

Project Report

DIALOGOS

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NOTE: All Approvers are required. Records of each approver must be maintained. All Reviewers in the list are considered required unless explicitly listed as Optional.

Name	Role	Action	Date
Carmen Pena	Project Coordinator, Member of the SC	Approved	30/06/2025
Mara Morelli	Member of the SC, Project Manager for the Italian Team	Approved	30/06/2025
Elpida Loupaki Member of the SC, Project Manager for WP4	Elpida Loupaki Member of the SC, Project Manager for WP4	Approved	30/06/2025

1.1. Activities

ID	Activity	Target Delivery Date	Actual Delivery date	Status	Comments
WP4.3	Development of terminology resources for training material	June 2025		Ongoing	Videos with the use of ispring are still created.
WP4.3	Glossaries of terms in the domains selected	June 2025		achieved	Activities were finalised.
WP4.3	Assessment for training material	June 2025		achieved	Activities were finalised.

<The deliverable IDs should be aligned with the ones used previously in the Project Charter.>

1.2. Activities Plan

Planned		Actual		Performance	
Start Date	End Date	Start Date	End Date	Schedule	Budget
1/09/2024	31/03/2025	1/10/2024	30/04/2025	After receiving the reports from WP3 and analysing results of the piloting led by the Spanish team, we gathered the material proposed by our partners and studied relevant bibliography on terminology needs in PSIT. Furthermore, we proceed in creating an online survey to measure the needs of professional in PSIT, regarding terminology. This online survey offered valuable information in order to find adequate material for the creation of our course. We established its contents and developed our own materials collection.	WP4

1.3. Changes

ID	Change Name	Change Description & Details	Status	Action Details (effort & responsible)	Actual Delivery Date
WP4.3	Submission date changed	The report date could not be handed in in its due date because material was still being created and finalised	Complete	The report was submitted later than originally anticipated due to the complexity and demanding nature of the material development, which extended the preparation timeline beyond initial projections.	21/07/2025

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1.4. Major Risks and Actions Taken

ID	Category ¹	Risk Name	Risk Description & Details	Status ²	Likelihood ³	Impact ⁴	Risk Level ⁵	Risk Owner	Risk Response Strategy ⁶	Action Details	Target Date

1.5. Major Issues and Actions Taken

ID	Category ¹⁶	Issue Name	Issue Description & Details	Status ⁷	Action Details	Urgency ⁸	Impact ⁹	Size ¹⁰	Target Date	Issue Owner

¹ Categories of risks / issues related to the area affected by the risk / issue (e.g. Business, IT, People & Organisation, External and Legal).

² The risk status can be any of the following: Proposed; Investigating; Waiting for Approval; Approved; Rejected; Closed.

³ A numeric value denoting the estimate of the probability that the risk will occur. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁴ A numeric value denoting the severity of the impact of the risk (should it occur). The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁵ The risk level is the product of the likelihood and impact (RL=L*I).

⁶ The possible risk response strategies are: Avoid/ Transfer or Share/ Reduce / Accept.

⁷ The issue status can be any of the following: Open; Postponed; Resolved; Closed.

⁸ A numeric value denoting the urgency of the issue. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁹ A numeric value denoting the severity / impact of the issue. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

¹⁰ Issue size represents the effort related to the issue resolution. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

1.6. Achievements

<This section is optional and the objective is to provide an overview of what has been achieved that haven't been yet referred in this document. It should focus exclusively on the reporting period.>

Project Highlights / Achievements	Comments
Constant and constructive interchange of views opinions between the different project partners.	Ongoing communication has been maintained among the various national teams, the Steering Committee, and members of the Greek team involved in the Module's development. This strong collaborative dynamic stands out as one of the project's key accomplishments. The Greek team has received highly positive feedback from all partners regarding the produced material, which has been instrumental in further enhancing its quality.
A key accomplishment of the Greek team has been their effort to build upon prior research, ensuring continuity and deeper integration of existing knowledge.	This is why we incorporated in our training Module previous projects' results such as REACTME, ORCIT, EthnoMed, collaborative tools, etc.
A key achievement is the involvement of our Masters' students in the process of localisation, validation and piloting of the material.	Engaging master's students in the project promotes awareness among young professionals about inclusivity and the significance of eliminating language barriers in public services. This experience may influence their future career paths, particularly for those with heritage language backgrounds who could contribute in PSIT contexts.

1.7. Results summary

1.7.1. Workflow

Since Module 6 had not yet been designed by our Spanish partners, we initiated our work by reviewing relevant literature. In a reference document from a previous European project, we identified core terminology competences for PSIT, including:

- a) the ability to recognize relevant terminology,
- b) command of terminology and its functional equivalents, and
- c) familiarity with available research and terminology management tools.

Building on these findings, we developed an online survey (full questionnaire in Appendix 1) to explore both the needs and working habits of PSIT professionals regarding terminology. The survey was distributed by our Spanish and Italian partners, yielding 10 complete and insightful responses.

Key takeaways suggest that training should focus on:

- Storage techniques and tools
- Research techniques for terminology documentation
- Development of evaluation techniques

Conversely, the module should avoid:

- Subscription-based tools
- Overly sophisticated platforms
- Time-intensive research practices.

Following the evaluation of the survey results, we proceeded with the development of the training material. This phase built upon previous research conducted by our Spanish and Italian partners, incorporating a comprehensive mapping of linguistic resources produced by NGOs and international organizations, with a focus on Languages of Lesser Diffusion (LLD).

The material was then prepared in the form of a PowerPoint presentation and piloted with master's students. During the piloting phase, the presentation was delivered in a classroom setting, accompanied by a pre- and post-session questionnaire to assess the students' response to the learning content.

In the question "What did you retain from today's session?" the students gave the following answers:

- Computer-Aided Interpreting (CAI) tools.
- Corpus management tools.
- The use of context in terminology.
- The importance of preparation in PSIT.
- New glossaries and term-bases.

In the following stage the material produced in English was sent to our Spanish and Italian partners. Their valuable feedback helped us to further adjust our material to the target group, its lack of prior knowledge and its special needs. After extensive changes and adjustments, we resulted to the material now available.

1.7.2. Module structure design

The structure of the Module was initially designed as follows:

Units	Unit title	Slides	Content
0	Title of the Module	1	
1	Why terminology?	2-3	Scenarios of terminology use in PSIT environments
	Different meanings of a term	4	Scenario of different meanings of the same word

	What's terminology?	5	Definition of terminology
2	Terminology and Documentation Research	6-7	What kind of resources can I use?
	Methodology of Terminology Research in PSIT	8	Before PSIT During PSIT After PSIT
3	Terminology Research before PSIT	9-10	
	Linguistic resources		
		11	Glossaries – Dictionaries [general / specialized]
		12-13	Examples of glossaries and dictionaries [languages/domains]
		14	Termbases
		15-16	Examples of termbases

	Terminology Research before PSIT Textual resources	17-18	Specialized texts and their use in Terminology Research [Corpora]
		19-20-21-22	Examples of specialized texts [health/ law]
4	Terminology Research before PSIT TOOLS	23-24	Research machines [tips & tricks]
		25	Terminology extraction tools
		24-25-26-27	Corpus management tools: What is a corpus management tool? What are the main functions related to terminology research? antConc
		28-29	Machine translation tools Google Deepl eTranslation

5	Terminology Research during PSIT	30-31-32	CAI tools Speech-to-text
6	Terminology Research after PSIT	33	What to do with your terms?
		34	Different ways of storing terminology Word table Excel Termbases
		35	What to store? Term, context, related terms, notes [= for which setting/ sensitive information/]
		36	Examples of terminology entries
		37	Collaboration for Terminology in PSIT
		38-39-40	Collaborative tools
7	Exercises	41-50	One exercise for each method and tool

8	Further reading	51-55	Videos, user's guides, articles
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Following discussions and idea exchanges with our partners, the unit on corpus management tools was removed, while an additional unit focusing on resource evaluation and research techniques was introduced.

Following final adjustments, the material was shared with our partners and received their approval. Throughout the process, we collaborated with master's students to test the material, which proved to be a valuable experience for both the project and the students involved. Throughout the workflow, we engaged with speakers of Languages of Lesser Diffusion (LLD) and heritage languages, carefully considering their feedback. Several expressed interest in participating as trainers in a future initiative, contributing to the ongoing development of DIALOGOS.



Appendix 1 Online survey

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Investigating Terminology needs in Public Service Interpreting and Translation

OVERVIEW: This survey is conducted by Ms. Elpida LOUPAKI, Associate Professor at the Aristotle University of Thessaloniki, within the framework of the Erasmus+ project "DIALOGOS: Communication in Public Services Interpreting and Translation". The aim of this survey is to identify the terminology needs of Public Service Interpreting and Translation (PSIT) in Greece for Languages of Lesser Diffusion (LLD). Every processing of personal data is made in accordance with the General Data Protection Regulation (GDPR) along with the implementation of the appropriate technical and organizational measures. Your personal data is kept only for the period required for the specific lawful purposes for which it was collected. Furthermore, the safe destruction of personal data is ensured by the time the legally prescribed period has elapsed, or the purpose of the processing ceases to exist and there is no legal requirement or legal interest or legal right to continue keeping them. You can find out more about the Privacy Policy of Auth at https://www.auth.gr/wp-content/uploads/politiki_prostasias_apth.pdf

INFORMED CONSENT

1. I have been informed about the aim and the organiser of this survey? (see Overview) *

☐ Yes

☐ No

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Some explanations:

Terminology = the set of words used in a specialized situation that do not belong to everyday language or have a meaning other than that of everyday language (e.g. names of diseases, treatments, legal procedures, etc.) **Term** = any word used in a specialized situation **Terminology needs** = needs for tools, electronic dictionaries, machine translation, to assist interpretation and translation in public services **Languages of Lesser Diffusion** = languages for which there are not enough interpreters/translators, dictionaries, translation tools in Greece. **Interpreting** = the oral translation of someone's words **Translation** = the written transfer of a written text



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RESPONDENT'S PROFESSIONAL ROFILE

2. Please indicate the languages you speak or understand: (you may choose more than one answer) *

- ☐ Greek
- ☐ English
- ☐ French
- ☐ Arabic
- ☐ Ukrainian
- ☐ Russian
- ☐ Albanian
- ☐ Romanian
- ☐ Farsi
- ☐ Lingala
- ☐ Dari
- ☐ Άλλο

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3. Level of Greek Language *

- ☐ Mother tongue
- ☐ Excellent knowledge (I can speak, read and write)
- ☐ Good knowledge (I can speak and read)
- ☐ Average language skills (I can speak and understand speaking)
- ☐ Minimal knowledge (I can hardly understand spoken language)

4. Years of experience as Interpreter and/ or Translator in public services: *

- ☐ 0-1 year
- ☐ 1,5-3 years
- ☐ 3,5-5 years
- ☐ 5+ years

5. Where do you work as Interpreter/Translator? (you may choose more than one answer) *

- ☐ Hospitals
- ☐ Asylum services
- ☐ Reception and identification centers
- ☐ Άλλο

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TERMINOLOGICAL NEEDS OF INTERPRETERS/ TRANSLATORS IN PUBLIC SERVICES

6. While providing interpreting services, do you ever need to translate specialized words (i.e. terms) that belong to specific fields of knowledge (e.g. medical terminology, legal language, etc.)? *

- ☐ Always
- ☐ Very frequently
- ☐ Seldom
- ☐ Never

7. While providing interpreting services, are the terms you come across the same each time (repetitive terms) or can they change each time (new terms)?

- ☐ Repetitive terms
- ☐ New terms
- ☐ Both repetitive and new terms

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8. Do the terms you encounter during the interpretation/
translation all belong to the same field (e.g. medical field, legal
field, administrative field etc.) or can they belong to several
fields at the same time?

- ☐ Same field
- ☐ Different fields
- ☐ Both same and different fields
- ☐ Maybe

9. In which fields belong most of the terms you come across while
interpreting? *

- ☐ Medicine
- ☐ Law
- ☐ Administrative language
- ☐ Economy

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10. What of the following do you find difficult when interpreting/
translating specialized terms? *

	Very difficult	Difficult	Average	Easy
How to render the term in the language of the beneficiary or the public service?	☐	☐	☐	☐
How to understand the meaning of the term?	☐	☐	☐	☐
How to find extra information about the term?	☐	☐	☐	☐
How to understand the meaning of the term as used by the beneficiary?	☐	☐	☐	☐
How not to confuse the term in relation to others that are very similar?	☐	☐	☐	☐

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11. While interpreting in public services, what do you do to solve the difficulties you encounter with specialized terms? (you may choose more than one answer) *

- ☐ I look up terms in dictionaries/glossaries
- ☐ I translate using an explanation of the term (describing what the term means)
- ☐ I translate by removing the difficult term
- ☐ I translate by adapting the term to something more familiar to the beneficiary
- ☐ I translate the term word-for-word, even if the collocation does not exist?
- ☐ I show the subject when possible

12. Would it be helpful if there was an electronic dictionary or tool that contained the terminology you use? (5 stars = extremely helpful, 1 star = no helpful at all) *



13. What information is most useful to you in an electronic dictionary or tool? (please put in order by moving the arrow, 1st position = most useful, 5th position= less useful) *

Translation of the term in different languages
Definition of the term (= explanation what the term is)
Examples of use of the term in texts
Relation of the term to other terms in the same field
Notes about the use of the term in different geographical areas

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TERMINOLOGY SEARCH: PREPARATION & PRACTICE OF THE PROFESSION

14. Do you have the possibility to prepare your terminology before
an interpretation? *

☐ Always

☐ Often

☐ Rarely

☐ Never

15. What of the following do you do when preparing your
terminology? (you may chose more than one answer) *

☐ I search general information on the Internet

☐ I speak with the doctors or public servants

☐ I search texts about the subject matter

☐ I find the terms used in this subject matter

☐ I prepare a list of terms

☐ I search the translation of the terms

☐ I prepare my notes

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16. Do you use any of the following resources while interpreting? *

	Always	Very often	Sometimes
Written notes in paper form	☐	☐	☐
Written notes in electronic form	☐	☐	☐
Electronic dictionaries on mobile phone	☐	☐	☐
Electronic dictionaries on PC	☐	☐	☐

17. What is the easiest way for searching your terms? (please put in order by moving the arrow. 1= most easy, 4= less easy) *

By alphabetical order
By thematic order
By automatic search (in a tool)
By no particular order

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18. Are you able to refer to notes or list of terms while interpreting?

*

- ☐ Always
- ☐ Often
- ☐ Rarely
- ☐ Never

19. How many terms could you search while interpreting? *

- ☐ 1-4
- ☐ 5-9
- ☐ 10+
- ☐ I never search for terms while interpreting

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20. What information do you search while interpreting? (you may choose more than one answers) *

- ☐ Translation of the term in different languages
- ☐ Definition of the term (= explanation what the term is)
- ☐ Examples of use of the term in texts
- ☐ Relation of the term to other terms close to the same field
- ☐ Notes about the use of the term in different geographical areas
- ☐ I never search for information while interpreting

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TERMINOLOGY SEARCH: USE OF TOOLS

21. How often do you use any of the following tools for terminology research? *

	always	very often	quite often
Search Engines (eq. Gooqle)	☐	☐	☐
Websites of public services (Ministry of Immigration)	☐	☐	☐
Websites of thematic content (medical sites)	☐	☐	☐
Electronic dictionaries; Glossaries	☐	☐	☐
Terminology databases (e.g. IATE/FAO)	☐	☐	☐
Terminology extraction tools	☐	☐	☐
Machine Translation	☐	☐	☐

22. Are you happy with the terminological resources (dictionaries, electronic tools) available in your language combinations? (5 stars= very happy, 1 star= not happy at all) *

☆ ☆ ☆ ☆ ☆

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23. Do you encounter problems when searching for terminology? *

- ☐ Yes
- ☐ No
- ☐ Maybe

24. Please select what kind of problems you may encounter more often while searching for terminology (you may choose more than one answer): *

- ☐ Difficulty to find resources in my language combination
- ☐ Difficulty in opening an application?
- ☐ Need to register in the application
- ☐ Too much memory demanded by the application
- ☐ Too much time spent searching
- ☐ Wrong solutions

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STORE & REUSE OF TERMINOLOGY

25. Do you have the time to store your terminology?

- ☐ Yes
- ☐ No
- ☐ Maybe

26. How much time can you spent on storing terminology?

- ☐ 30 minutes
- ☐ one hour
- ☐ more than an hour
- ☐ I don't store my terminology

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27. How often do you use one of the following methods to store your terminology?

	Always	Often	Rarely
Word files	☐	☐	☐
Excel files	☐	☐	☐
Google files (or like)	☐	☐	☐
Term bases (on the pc)	☐	☐	☐
Collaborative tools (online)	☐	☐	☐
I don't use none of the above methods	☐	☐	☐

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28. What of the following information do you store more often?

	Always	Often	Rarely
Term equivalence in two (or more languages)	☐	☐	☐
What the term means	☐	☐	☐
Examples of use of the term	☐	☐	☐
Notes about the use of the term in different geographical areas	☐	☐	☐
Resources about the term	☐	☐	☐
Grammatical information	☐	☐	☐
I don't store any information	☐	☐	☐

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COLLABORATIVE PRACTICES

29. Do you have collaboration with other interpreters in public services about terminology?

	Strongly agree	Agree	Neither agree nor disagree
Do you ask fellow interpreters about terminology issues?	☐	☐	☐
Do you exchange information about terminology with fellow interpreters?	☐	☐	☐
Do you exchange notes or lists of terms with fellow interpreters?	☐	☐	☐
Do you use collaborative tools with fellow interpreters?	☐	☐	☐
I don't have any collaboration	☐	☐	☐

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RESOURCES' EVALUATION & TRAINING NEEDS

30. How would you evaluate available resources (dictionaries, electronic tools, machine translation) in the languages you are interpreting? (4 stars= highly appreciate, 1 star= not appreciate at all)



31. Do you encounter any of these problems while interpreting? *

	Strongly agree	Agree	Neither agree nor disagree
There are not enough resources in the languages I work in	☐	☐	☐
There are not enough texts in the languages I work in	☐	☐	☐
There are not enough dictionaries in the languages I work in	☐	☐	☐
There are no reliable sources in the languages I work in	☐	☐	☐

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32. How useful are the available sources for the terminology you encounter in interpreting? *

	Extremely useful	Somewhat useful	Neutral	So
Electronic dictionaries	☐	☐	☐	
Online lists of terms	☐	☐	☐	
Electronic terminology databases	☐	☐	☐	
Terminology storage tools	☐	☐	☐	

33. In which language would it be useful to train interpreters/translators for Public Services? *

- ☐ Greek
- ☐ English
- ☐ French
- ☐ Άλλο



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34. Would you like to get more information about the DIALOGOS training platform? *

- ☐ Yes
- ☐ No
- ☐ Maybe

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