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**LANGUAGE POLICY AND FOREIGN LANGUAGE EDUCATION IN
GREECE IN THE SECOND HALF OF THE 20TH CENTURY**

The integration of the Ukrainian society into the European and the world social, economic, cultural, and informational space increased the need for foreign language skills, which are seen as an essential prerequisite for the establishment of personal, cultural, professional, and economic connections. Therefore, in Ukraine, much importance is attached to language education, the main task of which is the development of a spiritual individual equipped with (a) the knowledge of and skills in the practical use of a foreign language, its expressive means, styles, genres, and various forms of language activity, (b) the ability to cope with the constantly increasing information flow, learn independently, and (c) the willingness to pursue personal development.

Language education depends on language policy of the state. The latter is a burning issue in Ukraine. Unfortunately, foreign language education in the country is facing certain challenges, such as lack of correspondence to international standards in language education, inadequate material and technical resources necessary for teaching a language, low quality of curricula, syllabi, textbooks, etc.

The search for the effective means of dealing with the afore-mentioned challenges involves the analysis of the past experience of one's own country, as well as of foreign states. Greece, which joined the European Union in 1981 and pays special attention to foreign language learning, can serve as a good example in this field.

Theoretical background for the study of the terms *language education* and *language policy* was laid in the works by B. Hershunsky, N. Halskova and N. Hez, O. Kuznetsova, S. Nikolayeva, J. Fishman, E. Haugen, et al. The specific features of

language education in Europe were discussed by O. Avksentyeva, V. Bazurina, N. Hal'skova, N. Hez, V. Hamanyuk, H. Yelizarova, N. Ivashchuk, O. Kuznyetsova, Ye. Spitsyn, I. Pasyukova, I. Taranenko and many other scholars.

Despite ample research that can be mentioned in this context, the analysis of the works on education in foreign countries suggests the lack of attention to the study of language policy issues in Greece, in particular to the terms *language education*, *language policy* and their interpretation by Greek scholars.

Taking the afore-mentioned into consideration, the aim of the article is to analyze the main approaches to understanding the notions of *language education* and *language policy* by Ukrainian and Greek researchers; to determine the specific features of foreign language education in Greece in the 2nd half of the 20th Century.

Psychological, pedagogical, and linguistic sources demonstrate that there is no common view on the content of the term *language education* in Ukraine and Greece. Thus, O. Kuznetsova defines *language education* as a social and pedagogical phenomenon, targeted at studying, sustaining, and reproducing the national advancements in education, as well as at ensuring the openness of the system of education and its integration into the world educational space. The author believes that the term *language education* is oriented to the practice; its use presupposes the development of oral and written speech and communicative competence. Such interpretation makes it the most comprehensive way to reflect the goal and nature of language teaching/learning nowadays. The notion of *language education* embraces two main directions, namely learning one's native language and learning a foreign language [3, p. 1].

Having considered B. Hershunsky's views, N. Gal'skova and N. Gez see language education as: 1) a value; 2) a process; 3) an outcome; and 4) a system. Language education as a value includes three axiological components: language education as a state value, language education as a value for the society, and language education as an individual value. The nature of language education can also be interpreted as a process of progressing from the goal to the outcomes, which is the assimilation by the individual, the state, and the society of the values "generated" in

education. It is obvious that language education should also be regarded as a system included in the system of education in general. Language education as a system has its own structure, functions, and main constituents [2, p. 4 – 40].

It should be mentioned that Greek researchers in this area do not give a precise definition to the notion of *language education*, though their understanding of this term is quite similar to the one found in Ukrainian sources. Most scholars in Greece emphasize that language is a state value, as well as the value of a certain social and national group and of every individual. Language education as a component of the system of education is regulated by state policy, or language policy in particular.

Therefore, language education is a complex multifaceted system of interaction among and between the state, the society, and educational establishments that is aimed at mastering the communicative competence by the citizens of the country and at the development of an individual, able to satisfy his/her personal, social, and professional needs and striving for self-perfection and growth.

Greek scholars also state that language and language education have always been a matter of paramount importance for politics and government. At the national level, language is the marker of national identity, sometimes leading to conflicts that have always had and will have negative consequences for education. To prove this point, V. Tokatlidou refers to the situation in Greece, mentioning the struggle around the two varieties of the Greek language (Demotic Greek, Dimotiki, and Katharevousa), which plagued education in Greece in the course of several centuries. The author also mentions Spain and Belgium, where the Castile and Catalan languages and French and Flemish, respectively, are still the source of social strain. At the international level, language is a means of spiritual, political, and economic influence, which have always brought about competition between widely used languages (English and French), as well as some smaller national languages.

V. Tokatlidou emphasizes that language is not merely a means of communication, but it is capable of expressing one's stand, cultural and national identity. This feature of language, according to the author, explains why language

diversity is sometimes viewed by the society and the state as a sign of the insufficient unity of the society or as the lack of control on the side of government [6, p. 114].

The above-mentioned shows that language education is closely interrelated with such notions as *language policy* and *language planning*.

The term *language policy* was introduced by J. Fishman in 1970 and, as such, complemented the term *language planning*, which was proposed in 1959 by E. Haugen. At the same time (in the 1970s), the term *language policy* started to be actively used internationally, including Greece and Cyprus.

As the analysis of the literature sources in the field demonstrated, Ukrainian and foreign researchers understand the term *language policy* in a similar way.

For instance, a comprehensive definition of this notion is suggested by a Ukrainian scholar V. Brytsyn, who interprets it as a set of ideological principles and practical activities, aimed at regulating language relations in the country or at the development of the language system in a particular direction. In multi-national countries, language policy is a constituent of national policy; it reflects its principles and is in line with the dominating ideology. The vectors and the forms of implementing language policy are determined by the social and political system in the country, its regime, inter-ethnic relations in economy, culture, religion, etc. Language policy can be directed either at upholding the domination of the state language or solving national conflicts by supporting the languages of national minorities [1].

The Greek researcher O. Prophili states that language policy describes in general terms various means or ways with the help of which languages serve the citizens in their active involvement in the life of the society [5].

We believe this interpretation of language policy is too simplified, since it reflects the view on language as a means of communication only, without any regard to political and ideological factors that determine the support of a given language by the state.

On the other hand, the Greek professor in applied linguistics A. Kiliari suggests that, generally speaking, language policy is, as a rule, the result of the process of social, economic, and political changes [4, p. 54 – 55].

To our mind, the most comprehensive interpretation of the term *language policy* was introduced by V. Tokatlidou, who states that this term should be understood as the position of certain, usually state, authority on language issues existing within country's social groups, as well as the decisions made by the authority and reflected in the Constitution or other government acts. The author mentions that most often language policy of the state is articulated by the dominant social group and ideology. Therefore, language policy usually supports that language or those languages of a particular nation or society that are thought of as “beneficial for the nation” by the leading social groups.

The scholar also states that the position of the state on language issues can determine a number of typical language ideologies. They include: language assimilation (e.g., colonial system), language pluralism (e.g., in Belgium, Switzerland, Luxemburg), internationalism (the Russian language in the states of the former USSR), and the ideology of restricting the use of a particular language to the internal use in the society [6, p. 115].

We believe that the definition of the term *language policy*, except for its linguistic and ideological aspects, should also embrace the economic component because the question of the learning and using of a certain language (both native and foreign) often depends on the economic consequences of this choice for the state.

Therefore, the term *language policy* can be defined as a set of actions taken by the state, or the ruling class, targeted at supporting or restricting the use of a language (native or foreign) in various spheres of social life, in particular in education, on the basis of certain ideological, social, and economic factors.

The studies conducted in Greece show that scholars in this country differentiate between the terms *language policy* and *language planning*. The latter is referred to as specific actions taken to implement the decisions of the state, namely certain legislative acts that describe the ways and means of the application of political

decisions to practice. Therefore, for Greek scholars, the content of the language planning measures is more important than the content of the declared political decisions, which are not always put into practice [6, p. 115 – 116].

The notions of language policy and language planning, as highlighted by, for example, the Greek researchers A. Kiliari and V. Tokatlidou, are intertwined with the notion of language curriculum planning that specifies how the process of teaching a language to certain individuals is conducted. Planning of a certain language curriculum, its development and the assessment of its quality in the educational process are the components of the language policy of the state. Respectively, language curriculum planning implies the existence of a language policy reflected in a number of legislative acts that would legitimize the implementation of this program [6, p. 116].

The chart below features the differences in the content of the notions *language policy*, *language planning*, *language curriculum planning*, the agencies responsible for the implementation of language policy, for language planning and language curriculum development, as well as the outcomes of their work in Greece in the 2nd half of the 20th Century.

**Language Policy, Language Planning and Language Curriculum
Development in the 2nd half of the 20th Century**

The content of the notion	The agency responsible	Outcomes and products	Social control: responsible individuals and professional in the field of language education
Language policy Determining conditions for functioning and development of languages in different spheres, including education	1950s-1970s – Greek Government (Parliament) 1980s-1990s – Council of the European Union, European Parliament, Greek Government (Parliament)	Constitutional rulings, laws Resolutions, decisions Constitutional rulings, laws	
Language planning Implementing language policy through a set of specific measures	1950s-1970s – Ministry of Education 1980s-1990s – Council of Ministers, European Commission	Constitutional rulings, laws, resolutions, decisions Recommendations, memoranda, strategy papers, reports to the Council of Ministers, European Parliament	

	Ministry of Education Higher Educational Institutions	Draft laws, Ministry's rulings, President's decrees Reports to the Minister Curricula	
Language curriculum planning development and preparation of means and instruments for the implementation of the measures planned	Language education institutions – respective faculties (schools) and departments of higher educational institutions Organizations in charge of language skills certification (respective centers affiliated to universities) Specialists in the sphere of language teaching methodology Language teachers	Language education/training curricula, syllabi Portfolio (learning material distributed depending on the level of language mastery), certificates Curricula, syllabi, models, language education principles, didactic materials Curricula, syllabi, models, didactic materials, lesson plans	

The chart suggests that the system was subject to certain social control on the part of local authorities, professional unions, cultural and other organization, the associations of parents, students, scholars, etc. Every group assessed the measures taken on the basis of its own criteria and, in case of dissatisfaction, expressed criticism as a form of feedback for competent individuals and organs to consider.

If the dissatisfaction or even confrontation involved many people, which was a threat to social peace in the country, the authorities were forced to revise their rulings on language policy and suggest the changes that helped to return the system to the normal mode of functioning (the change from Katharevousa to Dimotiki).

V. Tokatlidou emphasizes that the points of view of the professionals in the corresponding fields had much influence on the process of decision-making in the sphere of language policy. Though their opinion was not always taken into consideration, scholars were able to use theoretical reasoning to support or, on the contrary, undermine certain language policy or measures in language planning shaping public opinion in this regard. Another factor that made the scientific community a powerful authority was the availability to its representatives of the latest

scientific achievements, which could be used to support the system at different levels [6, p. 118 – 119].

The analysis of linguistic and linguocultural studies reveals that from the 2nd half of the 20th Century people started learning languages, including foreign languages, to satisfy certain needs, as a rule economic and social needs, which did not always correspond to the official state policy concerns. In the following chart, we are going to demonstrate the changes that took place in language education in Greece in the 2nd half of the 20th Century in three spheres of social life, namely administration, education (higher education, in particular), and social life.

Language Policy Implementation in Greece in the 2nd half of the 20th Century

	1950s-1970s	1980s-1990s
Administration	State language – Katharevousa. No foreign languages (foreign language is not required to get a job in the public sector)	Dimotiki with numerous neologisms, which emerged as a result of the existence of the parallel translations of European Union texts, so-called Eurolect. Rarely English or French
Education (Higher Education)	Katharevousa, one foreign language (English or French) in higher educational establishments; secondary educational establishments offered foreign language training at gymnasio-level only	Dimotiki, two or even more foreign languages in higher educational establishments (English language classes were offered already at primary schools (with French or German to be added in gymnasio))
Social Space	Dimotiki and Katharevousa were used as the signs of social stratification. The knowledge of a foreign language (usually of more than one) was a privilege enjoyed by the ruling class; middle class spoke one foreign language (most often English or French). Other languages, emigrants' languages.	Dimotiki with numerous borrowings from mostly English. New Greek was used by economic emigrants (refugees). English, French, German, Italian (secondary school level) for communicating with foreign nationals. German or French from repatriates who emigrated to Germany and France. Many foreign languages (Balkan and Asian) from economic refugees.

The chart shows that changes in the social space encouraged language diversity, while, on the other hand, state institutions and educational establishments, which are, to certain extent, controlled by the Government, were prone to resist the spread of languages. They passively reacted to the qualitative and quantitative changes that embraced the social sphere, in which the mobility of people and

products entailed by the growing globalization stimulated language diversity (including the use of not only international languages, but some smaller ones).

But profound changes in the Greek society and the increased mobility in Europe could not but deepen language change. For instance, foreign languages, which used to have more of a symbolic value, became practically important, since Greece transformed from the donor country to the country-recipient of the labor force, turning its major cities into true international hubs. This made the revision of country's language policy inevitable.

It should be mentioned that, by mobility, Greek scholars understand not only moving from one country to another or exchanging visits. Mobility is a free movement of people in the new informational society and the society of knowledge, providing for the opportunity to move freely for the sake of cooperation, exchange of ideas, successful realization of joint projects, etc. Mobility also refers to the change of the place of residence (limited or unlimited in time), moving around, new job, and coexistence with the people of different cultural background.

Therefore, mobility brought about new needs in the Greek society: the need for communication, co-existence, and co-operation, which, according to A. Mozer, V. Tokatlidou, A. Tsotsourou, et al., had not been taken into consideration in foreign language methodology before (including the methodology of teaching Greek as a foreign language). The analysis of foreign language textbooks and learning outcomes makes this conclusion quite evident. Furthermore, the organizers of European educational initiatives, such as, for instance, the Socrates programme, emphasized that communicative difficulties [6, p. 135] are experienced both by Greek students coming to other countries and by foreign students coming to Greece for university-level studies.

V. Tokatlidou insists that mobility also includes virtual mode of cooperation, information exchange, and education, which became possible due to the wide spread of information and communication technology making travel unnecessary and, thus, reducing expenses. Video-conferencing and virtual classes are part of a new reality that is capable of providing the access to the interlocutors' location replacing, in

many occasions, physical travel, which can be difficult because of numerous (social, economic, or physical) factors.

Therefore, Greek scholars suggest that the new social context, which is constantly changing under the influence of new technology and shifts in the social stratification of the society, requires up-to-date knowledge, in particular language knowledge, which would ensure the access to information. The quantity and quality of information, the ability to use it can become a critical factor for the participation of an individual in the social life [6, p. 137 – 138].

The features of the new Greek society (as well as the world community in general) and the new needs of the citizens brought about by its emergence are summarized in the chart below.

New society features	New needs
<ul style="list-style-type: none"> - free access to information - globalization of knowledge - technology popularization and new working/learning conditions - lifelong learning - time distribution and management according to individual needs - multicultural and multilingual societies - physical and virtual mobility - markets liberation and growing role of language in economy 	<ul style="list-style-type: none"> - access to various sources of information - information management - information and communication technology use - self-education - time distribution - knowledge of several languages - physical and virtual travel - cooperation (including distance one) in various spheres

It is obvious that these new features and the needs are to be taken into consideration by the state while developing new integrated curricula and not only those related to languages.

To sum up it should be emphasized that Greek scholars distinguish among such notions as *language education*, *language policy*, *language planning*, and *language curriculum planning*. Language education is understood as a system of interaction between and among the state, the society, and educational institutions that is aimed at the development of the communicative competence by the citizens to satisfy their personal, social, and professional needs. Language policy, in most general terms, can be interpreted as the content of the declared political decisions regulating the functioning of languages, as well as their teaching/learning in the territory of a given country. Language planning, therefore, embraces the specific measures to carry out

these decisions. One of the outcomes of language policy and language planning is a properly developed language curriculum.

Further research in the field may be focused on the analysis of the material and technology resources, as well as the methodological support of language education in Greece in different types of educational institutions.

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Короткова Ю. М. Мовна політика та іншомовна освіта в Греції другої половини ХХ століття

Статтю присвячено вивченню особливостей реалізації мовної політики та іншомовної освіти у Греції другої половини ХХ ст. Авторкою доведено актуальність вивчення досвіду Греції у сфері мовної політики з огляду на зміни, що відбуваються в Україні. У статті проаналізовано погляди вітчизняних та грецьких науковців на сутність понять „мовна освіта” та „мовна політика” та визначено спільні та відмінні риси в підходах до їх тлумачення; досліджено зміст понять „мовна політика”, „мовне планування”, „планування навчальної програми з мови”, поширених у грецькій науці; визначено особливості забезпечення іншомовної освіти в Греції у другій половині ХХ ст. та виявлено низку чинників, які призводять до змін у потребах громадян та впливають на реалізацію мовної політики в країні.

Ключові слова: мовна освіта, мовна політика, мовне планування, навчальна програма з мови, мобільність.

Короткова Ю. М. Языковая политика и иноязычное образование в Греции во второй половине ХХ века

Статья посвящена проблемам языковой политики и иноязычного образования в Греции во второй половине ХХ в. Автор обосновывает актуальность изучения опыта Греции в сфере языковой политики, учитывает изменения, происходящие в Украине. В статье проанализированы взгляды отечественных и греческих ученых на сущность понятий „языковое образование” и „языковая политика” и выявлены общие и различные черты в подходах к их интерпретации; рассмотрено содержание понятий „языковая политика”, „языковое планирование”, „планирование учебной программы по языку”, распространённых в греческой науке; изучены особенности обеспечения образования в области иностранных языков в Греции во второй

половине XX века и выделен ряд факторов, которые приводят к изменению в потребностях граждан и влияют на реализацию языковой политики в стране.

Ключевые слова: языковое образование, языковая политика, языковое планирование, учебная программа по языку, мобильность.

Korotkova Yu. M. Language Policy and Foreign Language Education in Greece in the Second Half of the 20th Century

The article discusses the peculiarities of language policy implementation and foreign language education in Greece in the second half of the 20th Century. The author emphasizes the need to study other countries' experience in the light of the changes Ukraine is facing while entering the European and world educational space. She specifically discusses the difference between the notions *language education* and *language policy* and compares and contrasts the approaches to their interpretation taken by Ukrainian and Greek scholars.

In this article, the terms *language policy*, *language planning*, and *language curriculum composition* are studied in the context of the research conducted in Greece. Special attention is paid to various social, cultural, economic, and political changes that have recently occurred in the Greek society, such as free access to information, the globalization of knowledge, technology popularization, new conditions for teaching/learning, the domination of lifelong learning, physical and virtual mobility, the need for individual time distribution and managements, etc., which have to be taken into consideration while executing language policy and foreign language education in a country.

Key words: language education, language policy, language planning, foreign language curriculum, mobility.

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