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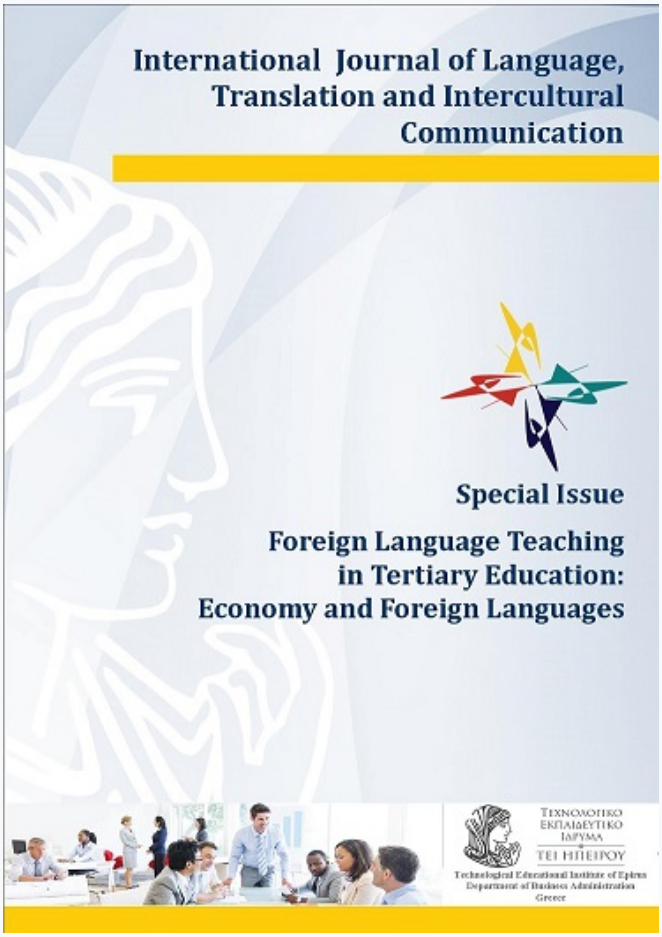

Guest Editor's Foreword

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Guest Editor's foreword

The economic crisis has led to high unemployment in Greece and in the European South, in general, and therefore many young people leave their countries in order to work in businesses either in Europe or in other continents. This mobility however, if regarded as a factor that promotes the professional competitiveness of young people, enriching their knowledge and skills abroad and allowing them to transfer their interlingual and intercultural experience to other businesses or back to their countries, leads us to the conclusion that the knowledge of one or more foreign languages is one of the pillars of young people's creativity and adaptation to the workplace.

On the other hand, a great number of businesses appear to be deficient in their staffing with people who know foreign languages and possess intercultural and interpreting skills, thus losing opportunities for collaboration agreements.

Companies and organisations with international ambitions require professionals and specialists in various areas to communicate effectively in foreign languages. Foreign language skills and competencies in business services are, therefore, qualifications required for employment in exporting European enterprises as well as in non-English-speaking countries. Linguistic diversity seems to be a challenge for businesses, as communication and collaboration in non-native languages can contribute to cross-border commercial relations and to the financial success of companies with international aspirations. Within this framework, teaching and learning languages for specific purposes in tertiary education focuses on students' professional linguistic needs, as well as on teaching materials production.

Three main issues are discussed in this volume: a) languages for specific purposes with respect to the working environment, b) the institutional role of languages for specific purposes, c) teaching LSP and specialized translation. In the volume, authors attempt to provide different aspects, approaches and practices in teaching LSP and specialized translation, and show procedures and related course designs to fulfil the students' needs for learning foreign languages for professional or academic purposes.

The present issue of the *Journal of Language, Translation and Intercultural Communication* draws on the 4th International Conference held in Igoumenitsa, Greece, in October 15 - 17, 2015. The theme of the Conference was "**Foreign Language Teaching in Tertiary Education: Economy and Foreign Languages**". It was an international academic event that attracted distinguished colleagues, who

presented their papers. It also has to be noted here that during the three days of the conference many stimulating discussions took place, giving the chance to all participants to share their ideas on the role of specific-purpose languages in academic environment as well as in the sphere of the global economy. The Journal hosts a number of selected papers presented at the conference, covering a wide range of the topics of the conference mentioned above. Following the Journal's policy, all submitted papers passed through double blind peer review.

To begin with, the challenges faced by teachers and researchers of ESP today are explained by Christopher Williams who in his article entitled "Survival strategies for teachers and researchers of ESP in economically challenging times" is focusing on the following issues: teaching LSP, conducting research in the field of ESP and introducing CLIL in a context of a prolonged economic crisis and of the marketization of the Italian tertiary education. The author concludes by arguing that the future looks bright for ESP studies despite the economic crisis.

Argyro Proscolli in her article "Redefining Education / Training of Teachers of Foreign Language. Professor or Professional of Languages?" [Επαναπροσδιορίζοντας την Εκπαίδευση/Κατάρτιση των Καθηγητών Ξένων Γλωσσών. Καθηγητής Γλώσσας ή Επαγγελματίας των Γλωσσών;] analyzes the connection between education/training in tertiary education and the labor market in the field of foreign languages by investigating converging and diverging trends between teaching / learning (general) language and language for specific purposes, the professionalization of education/training of language teachers in a pragmatic, epistemological, didactic/methodological level.The aim of the analysis is to redefine the general and specific language education/training of language teachers in the light of modern business needs.

In the same line of argument, Natalya Reinhold in her article "Russia's foreign language market and some innovative aspects of the university curricula" describes the compatibility between the market and business demands for Russian as a foreign language and translation/interpreting graduates with the respective degree programmes in the Russian institutions of higher education.

The importance of multilingualism in the workplace is Eve Lejot's field of research. In her article "Employee discourse: tensions between the use of English and multilingual exchanges in daily work activities" she analyzes Airbus employees'

interviews using argument formulas in order to show that the employees adapt their communication according to workplace structures.

The Greek educational context, and especially the foreign language policy in Greek higher education, presents an interesting case to be studied as very few actions regarding multilingualism and multiculturalism have been implemented. Theodora Tseligka in her article "Developing a foreign language policy in Greek higher education (HE): striving between Scylla and Charybdis" investigates the foreign language policy in Greek higher education in order to analyze language practices and programmes of study implemented in Greek higher education institutions, as well as instructors' professional status. Findings show that designing a successful and effective FL policy in tertiary education needs an extensive co-operation among all stakeholders along with the exigencies placed by the wider socio-economic and political environment.

Cultural events, such as festivals, become increasingly important as intercultural and interlingual communications take place. Giulia Rossetti in her article "Foreign languages education in international literary festival tourism: the case of Festivaletteratura in Italy" focuses on *Festivaletteratura of Mantua* (Italy) as a case study, trying to investigate if international literary festivals can develop adult visitors' language learning by examining the importance of interlingual communication as well as the role of foreign languages in festival tourism.

An interesting study which leads to suggestions in the design of modules, taking into account the role played by both Business English and Business French, in terms of teaching implications and job opportunities is presented by Veronica Benzo and Giuseppina Di Gregorio. In their article "Business English and Business French: a comparative analysis of teaching strategies and firms' needs" they analyze language curricula at the University of Catania, Department of Business Economics, in order to discuss to what extent companies are aware of the need to invest in languages, intercultural and interpreting skills, and the management of linguistic diversity.

As tourism is a dynamic and competitive industry that requires communication skills, Nektaria Tziora, Nikolaos Giovanis and Charalabos Papacharalabous in their article "The role of foreign languages in hospitality management" investigate the role of foreign languages in the Greek hospitality industry and in hospitality management education. The findings of a quantitative research conducted by the authors, focusing

on managers of luxury hotels operating in Greece and hospitality management students, will show a contradiction between theory and practice. Authors believe that an ongoing cooperation between hospitality industry and hospitality management education could facilitate the planning and evaluation of foreign languages for tourism courses that depict the specific needs students are most likely to face in their career.

Investigating the intercultural awareness of first and second year undergraduate students attending an English for Business and Economics course in relation to their interest in the economy and culture of other countries, Eleftheria Nteliou and Olga Kehagia in their article "Intercultural perceptions among undergraduate students in English for Business and Economics courses" analyze undergraduate students' perceptions. Authors will show that foreign language instruction should conform to the needs of the highly demanding and internationalized workplace, by focusing on learners' development of intercultural awareness and competence through updated methods.

Sofia Christidou and Stavros E. Kamaroudis in their article, "Seeking new paths by attempting avant-garde teaching methods through translation and creative writing for classes of English for Academic Purposes (EAP). The cases of the Schools of Engineering, Departments of Mechanical Engineering, Informatics and Telecommunications Engineering, and the School of Fine Arts, Department of Applied and Visual Arts, University of Western Macedonia", observe students' reaction to new approaches to teaching English for academic purposes that were adopted in the School of Fine Arts, such as pedagogical translation and creative writing. The results of the written assignments show that students feel more confident when communicating in the foreign language and improve their language skills.

Ioannis Saridakis in his article "Developing and exploiting linguistic resources in research and in the didactics of Specialised Translation" outlines the main state-of-the-art linguistic resources that can be developed and used in the research and didactics of Specialised Translation. In addition, he points to the still largely unexplored potential of the combination of Corpus Linguistics, Descriptive Translation Studies and Systemic Functional Linguistics into a single scientific and research agenda, to the benefit of both translation practitioners and trainee translators.

The use of corpora in teaching LSP and specialised translation provides a different approach to learning. Eleni Tziafa in her article "Language resources to be

used in teaching of LSP and specialised translation: Annual Reports in the banking sector as ad-hoc parallel and comparable corpora, in English, French and Greek", summarizes the findings of the analysis of Annual Reports in the banking sector in English, French and Greek. The objective is to prepare teaching materials tailored to the communication needs of students of economics or participants in business English courses, as a result of a contrastive linguistic research on the basis of parallel and comparable corpora. For this purpose, the author applies easy to use and appealing concordance programs in order to facilitate teachers' and learners' work with corpora.

Another challenging approach to teaching economic and cultural Italian issues using epistolary corpus is described in Gianfranca Stornelli's article "Papafeio epistolary corpus as a resource in teaching LSP". The Papafeio Archive, with its epistolary Italian corpus, constitutes a 19th century resource. The author focuses on three issues: the Italian language during nineteenth century, the cultural aspect of the epistolary corpora and the specialized language that Papafis used, in order to demonstrate that obsolete material can cover the cultural gap contained in an economic/historic text and can be used in order to give students cultural self-awareness, intercultural perspective and tools.

Finally, Elisa Hatzidaki in her article "Monolingualism or multiple versions for Erasmus+ Guidelines? Incompatibilities and utopia" investigates the linguistic practices in the EU and the current status of translation of official documents regarding the Erasmus Charter for Higher Education. The study focuses on the Call for Proposals KA3 Applicant's Guidelines for the selection year 2016 and the author intends to show textual divergences and translation shifts by comparing the French and English versions. Contrastive analysis will show the linguistic disequilibrium in order to highlight the burning issue of equivalent transfer in translation.

I am very grateful to the members of the scientific committee of the present volume, who did the difficult job of reviewing the papers submitted:

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