparative and national studies on the society, politics and history of Mediterranean countries. Particular attention is given to the structure, development and interchange of the languages, especially in the south-eastern part of the Mediterranean (Greek, Arabic, Turkish and Hebrew); the study of the ancient civilisations through the sciences of Archaeology and Archaeometry; and the modern economic, social and technological

development of Mediterranean countries, the relations among them as well as between Greece and the other EU states. Students are required to study English and attend courses in at least one of the following languages: Arabic, Turkish and Hebrew. They also attend a course on Comparative Linguistics of the Eastern Mediterranean.

**Example:**

The Physics Department of the University of Crete (<http://www.physics.uoc.gr>) offers a rich language programme which includes five courses in Russian, in addition to courses in English, French and German:

**English I** includes familiarisation with the library and involves conducting library research, introduction to technical vocabulary (e.g. properties of materials, states of matter, temperature and heat etc), review of grammatical structures.

**English II** focuses on reading skills (skimming, scanning, inferring) using physics texts and articles from scientific journals, on technical vocabulary (in areas of atmosphere and its evolution, forms of energy, heat transfer etc), on joint compilation of reports with discussion of texts, on listening practice using audio and video material, and on scientific writing skills such as note-taking, summary and report writing,

**English III** extends students' abilities to features of scientific English with emphasis on scientific writing (e.g. reports).

**English IV** deals with advanced reading of physics texts

**Advanced English I and II** are courses specially designed to cover the needs of the students of Physics who are going to use English for further studies abroad or in Greece and for future educational and professional goals. Students work on individual projects with the help of an advisor/physics professor. Oral presentations are given in class and a written paper is prepared. There is also exam preparation for TOEFL for students who wish to study abroad.

**French I and II** place emphasis on oral communication and the basics of grammar.

**French III** focuses on the comprehension of written texts in French.

**French IV** deals with texts of general interest from natural sciences, and with translations of physics texts.

**German I and II** place emphasis on oral communication skills and on elements of grammar.

**German III and IV** place emphasis on the comprehension of written texts and on grammar.

**Russian I and II** are general introductory courses.

**Russian III and IV** focus on scientific texts. Students experiment translating scientific texts.

Another course in **Advanced Russian** is also offered.

### 5.2.3 Examples of good practice

- *"Didaskaleio Xenon Glosson", Foreign Language Teaching Center at the National and Kapodistrian University of Athens.*

Each year 3.500 students learn foreign languages at the Foreign Language Teaching Center. Didaskaleio is open to students of the National and Kapodistrian University of Athens and to visiting students who may choose to study a foreign

language course during their stay. A foreign language may be successfully completed within 4 academic years, with 120 teaching hours per year (6 hours per week).

Thirty three foreign languages are offered: English, Ethiopian, Albanian, Arabic, Aramaic, Armenian, Bulgarian, French, German, Georgian, Danish, Hebrew, Japanese, Hindu, Icelandic, Spanish, Italian, Chinese, Coptic, Malaysian, Norwegian, Dutch, Hungarian, Ukrainian, Palaioslavic, Farsi (Persian), Portuguese, Romanian, Russian, Serbian, Swedish, Turkish, Czech, Finnish.

In addition to general courses there are also some specialisation courses offered such as Language and Culture, Translation and Communication, Translation of EU documents, Advanced reading skills, courses for public workers. Moreover, a number of courses focus on terminology in the following areas:

- Law (in French, English, Italian, German or Spanish)
- Marine (in English, Italian, German or Spanish)
- Finance (in French, English, Italian, German or Spanish)
- Banking, bank financing, marketing and investments (in English, Italian, German or Spanish)
- Medical (in French, English, Italian, German or Spanish)
- Sports (in English, Italian, German or Spanish)
- Informatics (in English, Italian, German or Spanish)
- ICT (in English, Italian, German or Spanish)
- Tourism, i.e. hotel management and administration (in English, Italian, German or Spanish).

### **5.3 Language provision and support for mobile students**

#### **5.3.1 For incoming students**

Among the various programmes offered are the following:

*School of Modern Greek, Aristotle University of Thessaloniki*  
(<http://www.auth.gr/smg>)

The School of Modern Greek was founded in 1970 and has been operating under the supervision of the Faculty of Philosophy. It offers courses in Greek language and culture to foreign students and students of Greek origin who intend to study in Greek educational institutions. It also offers intensive language courses for exchange students. In addition, it offers special teacher training courses for teachers of Greek as a second/foreign language.

*“Didaskaleio Hellenikis”, Greek Language Teaching Center, National and Kapodistrian University of Athens.*

A special course for foreign students with no prior knowledge of Modern Greek is offered by the Greek Language Center, the “Didaskaleio Hellenikis”. The Greek course aims at developing minimum reading and writing skills in the language and, by the end of a five month period of study, students are expected to be able to use “survival” Greek.

*Linguistic Service, National Technical University of Athens* (<http://www.ntua.gr>)

The Linguistic Service of the National Technical University of Athens offers foreign students the opportunity to attend Greek courses during the academic year, free of

charge. The courses are intended to provide students with basic linguistic tools so that they can understand and communicate efficiently with people in Greece.

### **5.3.2 For outgoing students**

Language courses are usually offered. For instance, The 'Didaskaleio Xenon Glosson' of the University of Athens offers intensive language preparation courses for outgoing ERASMUS students

### **5.4 Non-language programmes or parts of programmes taught through one or several other languages**

The language of instruction in Greek universities is Greek. With the exception of foreign language departments where the language of instruction is the language being studied in each department, all other disciplines use Greek. Recently, in addition to the Greek language, there has been a tendency to employ another language of instruction, mainly English, in postgraduate degrees.

Example:

The *Department of Mediterranean Studies, School of Greek and Mediterranean Studies, the University of the Aegean* (<http://www.rhodes.aegean.gr/tms.en.htm>) offers two two-year postgraduate degrees (Masters degree) in Archaeology-Archaeometry and Mediterranean Politics. The courses are taught in Greek and/or in English.

#### **5.4.1 Disciplines involved**

Economics and MBA programmes

#### **5.4.2 Levels at which (parts of) programmes are taught**

Mostly postgraduate programmes

#### **5.4.3 Languages used**

Primarily English

#### **5.4.4 Target groups (mobile students, home students et cetera)**

Home students

#### **5.4.5 Policies and objectives underlying the practice described**

Cooperation with foreign university departments for the provision of postgraduate programmes.

## CONTINUING EDUCATION

### **6 Innovations in language studies in continuing education (excluding language specialists)**

The General Secretariat for Adult Education (*GGLE*) of the Ministry of Education has been recently involved in the reorientation of the institution of Adult Education at both central and regional levels.

The education provided to adults under the institution of Adult Education is a non-formal type of education. Its programmes include the teaching of foreign languages as well as the teaching of the Greek language to immigrant adults.

Non-formal adult education is provided in the Adult Education Centres operating under the supervision of the Prefectural Adult Education Committees (*NELE*), in the Vocational Training Centres run by the General Secretariat for Adult Education of the Ministry of Education. *NELE* offers a number of language courses to adults.

As Tsamasphyros et al (1999) state, Continuing Education is rather new in Greece, and, therefore, few people have a clear idea about it.

#### **6.1 Target groups**

General public, all adults who would like to develop general language competence or wish to attend language courses for educational or professional purposes.

#### **6.2 Content, objectives and structures of programmes and courses**

The most common forms of Continuing Education in Greece concerning the teaching of languages are private language schools and private lessons. In most cases, language courses are sponsored by the employer or self-financed by the students. The international cultural institutions (see section 4.3.4) such as the British Council, the Institut Francais and the Goethe Institute offer various language programmes for adults. Generally, the schools use international curricula and course books. Courses often prepare students for international examinations, which have been highly popular in Greece.

#### **6.3 Recent developments**

While Continuing Education in Greece is rather new, it is gradually gaining recognition. Recent EU funded programmes contributed into the direction of making Continuing Education more widely known. Continuing Education Centres are created at the University level and such Centres at different universities collaborate, especially on programmes of the EU.

Moreover, Greece is now starting to organise a system of collection of credits from University Continuing Education courses, which could eventually lead to initial or postgraduate University degrees.

#### 6.4 Identification of new needs

Promotion of language programmes of this type within the context of more organised framework for continuing education.

#### 6.5 Measures proposed to meet the needs identified

Under the supervision of the Minister of Education and Religious Affairs, a Legal Entity of Private Law was set up in 1995 with the title "Institute of Continuing Education for Adults" (IDEKE) the purpose of which is to study, conduct research, provide information and develop activities on matters concerning adult and further education. IDEKE serves three basic objectives: to provide lifelong learning and training to adults; to provide open and distance learning; and to help create employment for adults.

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- Ministry of National Education and Religious Affairs, Eurydice Unit (2001). Foreign Language Teaching in Schools in Europe, National description of Greece. EURYDICE Database, EURYBASE. <http://www.eurydice.gr>.
- Tocatlidou, V. (1995) *Language Studies in Higher Education in Greece*. SIGMA National Report. [http://www.fu-berlin.de/elc/natreps/natr\\_gre.htm](http://www.fu-berlin.de/elc/natreps/natr_gre.htm).
- Tsamaspoulos, G., Rigopoulos D., Siapkarakas A. and Kalouli M. (1999) *The National Report of University Continuing Education in Greece*. <http://www.fe.up.pt/nuce/GREE.html>.
- Velissariou, A. (2001) Higher Education as Commodity: The Prague Declaration (in Greek) *AVGI*, 10 June.

### SOURCES CONSULTED

#### A. FOREIGN LANGUAGE DEPARTMENTS AND FACULTIES

##### National and Kapodistrian University of Athens, Foreign Language Faculties

Faculty of English Studies  
<http://www.cc.uoa.gr/english>

Faculty of French Studies  
\*under construction

Faculty of German Studies  
<http://www.gs.uoa.gr>

Faculty of Italian and Spanish Studies  
\*under construction

### **Aristotle University of Thessaloniki, Foreign Language Departments**

Department of English Language and Literature  
<http://www.enl.auth.gr>

Department of German Language and Literature  
<http://www.auth.gr/del>

Department of French Language and Literature  
<http://www.frl.auth.gr>

Department of Italian Language and Literature  
<http://www.auth.gr/itl>

## **B. OTHER UNIVERSITY DEPARTMENTS AND HIGHER INSTITUTIONS**

### **Agricultural University of Athens**

<http://www.aula.gr>

### **Athens University of Economics and Business**

<http://www.aueb.gr>

### **Democritan University of Thrace**

<http://www.bscc.duth.gr>

### **Hellenic Open University (HOU)**

<http://www.eap.gr>

### **Ionian University**

<http://www.ionio.gr/txgmd>

### **National and Kapodistrian University of Athens**

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

Department of Law, Faculty of Law, Economics and Political Science

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

### **Panteion University of Athens**

Department of International and European Studies

<http://www.panteion.gr>

### **University of the Aegean**

Department of Social Anthropology

[http://www.aegean.gr/Social-Anthropology/socialanthren/courses\\_en.htm](http://www.aegean.gr/Social-Anthropology/socialanthren/courses_en.htm)

Department of Cultural Technology and Communication

<http://www.aegean.gr/culturealtec/>

Department of Mediterranean Studies, School of Greek and Mediterranean Studies

<http://www.rhodes.aegean.gr/tms.en.htm>

**University of Crete**

Physics Department  
<http://www.physics.uoc.gr>

Department of Chemistry  
<http://www.chemistry.uoc.gr>

Department of Computer Science  
<http://www.csd.ucl.ac.uk>

Department of Mathematics  
<http://www.math.ucl.ac.uk/>

Department of Economics  
[http://www.soc.uoc.gr/econ/english/cours\\_en.html](http://www.soc.uoc.gr/econ/english/cours_en.html)

Department of Sociology  
<http://www.ucl.ac.uk/Department/index.html>

Department of Biology  
<http://www.biology.uoc.gr>

**University of Ioannina**

School of Medicine  
<http://www.uoi.gr/schools/medschl/medicine>

**University of Macedonia**

Department of Balkan Slavic and Oriental Studies, University of Macedonia  
<http://www.uom.gr/depart/balkans.htm>

**University of Peiraeus**

Department of International and European Studies  
<http://www.unipi.gr>

**Fine Arts School in Athens**

<http://www.asfa.gr>

**University of Peloponnese**

<http://www.uop.gr/>

**TEI Epirou**

Department of Applied Language Studies in Management and Commerce.  
<http://www.teiep.gr>

**C. CENTRES, INSTITUTES AND ORGANISATIONS IN GREECE**

Educational Network  
<http://www.edunet.gr/>

Socrates/Erasmus Programme  
<http://www.interel.uoa.gr/socrates-erasmus>

European Community Programmes Office, University of Athens  
<http://www.cc.uoa.gr/european-office/>

European Centre for the Development of Vocational Training  
[www.cedefop.gr](http://www.cedefop.gr)

Foreign Language Institute, Didaskaleio Xenon Glosson, University of Athens  
[www.didaskaleio.uoa.gr](http://www.didaskaleio.uoa.gr)

General Secretariat for Youth  
<http://www.neagenia.gr/>

Greek Language Teaching Center, Didaskaleio Neas Hellenikis Glossas, National and Kapodistrian University of Athens  
[www.nglt.uoa.gr](http://www.nglt.uoa.gr)

Greek University Network  
<http://www.gunet.gr>

Hellenic Institute of Education and New Technologies  
<http://www.hienet.com/>

Institute for Language and Speech Processing  
[http://www.ilsp.gr/education\\_eng.htm](http://www.ilsp.gr/education_eng.htm)

International Relations Department, National and Kapodistrian University of Athens  
<http://www.interel.uoa.gr/socrates-erasmus/>

Linguistic Service, National Technical University of Athens  
[www.ntua.gr](http://www.ntua.gr)

Ministry of National Education and Religious Affairs  
<http://www.ypepth.gr/>

Organisation for Professional and Educational Training, OEEK  
<http://www.oEEK.gr>

Pedagogical Institute  
<http://www.pi-schools.gr/>

Prefectural Adult Education Committees, NELE  
<http://www.nelethes.gr>

School of Modern Greek, Aristotle University of Thessaloniki  
[www.auth.gr/smg](http://www.auth.gr/smg)

The State Certificate for Language Competence, Kratiko Pistopoiitiko Glossomatheias, KPG  
<http://www.ypepth.gr/kpg>

State Scholarship Foundation- IKY  
[www.iky.gr](http://www.iky.gr)

University Club, National and Kapodistrian University of Athens  
Tel/ 210 - 3613261

## **D. LIFELONG LEARNING**

General Secretariat for Adult Education  
<http://www.gsae.edu.gr>

Ministry of Labor and Social Affairs  
<http://www.labor-ministry.gr>

Ministry of National Education and Religious Affairs  
<http://www.ypepth.gr>

Hellenic Open University  
<http://www.eap.gr>

## **E. INTERNATIONAL CULTURAL INSTITUTIONS IN GREECE**

British Council  
[www.britishcouncil.gr](http://www.britishcouncil.gr)

Cervantes Institute  
[www.cervantes.es](http://www.cervantes.es)

Danish Institute  
\*under construction

French Institute / Institute Francaise d'Atenes  
[www.ifa.gr](http://www.ifa.gr)

Goethe Institute  
[www.goethe.de/athen](http://www.goethe.de/athen)

Hellenic American Union  
[www.hau.gr](http://www.hau.gr)

Italian Institute  
<http://www.forthnet.gr/iic/>

Italian Institute-Thessaloniki  
<http://users.otenet.gr/~italcult/>

Swedish Institute  
<http://www.si.se/>

## **F. PROFESSIONAL ASSOCIATIONS**

Panhellenic Association of Language School Owners (PALSO)  
<http://www.palso.gr>

The Union of Conference Interpreters in Greece (UCIG)  
<http://users.in.gr/sodice/greek.htm>

## APPENDIX I

Curriculum of the alternative programme  
Department of Balkan Slavic and Oriental Studies  
Economic and Social Sciences, University of Macedonia.

<p style="text-align: center;"><b>FIRST SEMESTER</b></p> <p><u>Compulsory modules</u> Introduction to Political Science Quantitative Methods I (Mathematics) Principles of Economics I Elements of Civil Law Informatics Principles I Introduction to the History of Southeastern Europe</p> <p><u>Optional modules</u> Russian Language I Turkish Language</p>	<p style="text-align: center;"><b>SECOND SEMESTER</b></p> <p><u>Compulsory modules</u> Language and Communication Quantitative Methods II (Statistics / Econometrics) Principles of Economics II Introduction to Public Law Informatics Principles II Introduction to the History of Eastern Europe</p> <p><u>Optional modules</u> Russian for Beginners (6 hours per week) Turkish Language II</p>
<p style="text-align: center;"><b>THIRD SEMESTER</b></p> <p><u>Compulsory modules</u> Economic Analysis I Quantitative Methods III (Econometrics) Community Institutional Law National Movements in the Balkans (19th -20th cent.)</p> <p><u>Optional modules</u> Russian Language III Turkish Language III Introduction to Balkan Studies Introduction to Slavic Studies Introduction to Oriental Studies</p>	<p style="text-align: center;"><b>FOURTH SEMESTER</b></p> <p><u>Compulsory modules</u> Business Administration Economic Analysis II Comparative Theories and Methodologies in the Social Sciences Introduction to Commercial Law Peoples and History of the Soviet and Post-Soviet Era Demography and Human Geography of South-Eastern Europe</p> <p><u>Optional modules</u> Russian Language IV Turkish Language IV</p>
<p style="text-align: center;"><b>FIFTH SEMESTER</b></p> <p><u>Compulsory modules</u> Contemporary Political Programs in the CIS and Southeastern Europe Economics of Transition I</p> <p><u>Optional modules</u> Russian Language V Turkish Language V Albanian Language I Arabic Language I Bulgarian Language I Polish Language I Romanian Language I Serbian (Croatian/Bosnian) Language I Specific Economic Issues I Money and Monetary Policy in Transition Economies International Economic Law and Law of International Transactions Introduction to Ottoman Studies Introduction to Church Slavonic Social Integration Policies: Migrants and Refugees in Eastern and Southeastern Europe Economic History of the Balkans: Mentalities and Attitudes (18th-20th century)</p>	<p style="text-align: center;"><b>SIXTH SEMESTER</b></p> <p><u>Compulsory modules</u> International Organisations and Institutional Framework of Human Rights Economics of Transition II</p> <p><u>Optional modules</u> Russian Language VI Turkish Language VI Albanian Language II Arabic Language II Bulgarian Language II Polish Language II Romanian Language II Serbian (Croatian / Bosnian) Language II Specific Economic Issues II Investment Evaluation and Credit Control Community Economic Law Contemporary Nationalism, Collective Identities and Minorities in Eastern and Southeastern Europe Topics in Slavic History / Linguistics / Literary Studies I Language, Institutions and Islamic Civilisations Ethnographies of the Balkans Readings in Russian literature Turkish Literature and Civilisation</p>
<p style="text-align: center;"><b>SEVENTH SEMESTER</b></p> <p><u>Compulsory modules</u> Issues in International Peace, Security and Stability in Eastern and Southeastern Europe International Economic Relations</p> <p><u>Optional modules</u> Russian Language VII</p>	<p style="text-align: center;"><b>EIGHTH SEMESTER</b></p> <p><u>Compulsory modules</u> Challenges of Development and Modernization in Eastern and Southeastern Europe Economics of the European Union</p> <p><u>Optional modules</u> Russian Language VIII</p>

<p>Turkish Language VII          Albanian Language III          Arabic Language III          Bulgarian Language III          Polish Language III          Romanian Language III          Serbian (Croatian / Bosnian) Language III          Industrial Economics in Transition Economies          Financial Principles          Law of Business Transactions in Southeastern Europe and the Black Sea Zone          Contemporary Issues on International Relations in Eastern and Southeastern Europe          Topics in Slavic History/Linguistics/ Literary Studies II          Religious Confession and Political Ideology          Greek Foreign Policy and Interbalkan Relations          Ethnographies of Eastern Europe          Dissertation</p>	<p>Turkish Language VIII          Albanian Language IV          Arabic Language IV          Bulgarian Language IV          Polish Language IV          Romanian Language IV          Serbian (Croatian / Bosnian) Language IV          Economic Growth in Transition Economies          International Banking Principles          Law of Financial Transactions          The Political Economy of Violent Conflicts in Eastern and Southeastern Europe: Conflict Resolution, Humanitarian Interventions and Cultural Impact          Topics in Slavic History / Linguistics / Literary Studies III          Islam and Nationalism          Albania and Albanians in the Balkans          Readings in Bulgarian Literature          Readings in Polish Literature          Readings in Serbian Literature          Dissertation</p>
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(adapted from information located at <http://www.uom.gr/depart/balkans.htm>)