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PLANNING A MULTILINGUAL DATABASE OF HIGHER EDUCATION TERMINOLOGY

The paper aims to study European and Hungarian organisations and institutions that are related to the terminology of education. Then we analyse glossaries, dictionaries and databases that can be found online at the webpages of UNESCO and the European Union, and also those that contain education terminology in Hungarian (online and offline). Finally, we are going to introduce our planned database.

The terminology of education is a key area at the national level and in the context of the European Union equally. There are existing word lists, glossaries and dictionaries in certain languages that contain the terminology of education in one or more languages.

Our aim is to design and prepare a multilingual terminology database in the field of education terminology. The languages we plan to work with are Hungarian, English, and the official languages (Romanian, Slovak, Ukrainian, Croatian, German, Serbian, Slovenian) of the territories in the neighbouring countries where there is a substantial Hungarian minority, who attend school either in the official language of that country or in Hungarian.

1. Introduction

Our research aims to study one aspect of terminology of the humanities: education terminology. Our final aim is to prepare works on a term base on the topic. Currently, we are at the very beginning of our work. Here we are providing an overview of the organisational environment of education terminology in Hun-

gary and in the European Union context, and survey the existing glossaries, dictionaries and databases on the terminology of education; and in which languages they contain the terminology of education. Finally, we introduce the planned project: a multilingual (Hungarian, English, and Romanian, Slovak, Ukrainian, Croatian, German, Serbian, Slovenian) database on education terminology.

The research method was source analysis. We looked through the education terminology related websites of the European Union, the website of the Hungarian Government and the Hungarian universities, as listed in the second chapter.

2. European and Hungarian organisations related to the terminology of education

Education terminology has an impact on many people: students, parents, educators, institutions and employers. The two main areas we need to differentiate with regard to the terminology of education are *education* and *education management*. These involve the terminology of public education and of higher education as well as the terminology trainings.

In higher education (or *tertiary education*), the introduction of the Bologna system was a landmark event, as the European countries have joined the European Higher Education Area, and with it introduced the three cycles of higher-education qualifications. Hungary joined the Bologna Process in 2005 (Government Decree 252/2004). This required a harmonisation of the conceptual and terminological system of tertiary education. The European Association for Quality Assurance in Higher Education supervises the process, and the Magyar Felsőoktatási Akkreditációs Bizottság (MAB; Hungarian Accreditation Committee) is the Hungarian member.

The Hungarian *Oktatási Hivatal* (Educational Authority), more precisely its Magyar Ekvivalencia és Információs Központ (MEIK; Hungarian Equivalence and Information Centre) is responsible for the acceptance of degrees and qualifications obtained abroad, and for issuing an official certificate for Hungarian degrees and qualifications for those who wish to continue their studies or work abroad (oktatas.hu). The MEIK is under the oversight of the Emberi Erőforrások Minisztériuma (Ministry of Human Capacities; http://www.kormany.hu/hu/emberi-eroforrasok-miniszteriuma).

Mention has to be made of the ENIC (European Network of Information Centres) network, made up of national information centres. These centres provide information on the recognition of foreign degrees and qualifications, the education systems of the home country and other countries, opportunities for studying abroad, and practical matters concerning mobility and equivalence of qualifications.

The NARIC (National Academic Recognition Information Centres) system was established in 1984 with the aim of improving the academic acceptance of study periods spent in EU and EEC member states, and Central and Eastern European countries. The Hungarian representative of the ENIC-NARIC system is the MEIK (Hungarian Equivalence and Information Centre), department of the Oktatási Hivatal (Educational Authority).

Mobility across member states is further supported by the *Europass Diploma Supplement* (europass.hu). Its aim is twofold: on the one hand it explains the Hungarian education system and qualifications obtained in Hungary to foreign employers and institutions of further education, and on the other hand it does the same with foreign qualification for Hungarian employers and educational institutions. The diploma supplement (DS) can be obtained in Hungary since 2007 for any qualification obtained after 2005. The DS may have a fee and is theoretically available in English, German, French, Italian and Spanish. The DS provides a detailed description of the entry criteria to the training, of the courses completed, of the obtained skills and competences, and of the exam results; it also describes the higher education system of the issuing country. The Europass Diploma Supplement is provided by the university that issued the original degree.

3. Education terminology glossaries, dictionaries, and data bases

As the standardisation of education and education management requires the standardisation of education terminology as well, we expected to find fully developed and harmonised education terminology systems at least in the countries that joined the Bologna system. We expected to find international and European

multilingual term bases and also national term bases that contain harmonised terminology of education. This was not the case.

In our everyday work in Hungary, we have experienced that certain Hungarian universities drafted bilingual (mostly Hungarian-English) glossaries, that are used in everyday university administration. Our university, the Károli Gáspár University, also issued a bilingual glossary for internal use only. Some universities even made their word lists public, for example, the ELTE has published an online Hungarian-English terminological glossary, which is freely available on their website (see section 3.1).

Following the introduction of the Bologna system in Hungary, when universities started to issue the first bilingual degrees in 2009, it soon turned out that the English translations of Hungarian degrees are often incorrect or different in their content (see e.g. https://index.hu/belfold/2009/07/08/diploma/). Seeing the negative press, universities started to compile their glossaries for internal use, to enable uniform English translations of the degrees.

Beyond issuing a bilingual degree, universities can also provide a Diploma Supplement in English. This is a unified document whose English version has been used in the EU since 1994, and it is available in Hungary upon the student's request since 2007.

The issuing of the Diploma Supplement in Hungary is explained in the guidance issued by the Nemzeti Erőforrás Minisztérium (Ministry of National Resources) in March 2004 (http://www.nefmi.gov.hu/felsooktatas/dokumentumok/2004-marcius-22-en-kelt [archived webpage]). This letter has five appendices, three of which are bilingual (Hungarian-English) glossaries of terms used in tertiary education (see details in section 3.1).

In what follows, we will have a look at glossaries and dictionaries that contain education terminology, however, we are not going to study education related entries in larger dictionaries and encyclopaedias.

3.1. Education terminology glossaries and dictionaries published in Hungary

3.1.1. English equivalents of frequently used Hungarian terms in tertiary education (2005)

This word list is found on an archived webpage of the Emberi Erőforrások Minisztériuma (Ministry of Human Capacities); it was published in 2005 and it aims to assist the issuing of the Diploma Supplement. It is organised in short subsections of organisational units, higher ranking positions, terms related to training, marks, evaluations, titles and finally the proper English equivalent of names of persons (writing the names of married women, especially if she or the husband or both have an academic title is an unresolved issue).

At the same archived website, there are other relevant word lists from 2004–2005:

- a text describing the structure of Hungarian tertiary education, in Hungarian and in English;
- a Hungarian-English list of courses taught at Hungarian universities;
- a Hungarian-English list of courses taught at Hungarian colleges;
- a Hungarian-English list of theology related training programmes;
- a sample of the diploma supplement issued in Hungary (PDF);
- a short description of the Hungarian tertiary education system in Hungarian and English;
- a list of courses taught at Hungarian universities;
- a list of courses taught at Hungarian colleges (note: at the time there was a difference between five-year university programmes and three-year or four-year college programmes);
- a Hungarian-English glossary of terms used in Hungarian tertiary education.

Only one of the lists has ever been updated, in 2007. The rest have never been revised, and there have been substantial changes in the Hungarian education system in the past decade. One such example is the criteria that define the differentiation between what is considered a university (or university level education), and what is considered a college (or college level education).

There is also a two-page sample of the main points of the Europass Diploma Supplement in some of the minority languages spoken in Hungary (Croatian, German, Romanian, Serbian and Slovenian). The Roma language version was promised to be uploaded later.

Since these are found on an archived web page from a decade ago, we turned to the Hungarian Equivalence and Information Centre of the current Educational Authority to inquire about the practicalities of preparing these multilingual documents. We asked if they used any dictionary or database in their work that contains the terminology of education and education management; if so, are these for internal use only or publicly available; if these exist, who compiled and verified them, and whether these official word lists are accessible to users, i.e. universities. Based on their response, received by May 2018, they do not use any dictionary, database or official word list in their work.

3.1.2. Hungarian-English glossary of academic terms (2003)

The list is available on the website of the ELTE University since 2003, it has not been updated since. Its introduction claims: "The aim of the glossary is to ensure that the students, faculty and those who work in the administration of ELTE (especially those of the Faculty of Humanities) will render the Hungarian academic terminology consistently and unequivocally in their English language correspondence, publications and translations" (http://seas3.elte.hu/seas/glossary.html).

The list contains over 250 terms used in the Hungarian university education with their English equivalents. The compiler (a renowned linguist, translator and professor at the ELTE university, Ádám Nádasdi), explicitly preferred the British English version. The list was most probably necessary because there is no standardisation at the national level.

3.1.3. Hungarian-English specialised dictionary. (Corvinus University of Budapest) http://observatory.org.hu/informaciotar/magyar-angol-szakszotar/

Although its title is 'specialised dictionary', it is really a bilingual word list of approximately 170 words. There is no information on the page about who compiled it, when, and on what basis.

3.2. Hungarian-Romanian dictionaries published by the Szabó T. Attila Nyelvi Intézet (Cluj-Napoca)

3.2.1. Romanian-Hungarian dictionary on education terminology (Benő et al. 2008, 2nd edition 2009)

The Szabó T. Attila Language Institute is a Hungarian linguistic research centre in Romania. Attila Benő and János Péntek compiled the dictionary between 2004 and 2009. The dictionary was compiled with the aim of unifying education terminology in Hungarian speaking areas of Romania. The linguistic sources for the dictionary include specialised and explanatory dictionaries, legal regulations in Romania and Hungary about education and educational institutions, Romanian pedagogy journals, and internet sources. The dictionary has three parts: the first part contains the 2300 entries; the second part lists the teaching programmes, specialisations and majors available in Romanian, with a Hungarian equivalent, and the third part contains proper nouns. Proper nouns (such as names of Hungarian-medium primary schools, vocational schools, secondary schools by county, the Hungarian names of universities and colleges, and of the pedagogical institutions and organisations, different faculties and departments) were included in the dictionary out of the necessity that the Hungarian press in Romania do not know how to refer to these institutions, because their official name is in the state language, i.e. Romanian. This is a novel feature, and is very useful in everyday public life. Now journalists and public figures are provided with the Hungarian versions of the names of institutions, so they can refer to them in a unified and thus understandable way.

The macrostructure of the dictionary is as follows: foreword, a short chapter on how to use the dictionary, a list of abbreviations and the bibliography.

Since education is an interdisciplinary field, the dictionary also contains some terms and equivalents from the field of psychology, social and natural sciences, law and economics.

Below the entry structure is presented with examples taken from the dictionary.

The Romanian headword is followed by a Hungarian equivalent or description:

activiza tevékenységre késztet, ösztönöz, aktivizál

If the headword has several meanings, these are separated by Arabic numbers:

acreditare 1. akkreditálás, hivatalos elismerés; **2.** (hivatalos) meghatalmazás, felhatalmazás

The phrases are listed in the following order. First in the alphabetical order we find the phrases whose first element is the headword, and then we find the phrases in which the headword is not the first element:

participare részvétel; **~ colectivă** közös részvétel; **certificat de ~** résztvevői bizonyítvány

Compounds follow the same order:

pedagog 1. pedagógus, nevelő; **2.** felügyelő, nevelő (kollégiumban); **~ şcolar** nevelő; **~ de recuperare** gyógypedagógus; **psiho~** gyógypedagógus

If the headword has more than one part of speech, the parts of speech are indicated by the commonly used abbreviation (list of abbreviations is to be found on p. 15), separated by Roman numerals:

absurd I. *mn* képtelen, lehetetlen. – **II.** *fn* képtelenség, lehetetlenség, abszurdum

3.2.2. Hungarian-Romanian dictionary on education terminology (Fazakas and Tódor 2015)

The work on the dictionary was carried out in the same linguistic research institute, the Szabó T. Attila Nyelvi Intézet. The editors of the previous volume (Péntek and Benő) supervised the two lexicographers in charge of this volume: Emese Fazakas and Erika Tódor. They did not reverse the first volume, but instead used several dictionaries, lexicons, pedagogical publications that appeared in Hungary. They encountered several difficulties when attempting to find the appropriate Romanian equivalents, because both education systems are continuously changing and also some features only exist in one of the countries at hand. Besides the standard Hungarian term, local Hungarian terms used in Romania are also featured in the dictionary.

The dictionary contains 800 headwords on 440 pages, and features both standard language meanings and specialised language meanings. The entry struc-

ture follows the same rules as shown in connection with the previous volume, here the example is the headword for 'education':

oktatás 1. instuire, instrucție, învățare, predare; 2. lecție, curs; ~ *funkciói* funcțiile procesului de instruire; ~ *nyelve* limba de predare; ~ *szervezeti kerete* cadrul organizatoric al instrucției; ~ *tartalma* conținutul învățământului; *programozott* ~ instruire programată; *számítógépes* ~ instruire asistată de calculator

3.3. UNESCO publications

A multilingual UNESCO series on various subtopics of education was published since 1973. They contain different number of languages, and their structure also varies. They are available online in PDF format.

Terminology of special education (1st edition 1977, 2nd edition 1983). It contains 184 terms in English, French, Spanish, Russian, the original official languages of the UNESCO. The subtopics are: prevention and identification; handicaps; handicapped individuals and professional staff, support staff; schools, classes and other special provisions; methods; materials, teaching aims, education material, mechanical aids.

Terminology of technical and vocational education (1st edition 1978, 2nd edition 1984). It contains 124 terms in Arabic, English, French, Russian and Spanish. The dictionary has the following structure:

I.   General terms relating to education;

II.   Terms relating to systems and structures of education;

III. Terms relating to the content of technical and vocational education;

IV.   Terms relating to the teaching and learning process;

V   Terms relating to guidance;

VI.   Terms relating to teaching staff, their qualifications and training;

VII. Terms relating to training;

VIII. Terms relating to employment.

Terminology of adult education (1979). It contains approximately 200 terms in English, Spanish and French.

Terminology of scientific and technological education (1984). It contains terms in Arabic, English, French, Russian and Spanish. Its predecessor was an English monolingual publication in 1981 with the title *Glossary of terms used in science and technology education*.

There is also an online glossary, although it does not reveal anything about its source, it probably contains the terms for the previously mentioned publications: *English glossary of the UNESCO International Centre for Technical and Vocational Education and Training*. It is available in two versions: users can search the full glossary (it does not tell anything about the number of entries), or search for the key terms. The key term list consists of 55 terms with explanations plus sources, but it does not explain why those 55 are the key terms.

3.4. Cedefop publications

Cedefop is the European Centre for the Development of Vocational Training. In 2011, it published a trilingual glossary with the title *Quality in education and training*. From the product description we can find out that it is the updated and extended version of *Quality in training – La qualité dans la formation*, also published by Cedefop in 2003. It contains 169 terms in English, German and French.

Another online Cedefop publication is the *Terminology of European Education and Training Policy*; the first edition was published in 2009, the second edition in 2014. It lists as sources a large number of education related publications, EU directives and recommendations. It also provides the bibliographical data for two of its earlier versions: Philippe Tissot (2004) *Terminology of vocational training policy – A multilingual glossary for an enlarged Europe*, and Cedefop (2008) *Terminology of European education and training policy – A selection of 100 key terms*. Both were published in Luxembourg by the Publications Office. Unfortunately, the principles of term selection are not explained, so we do not know why these 130 terms were selected in the current edition. Compilers call these 'key terms' of European education and training policy. The glossary is available in two forms: there is a smaller downloadable version, and a full version.

The downloadable version is a booklet in PDF format, and it contains the previously mentioned 130 terms in English, Spanish, German, French, Italian, Polish

and Portuguese. The headwords are in the English alphabetical order. The booklet begins with a table of contents, followed by acknowledgements, an introduction, an instruction for using the glossary, the glossary itself, an alphabetical index of each language, and at the end we can find the main references.

The structure of an entry is explained on page 15:

Term (in English)   Definition: gives the meaning of the term;

Comment (optional): illustrates the definition;

Source: indicates the origin of the information;

Translation of the above elements in the other six languages, in the order indicated below:

ES ......

DE ......

FR ......

IT ......

PL ......

PT ......

The entire entry is translated to all of the languages, meaning that beyond the equivalents, we find a translation for the definitions and the notes, too. The English alphabet appears on the side of the pages, and users can turn the page by clicking on these letters. If we select the letter 'p' as an example, we find: (90) *permeability of education and training systems*, (91) *post-compulsory education*, (92) *professional development*, (93) *programme of education or training*. There are only 4 expressions under the letter 'p' in this dictionary.

The online version of the same dictionary contains more languages, but they are unevenly filled with data. Altogether there are 17 languages: English, Spanish, German, French, Italian, Portuguese, Greek, Croatian, Icelandic, Lithuanian, Norwegian, Finnish, Slovak, Slovenian, Swedish, Turkish, Romanian. The drop down menu includes the language code for Hungarian, but there is no content in Hungarian.

4. Our project plan for the compilation of a multilingual database of education terminology

We consider that the field of *education terminology* of tertiary education deserves a multilingual term base. There are two approaches we can apply. We will decide which one to choose based on expert opinion and the available funding. One possibility is to take the existing multilingual glossaries or databases as a starting point, and find the missing Hungarian equivalents to the English terms. This way, we could contribute to the already available resources. The advantage of this method is that it is significantly easier to use an already existing structure and content, than having to create that as well. This task could be completed quite quickly, and the results would fill the void in the existing intentional databases. The disadvantage of this approach is that our work would be limited to the content of the already existing databases, and therefore might not cover the current Hungarian situation in tertiary education. As we have seen, the scope of the identified online databases is quite narrow, and as the databases did not explain what their basis for selection was, we would be tied by constraints we do not fully understand.

The other approach is to analyse the domain of Hungarian tertiary education and identify the terms that are currently used in higher education related documents, regulations and other specialised texts published in Hungary. This way, we would start with Hungarian terms and definitions, and then find the English equivalents. This approach is more time consuming but at the same time allows for a full coverage of the domain. The result would be a new database independent from the existing ones.

In the next step, equivalents need to be identified in the languages spoken in the neighbouring countries where there is a substantial Hungarian minority, attending schools either in Hungarian or the state language (Romanian, Slovakian, German, Ukrainian, Croatian, Serbian, Slovenian).

Such a term base on education terminology would be beneficial for universities, research institutions, as well as councils, organisations, researchers, experts and journalists communicating about education.

The first phase will be the planning and piloting phase, we are aiming to collect approximately 200 terminological units with definitions (and/or context), and

their equivalents, and equivalents in the official languages of the neighbouring countries. We are planning to use Hungarian rules and regulations on education, and parallel texts (translations from Hungarian to English and from English to Hungarian, descriptions, webpages, brochures, and PhD theses in pedagogy and education as corpus). For the other languages, we plan to rely on previously published dictionaries and glossaries on education terminology.

The work plan:

- setting the basic principles and methodology of term base building for the project; applying terminological methods and optimising applied terminology methods;
- designing the structure and background of the term base of education terminology; acquiring and installing the necessary software;
- identifying and collecting sources, compiling the English-Hungarian or Hungarian-English sample parallel corpus, resolving copyright issues;
- compiling and testing guidelines for editors;
- compiling the pilot entries (approx. 200 terms in Hungarian and English);
- adding the equivalents for the other languages (Romanian, Slovakian, German, Ukrainian, Croatian, Serbian, Slovenian, approx. 200 terms);
- publishing results, collecting and evaluating feedback;
- discussions, consultations, conference attendance.

After the preparations, we wish to gain sufficient support and funding to extend this terminological database to 1000 – 2000 terminological units, to create a full term base of the Hungarian education terminology that encompasses public education, higher education and education management in several languages, including definitions, context and sources.

5. Conclusion

The starting point of our paper is that we are planning to compile a multilingual term base of education terminology, and we wished to survey the existing international environment and available linguistic resources. First, we introduced the

European and Hungarian organisations related to the terminology of education, with special emphasis on the tasks of the Hungarian Equivalence and Information Centre (MEIK). We also surveyed and analysed the glossaries, dictionaries and databases found at the websites of UNESCO and the European Union, and those online and offline resources that contain education terminology in Hungarian. Finally, we presented our plans for the database itself and our work plan.

We concluded that only glossaries and dictionaries in the Hungarian context contain the Hungarian terminology of education, more specifically the online word lists of the Ministry of National Resources, the ELTE and Corvinus universities, and the Hungarian-Romanian and Romanian-Hungarian dictionaries of the Szabó T. Attila Linguistic Institute (Cluj-Napoca). Currently universities are using these and internal glossaries in their work, while the Hungarian Educational Authority does not use any such resource. Still, such terminology has a key role in the issuing of Europass Diploma Supplements. A sample of the DS in several languages can be accessed on the Europass website.

At present we do not possess information about existing dictionaries of education terminology in other (central European) languages to be included in the database.

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Planiranje višejezične baze podataka za nazivlje iz područja visokoga obrazovanja

Sažetak

Cilj je rada proučiti europske i mađarske organizacije i ustanove koje su povezane s nazivljem u području obrazovanja te nakon toga analizirati glosare, rječnike i baze podataka koji se mogu pronaći na internetskim stranicama UNESCO-a i Europske unije kao i one koje sadržavaju nazivlje iz područja obrazovanja na mađarskom (u tiskanom obliku i u mrežnim vrelima). Naposljetku se govori o planiranoj bazi podataka.

Nazivlje iz područja obrazovanja jednako je ključno područje i na nacionalnoj razini i u kontekstu Europske unije. Neki jezici imaju popise riječi, glosare i rječnike koji navode to nazivlje na jednom jeziku ili na više njih.

Naš je cilj osmisliti i prirediti višejezičnu terminološku bazu s nazivljem iz područja obrazovanja. Jezici koje namjeravamo uključiti jesu mađarski, engleski i službeni jezici s područja susjednih država u kojima živi znatan broj pripadnika mađarske manjine (rumunjski, slovački, ukrajinski, hrvatski, njemački, srpski i slovenski) koji pohađaju nastavu ili na mađarskom ili na službenom jeziku države u kojoj žive.

Keywords: multilingual database, education terminology, quality assurance, higher education, terminology database
Ključne riječi: višejezična baza podataka, nazivlje iz obrazovanja, osiguravanje kvalitete, visoko obrazovanje, terminološka baza podataka