

Thematic Network Project in the area of Languages

Sub-project 7: Translation and Interpreting

NATIONAL REPORTS ON THE TRAINING OF TRANSLATORS AND INTERPRETERS

Sub-project 7: Translation and Interpreting

National Reports on the Training of
Translators and Interpreters

Appendix to the Final Report for Year Three

European Language Council



[Home](#) [Association](#) [News](#) [Projects](#) [Activities](#) [Publications](#)

Thematic Network Project in the Area of Languages

- Thematic Network Project in the Area of Languages I (TNP1)
- Project for the dissemination of results of TNP1 (TNP1)
- Thematic Network Project in the Area of Languages II (TNP2)

European Language Council :: Freie Universität Berlin :: ZE Sprachlabor
Habelschwerdter Allee 45 :: D - 14195 Berlin
tel: 49-30-838.53718 :: fax: 49-30-838.53717 :: email: elc@zedat.fu-berlin.de

ELC homepage :: Last update: 06.06.2001
Comments? Suggestions? Mail us!

European Language Council



Home Association News Projects Activities Publications

Thematic Network Project in the Area of Languages I (TNP1)

Project results and outcomes

The **Thematic Network Project in the Area of Languages** was launched in September 1996 and came to an end in August 1999. In its third and final year it involved 123 partner organisations - 115 universities and 8 academic and professional associations - in the EU Member States, Iceland, Norway, the Czech Republic, Hungary, and Romania. The project was structured into nine sub-projects, each dedicated to a key issue from the large and complex area of languages. These included

- **transversal issues**, such as Multilingualism and the less widely used and less taught languages, Intercultural communication, New technologies and language learning, and Postgraduate studies;
- **issues linked to specific professions**, such as Language teacher training, Translation and interpreting, including the training of trainers, and the all-important issue of Language studies for students of other disciplines;
- **issues linked to 'traditional' sub-disciplines**, such as Dictionaries and Testing.

The principal aim of the Thematic Network Project in the Area of Languages was to **respond to the challenges posed to Higher Education by a multilingual and multicultural Europe**. It did so by **developing recommendations and proposals for language and language-related programmes designed to meet the demands in the professional, economic and social environments**. The idea was to encourage universities to implement the recommendations and to support the proposals.

European Language Council :: Freie Universität Berlin :: ZE Sprachlabor
 Habelschwerdter Allee 45 :: D - 14195 Berlin
 tel: 49-30-838.53718 :: fax: 49-30-838.53717 :: email: elc@zedat.fu-berlin.de

ELC homepage :: Last update: 06.06.2001
 Comments? Suggestions? Mail us!

European Language Council



Home Association News Projects Activities Publications

Project for the dissemination of results of TNP1 (TNPD)

The principal aim of the Project for the Dissemination of the Results of the Thematic Network Project in the Area of Languages was to **exploit the products and results emerging from the original Thematic Network and to disseminate them both among institutions of higher education and among non-academic target groups with a view to achieving wide-ranging impact.** To this end, the results were synthesised under two broad themes, which highlight both the relevance of the language issue to European integration and the responsibilities universities have in addressing this issue.

The results of the first three years of TNP activities were **harmonised and synthesised** under two broad themes:

THEME ONE: LANGUAGES, MOBILITY, CITIZENSHIP

Sub-theme 1: Mobility and co-operation: the needs of students and of the labour market

Sub-theme 2: European citizenship

Sub-theme 3: New learning environments: the European learning space

THEME TWO: LANGUAGE STUDIES FOR PROFESSIONAL LIFE

Sub-theme 4: Education of teachers and trainers for a multilingual Europe

Sub-theme 5: Training in translation and interpreting

Sub-theme 6: Language studies at advanced level for non-language professions

The **main outcome** of the dissemination project will be a document entitled ***Language Studies in European Higher Education - 2001-2005***. The preparation of this document is in its final stages.

The main points of the document were presented at an international conference which was held in Brussels on 23 September 2000, and which brought together experts involved in the project and representatives of academic and non-academic target groups. In this way, the conference provided a forum for a dialogue with non-university institutions and organisations which have a special interest in the language and language-related programmes offered by higher education institutions. This dialogue is of crucial importance to the aims and objectives of the dissemination project in that these institutions and organisations can provide valuable comments and feedback both on the needs identified and on the measures proposed to meet those needs.

[Please visit the project website!]

European Language Council :: Freie Universität Berlin :: ZE Sprachlabor
Habelschwerdter Allee 45 :: D - 14195 Berlin
tel: 49-30-838.53718 :: fax: 49-30-838.53717 :: email: elc@zedat.fu-berlin.de

Thematic Network Project in the Area of Languages I (TNP1)

Project results and outcomes

Studies and reports produced by the various Scientific Committees

NOTE: The products are available both as Word-files (Word 97 or higher) and as .pdf-files. A .pdf-file can be read with Adobe Acrobat Reader, which can be downloaded at no charge from Adobe Systems' website).

SP 1: Multilingualism and the less widely used and less taught languages

- General recommendations on Multilingualism and the less widely used and less taught languages - as Word file - as .pdf-file

SP 2: Intercultural communication

- General recommendations - as Word-file - as .pdf-file
- Report on the workshop on Intercultural Communication held at the Université du Littoral Côte d'Opale, Boulogne sur Mer, on 14 and 15 May 1999 - as Word-file - as .pdf-file

SP 3: New technologies and language learning

- Autonomy and self-instruction in language learning. Report prepared for the Evaluation Conference - as Word file - as .pdf file
- General report of sub-project, including a report on Research needs in ICT and language learning - as Word-file - as .pdf-file
- TALLENT - Teaching and Learning Languages Enhanced by New Technologies - Progress Report - as Word-file - as .pdf-file

SP 4: Postgraduate studies

- Profile of a University programme at advanced level (Masters type) in Applied Language Studies - as Word file - as .pdf-file
- Strengthening international collaboration in postgraduate language studies, a report, with proposals for action - as Word-file - as .pdf-file

SP 6: Language teacher training and bilingual education

- National Reports on Language Teacher Training and Bilingual Education in:
 - Belgium (as Word-file - as .pdf file)
 - Switzerland (as Word-file - as .pdf file)
 - Spain (as Word-file - as .pdf file)
 - Finland (as Word-file - as .pdf file)
 - France (as Word-file - as .pdf file)

- Greece (as Word-file - as .pdf file)
- Ireland (as Word-file - as .pdf file)
- Italy (as Word-file - as .pdf file)
- the Netherlands (as Word-file - as .pdf file)
- Norway (as Word-file - as .pdf file)
- United Kingdom (as Word-file - as .pdf file)
- Papers presented at The Multilingual Challenge Conference, Brussels, 8-9 May 1999 - as Word-file - as .pdf-file
- Towards the Establishment of a European Advanced Level Programme in Multilingual Education: CLIL (Masters Type) - as Word-file - as .pdf-file

SP 7: Translation and interpreting, including the 'Training of Trainers' strand

- Thirteen national reports, plus a report on Translation and Interpreting in central and eastern Europe - as Word-file - as .pdf-file
- Final recommendations for translation and interpreting - as Word-file - as .pdf-file
- Course profiles recommendations - as Word-file - as .pdf-file

SP 8: Language studies for students of other disciplines

- Organisation of Language Teaching for Students of Other Disciplines in Institutions of Higher Education in Europe - Report in English - as Word-file - as .pdf-file
- Organisation de l'enseignement des langues proposé par les Hautes Ecoles Européennes aux étudiant-e-s d'autres disciplines - Rapport en français - as Word-file - as .pdf-file
- Definitions and aims. Present practice - Report - as Word-file - as .pdf-file
- Report of workshop on Second Language Needs in the Professional World: towards a realistic training of students in universities and tertiary education institutions, Madrid, October 1998 - as Word-file - as .pdf-file
- A list of recommendations based on the work undertaken in the three-year project period regarding six priority areas - as Word-file - as .pdf-file
- Presentation of a survey of student mobility - as Word-file - as .pdf-file

SP 9: Dictionaries

- A Dossier entitled Dictionaries in Language Learning, containing (a) recommendations, (b) summaries of 12 national reports, (c) 10 thematic reports, and (d) a bibliography and resource list - as Word-file - as .pdf-file

SP 10: Testing/Assessment

- Assessing the Language Proficiency of Modern Language (Under)Graduates: a report on a survey and feasibility study - as Word-file - as .pdf-file

European Language Council :: Freie Universität Berlin :: ZE Sprachlabor
 Habelschwerdter Allee 45 :: D - 14195 Berlin
 tel: 49-30-838.53718 :: fax: 49-30-838.53717 :: email: elc@zedat.fu-berlin.de

Thematic Network Project in the area of Languages

Sub-project 7: Translation and Interpreting

INDEX:

National report on the training of translators and interpreters in:

Austria (AT)	2
Belgium (BE)	5
Germany (DE)	13
Denmark (DK)	24
Spain (ES)	31
Finland (FI)	42
France (FR)	50
Greece (GR)	65
Italy (IT)	71
Netherlands (NL)	76
Portugal (PT)	83
Sweden (SE)	88
United Kingdom (UK)	94
Translation and Interpreting in Central and Eastern Europe	106

National report on the training of translators and interpreters in Greece

Simos Grammenidis, Université Aristotle de Thessaloniki, GR

1 Introduction

1.1 The national linguistic situation

The linguistic landscape in Greece is relatively homogeneous. Modern Greek is the spoken language throughout the country. The evaluated form of classical Greek is an "original" language in Europe in relation to the majority of languages with Latin or Saxon origins. This originality constitutes one of the reasons that modern Greek is not widely spoken and Greek people are interested in learning foreign languages.

1.1.1 National language

The national language is modern Greek. It is both the official and the current language in all areas of the country.

1.1.2 Language policy

The fights between the defenders of a "pure" language (*katharevousa*) and the promoters of the "language of the people" (*Dimotiki*) which has marked the period between the world wars resulted in the restriction of the concept of "language policy" and its definition. Moreover, the fact that Greek is an isolated language which does not belong in any group of languages and is not widely spoken outside Greece, focuses the discussion about language, and the preoccupation of the authorities, on safeguarding the national language.

The learning of foreign languages is developed in three sectors: in the public education (primary, secondary, higher), in institutions supported by the state and in private institutions which include approximately 6,000 establishments all over the country.

In the public sector, historic and economic factors favour the teaching of English which is taught from primary level up to university level, followed by French which is also taught at secondary schools and at universities. German follows as a third choice and is taught in some secondary schools and at university. And finally, Italian is taught only at university. Recently the Ministry of Education introduced the compulsory learning of two foreign languages. These include English and a choice between French and German.

1.2 The system of higher education

There are eighteen establishments of higher education which develop the research and teaching in all scientific fields. Studies are at no cost to the participants. However, there is a restricted number of students. Access to undergraduate level in all universities is possible after a national examination. About 20% of secondary school graduates, that is 20,000 to 25,000 students per year, study in Greek universities. About 1,300 students per year, that is 5,5% of all candidates, follow language studies.

Every department is divided into Sections (units of teaching and research) which are specialised in a concrete field. Research laboratories belong to a department or to a section. Studies are separated into three cycles which lead to a degree.

The first cycle of studies is covered in eight or ten semesters and leads to the "Diploma of University Studies" (*Ptyhio*). The second cycle is covered in four semesters and leads to the Diploma of Postgraduate Studies (*Metaptyhiako*). This diploma constitutes a further qualification for the job market and in many cases it is a prerequisite for doctoral studies. The last cycle of studies is covered in a minimum of six semesters and it leads to the title of Doctor. This gives access to an academic career. It should be noted that not all departments have developed studies of the second and third cycles.

Foreign languages are envisaged in two ways:

- a. as subject of study and research field
- b. as subject of learning necessary for students of every scientific endeavour.

Two universities in Greece, namely, Athens, www.di.uoa.gr and Thessaloniki, www.auth.gr, develop studies of foreign languages and literatures (English, French, German, Italian) as well as English, French and German translation and interpreting. In all Greek universities students of all disciplines are encouraged to learn at least one foreign language (English, French, German, Italian or Russian) before they obtain their diploma. This is also valid for students in the institutions of Higher Technical Education (TEI) where a foreign language is an obligatory subject.

For the last few years there have been private organisations which, in collaboration with foreign universities - mainly English and American as well as French, offer the possibility to those who have not succeeded in passing the national entrance examination - so they are not qualified to study in a public university- to follow in Greece the first part of their studies (2 or 3 years) and finish them abroad. The programme followed is that of foreign universities and a large part of the studies is in English or in French. Students have to pay tuition.

1.3 Impact of secondary education on language studies in higher education.

There is an analogy between secondary and higher education. Languages taught in secondary school are the same as those studied in universities (Italian is the only exception).

The needs as regards the teaching of foreign languages in secondary schools have provoked very deep modifications in many university programmes. However, conditions in the teaching of foreign languages in secondary schools are often not satisfactory and cancel the benefits of the formation obtained at university.

As regards translation skills, students entering a university programme have usually little experience in *version* and *thème* and they consider translation as a means to learning a foreign language and not as a scientific field in its own right.

2. The training of translators and interpreters

2.1 Institutions responsible for training

Two state universities provide training of translators and interpreters. For many years this training was provided by European Institutes specialised in this field. One of them (The Centre of Training for Translators and Interpreters -*KEMEΔI*-)

was transformed to the Department of Languages, Translation and Interpreting of the Ionian University (Corfu), www.uion.edu.gr.

This Department is one of the two institutions which aim to teach and carry out research in the field of translation and the only one which is in charge of interpreting. It is an autonomous department receiving 30 students every year.

The second institution is the Translation Section in the French Department of the Aristotle University of Thessaloniki. It is a new academic unit and it is not exactly an institution training professional translators, - it is one of the three sections of the department. As the two others, it offers a translation module as a choice to 700 students, future teachers of French language. However, it must be noted that this new unit is in a start-up phase.

In all the departments of foreign languages and literatures, students have the possibility to follow translation modules. It is not, however, a training with professional aims.

Moreover, the European Commission, in collaboration with the Ministry of Foreign Affairs, organises and provides grants for intensive interpreting seminars for university diploma holders who speak at least three languages. Attendance is possible after an entrance examination.

In the private sector, the French Institute in Athens (IFA) and the French Institute in Thessaloniki (IFT), in collaboration with ITIRI (Institut de traducteurs, d'interprètes et des relations internationales - Université Strasbourg 2-) propose a training for bilingual (Greek - French) and trilingual (Greek - French - English, Greek - French - German, Greek - French - Italian, Greek - French - Spanish, Greek - French - Russian) translators which comprises two or four years. Students have the possibility to continue in Strasbourg and follow a DESS course.

Private translation offices organise, with grants from the European Commission, seminars for translator and interpreter training.

2.2 Content of training programmes

The programme at Thessaloniki is not yet fully defined. Discussions in the department show that, after having taken into account the needs of the market more than academic criteria, the initial aim of the Translation Section - training and research in translation/translationology - moves in the direction of professional training.

On the other hand, the programme of the Department of Languages, Translation and Interpreting of the Ionian University has been in effect for almost ten years. It includes the study of three languages including civics. Students have to choose two: English, French and/or German. The programme foresees subjects in civilisation, history and language but also practical subjects in translation and interpreting. The subjects are classified in two categories: obligatory and optional. Students must obtain a number of credits before they obtain their

diploma. They are examined at the end of the semester in the subjects they follow.

However, it must be noted that conditions do not favour the realisation of the ambitions in the department.

Finally, the programme of IFA and IFT includes practical subjects aiming to improve students' level of knowledge in the mother tongue and in the acquisition of translation skills. They also include theoretical subjects (translatology, medicine, oenology, European institutions, etc.).

Structure of programmes

The structure of the programmes follows the norms of Greek universities. Studies are spread over a minimum of eight semesters. They include obligatory and optional subjects and some must precede others. Every subject corresponds to a precise number of credits (1 to 3). Students are free to choose the subjects in which they are interested. Consequently, except for the obligatory subjects which are mandatory to all students, the structure and the composition of the programmes is the decision of the individual student.

2.4 Certification

There is no special legislation to define the norms to obtain the status of professional translators. Only translators to the Ministry of Foreign Affairs are admitted after an examination.

2.5 Impact of Community programmes to date.

The two institutions have profited from programmes of the European Union, participating in mobility programmes for students and teachers. The impact of the EU programmes becomes evident with the creation of the Translation Section in Aristotle University.

Career prospects outside the area of T & I

Theoretically, career prospects for the two programmes are not the same. The institutional context allows graduates of language Departments who are prepared for teaching to work as translators. On the other hand, it does not allow graduates of translation to work as teachers. The private sector is a third possibility.

3. New needs in the area of T & I.

The enlargement of the European Union, the geo-political position in the Balkans and newly created links between countries in the area, after the political changes in the last few years, have created new needs in the area of Translation and Interpreting.

3.1 In relation to the development of language studies.

New needs impose the reorientation of language studies. This will lead to a better training for translators. This reorientation needs:

- A diversification of the languages taught
- The improvement of the linguistic competence in the mother tongues and in

foreign languages of secondary school students who wish to follow translation studies.

3.2 In relation to professional requirements

A rising need for translation and interpreting is noticed particularly by Greek firms which are in the process of establishing themselves in Balkan countries and in the former Soviet Union countries.

Moreover, technological developments require translators to be trained in technical terminology and in specialised languages and in multimedia as well as documentation research. The Section of Translation in Thessaloniki proposes this kind of training.

3.3 In relation to Europe

European enlargement increases the needs for translation and conference interpreting. Languages such as Spanish, Portuguese, Swedish, Finnish and Dutch have not been taught in public establishments though needs are great. The same problem holds for the languages of new entrants to the EU.

4. Measures to be taken to satisfy the new needs identified

4.1 Measures to be taken in the areas of initial training and in service language teacher training

4.1.1 Measures within the responsibility of the institutions

- Creation of centres for training of translation teachers
- Recognition of "specialised translation" as a field of research in its own right

4.1.2 Measures within the responsibility of the regional and national authorities

- Application of concise legislation to obtain the status of official translator or teacher of translation
- Creation of technological documentation centres for translators
- Creation of centres for continuing education or distance learning
- Creation of audiovisual translation schools

4.1.3 Measures within the responsibility of the European Union

- To support more student and teacher exchanges
- To define standards for the professional training of translators
- To support the development and to finance the translators' (or future translators') training in these technologies

4.2 Measures to be taken in universities

4.2.1 Measures within the responsibility of institutions

- To redefine the content of translation courses in the departments of foreign languages and literatures in order to give them a professional dimension
- To adapt the current courses to the demands and needs of the market
- To establish new academic units for the learning of other foreign languages (Spanish, Portuguese, Danish, Swedish, Turkish, Bulgarian, Rumanian, Russian, etc.) than those currently taught.
- To envisage new linguistic combinations for the future translators
- To encourage the cooperation between universities and between the different departments of the same institution.

4.2.2 Measures within the responsibility of the regional and national authorities

- To coordinate the cooperation with countries which are going to enter into the European Union
- To maintain, if not to increase programmes, such as Socrates and Leonardo
- To support the projects for the development of common programmes and common diplomas
- To set up cooperation in networks by means of new technologies
- To facilitate the participation in information banks
- To finance the creation of terminology databases