

SPECIALISED TRANSLATION IN APULIA

Training and employability

ANGELO MONACO

UNIVERSITÀ DEGLI STUDI DI BARI “ALDO MORO”

Abstract – My article reports on the tentative results of a wider investigation aimed at exploring the state of affairs of the market of specialised translation services in Apulia. More specifically, the project’s idea intends to match the needs of the local labour market for specialised translation on the one hand and academic education and training on the other hand, in order to foster a multimodal methodology that combines linguistic competence and technological skills. In the first part of my article, I will illustrate the results of a survey of the local market for specialised translation. The survey takes into account the type of clients, the most in-demand languages and linguistic domains, and the use of the CAT tools. In the second part, instead, I will focus on the data of two needs analysis questionnaires addressed to the first-year students of the Master’s Degree in “Specialised Translation” at the University of Bari “Aldo Moro”. The questionnaires collect data about the respondents’ personal information, skills, motivation, usage of technology applied to translation and expectations, thus providing a way to map the needs of the future specialised translators. Finally, I will relate the results of the market survey and the data of the needs analysis questionnaires to match market demands, formative needs and European standards for translation services.

Keywords: specialised translation; translation training; employability; CAT tools; technology.

1. Introduction: background and motivation of the study

The translation industry is changing rapidly and these changes have had a specific impact on the profession of the translator, which has become heavily industrialised as translators tend to be “more and more dependent on technologies” (Bowker 2022, p. 129). In recent decades, technological advancements have led to unprecedented changes in translation, increasing productivity, accuracy and overall effectiveness. In our fast-paced, ever connected world, accurate and high-quality services are in great demand and this is especially true for specialised translation. As O’Hagan argues, technology continues to provide “fresh scope to bridge the gap between translation theory and practice, ideally to respond to ever-present translator suspicions as to the usefulness of theory in actual translation practice” (2019, p. 4). In spite of the hegemony of English, the Internet age has witnessed an enormous growth in the demand for translation into several languages, thereby contributing to “the democratisation of knowledge and, consequently, the evolution of humanity” (Barabé 2021, p. 166). Thus, as these comments demonstrate, technology and innovation play a crucial role as they help bridge the divide between meaningful theory and effective training.

Historically, when Translation Studies (TS) emerged as a discipline in the 1970s, scholars were focused mainly on literary translation, while specialised translation was dismissed as “inferior” (Snell-Hornby 1996, p. 31) and thus unworthy of scholarly attention. In today’s globalised world, specialised translation represents instead “the backbone of international trade and the scientific endeavour which fuels it” (Byrne 2014, p. 5) as it facilitates the flow of scientific and technological advancement, ideas and expertise. Following the so-called “pragmatic turn” in linguistics, “which encouraged the emancipation of translation studies both from linguistics and from comparative literature”

(Snell-Hornby 2006, p. 35), specialised translation has moved beyond a purely linguistic approach taking into account the specialised domains of the texts to be translated. As observed by Scarpa, a new paradigm of translation studies has developed recently, “both process-oriented and interdisciplinary” (2020, p. 2). The emphasis on the languages for special purposes (LSPs) has catalysed major attention to the distinctive terminological, lexical and syntactic features of these language varieties, resulting in an interdisciplinary framework that provides important insights into the cognitive process engaged in by translators.

In terms of education and training, such calls for greater professionalism and specialisation in translation services has led to an explosion of learning programmes (Barabé 2021) and, paradoxically, to certain degrees of “market disorder” (Pym *et al.* 2016, p. 34).¹ It goes without saying that the number of universities, colleges and other centres of higher education providing degree programmes for professional translators has grown exponentially, producing a “changing landscape” (Gambier 2012, p. 163) where continuous reforms and adjustments are aimed at equipping students with the adequate skills, knowledge and tools required by the language market. In Europe, the European Master’s in Translation (EMT), for instance, is a project committed to improving the quality of translator training and enhancing the labour market integration of future language professionals.² To promote quality standards in translation training, the EMT members have established close ties with the language industry market, thus seeking to innovate their curricula. To this end, the updated version of the EMT Competence Framework, which was released in October 2022, specifically intends “to consolidate and enhance the employability of graduates of master’s degrees in translation throughout Europe” (EMT 2022, p. 3). Based on the founding principles of the original version of the Competence Framework designed in 2009, and thus organised around five areas of competence — language and culture, translation, technology, personal and interpersonal, and service provision — this updated document understands translation as a process “designed to meet an individual, societal or institutional need”, but also aimed at describing “a multi-faceted profession that covers the many areas of competence and skills required to convey meaning” from at least one language to another (EMT 2022, p. 4).

And yet, if models like the EMT tend to offer high standards to orient training in the changing landscape of today’s globalised world, the market scenario is however characterised by a certain degree of “market disorder”. According to some scholars, (Pym *et al.* 2016, p.36), the rise of technological innovation has paradoxically allowed the market to become international, thereby complicating the recognition of those traditional signals of the translator status, such as academic and professional qualifications, attested experience and membership of associations. What is more, this extremely varied market scenario leads to the emergence of volunteer translators that are usually seen as an instance of de-professionalisation. Thus, such a globalised market poses a serious challenge to the quality standards of the market. The lack of geographical proximity, for instance, creates a certain fragmentation of the language industry market since the market

¹ Pym draws on Tseng’s model of professionalisation that is based on four distinct phases: 1) market disorder; 2) creation of educational and training courses; 3) development of associations; and 4) recognition at governmental level (see Tseng 1992).

² The EMT was launched in 2006 through the partnership between the Directorate-General for Translation (DGT) of the European Commission and a number of European and non-European universities. For the period 2019-2024, the list of EMT members includes 71 universities, from Sweden to Lebanon, from Portugal to Bulgaria, which offer high quality master-level training for the translators of the future.

has become global and translation services can be found everywhere. This explains why various surveys (Sela-Sheffy, Shlesinger 2011; Pym *et al.* 2012; Ruokonen, Mäkisalo 2018; Sela-Sheffy 2016) on the professional status of translators have been conducted, which a specific focus on the translators' perceptions of their own status. The available evidence indicates that the self-perception and dignity of the translators "are still vague and are constantly questioned, negotiated or fought for" (Sela-Sheffy, Shlesinger 2011, p. 3), thus suggesting that a certain sense of precarity and ambiguity characterises the status of the translators.

Starting from these premises, in this article I will investigate the relationship between the local market needs and the educational process. More specifically, I will focus on the possible implications of the market needs and of the professionalisation process of translation on translator training in the field of specialised translation in Apulia, south-east Italy. Funded by the European Social Fund "POR PUGLIA FESR-FSE 2014/2020", my project especially relates to the "Priority Axis X – Investing in education, training and lifelong learning, Action 10.4 – Research for Innovation". With reference to the actions of Line 10.4, the Region Apulia intends to strengthen the path of university studies, providing guidance and skills to enable students to enter the labour market. As part of this, in order to promote specialist and high-level training, a substantial effort is primarily directed at making Apulian universities more attractive, thus contributing to the establishment of a process of osmosis between the research system and the economic system, in order to increase not only the number of graduates but also the cultural level of the entrepreneurial class.³ This means that my project seeks to reduce the gap between the needs of the local language industry and specialised translator training. The objectives of my project idea are twofold: 1) to match the needs of the local labour market in the field of specialised translation and academic education and training; 2) to foster a multimodal methodology that combines linguistic competence and technological skills. To achieve these goals, I have planned an executive summary structured around three work packages (WPs), each scheduled to last for twelve months. WP1 focuses on the needs of the local professional translation market with some background information on the status of specialised translation. In WP2, the focus shifts from the needs of the market to the needs of the first-year students of "Specialised Translation" (LM94) at the University of Bari "Aldo Moro". WP3 finally concentrates on the results of the first two steps with the ultimate goal of delineating a training protocol that combines the results of WP1 and WP2, with a specific emphasis on the reinforcement of the technological skills.

To address these points and to illustrate the current state of my research project, in the first part of my article, I will illustrate the results of the survey of the local translation market. The survey takes into account the type of clients, the most in-demand languages and linguistic domains, and the use of the computer-assisted translation (CAT) tools. In the second part, I will focus on the data of two needs analysis questionnaires addressed to the first-year students of the Master's Degree in "Specialised Translation" at the University of Bari "Aldo Moro". The questionnaires collect data about the respondents' personal information, skills, motivation, usage of technology applied to translation and expectations, thus providing a way to map the needs of the future specialised translators. Finally, I will relate the results of the market survey and the data of the needs analysis questionnaires to match market demands, formative needs and European standards for translation services.

³ For more information, see the website of the Region Apulia dedicated to this issue: <https://por.regione.puglia.it/en/por>.

2. A survey of the Apulian translation market

2.1. Methodology: design and participants

My survey takes a close look at the specialised translation market in Apulia to evaluate the impact of the rapid changes on the local translation market. To this end, I have prepared a questionnaire addressed to the translation agencies and societies of the area.⁴ A mixed-methods case study design was adopted to address the study's research questions since case studies and mixed-methods are appropriate approaches when conducting context-oriented research (Duff 2008). More specifically, I have adopted "action research" as this methodology seeks to pursue action (or change) and research (or understanding) at the same time. It involves action, evaluation, and critical reflection and — based on the evidence gathered — changes in practice are then implemented. Action research is participative and collaborative; it is situation-based and context specific. In action research, findings emerge as action develops, but these are not conclusive or absolute. Action research is also "constantly monitored over varying periods of time and by a variety of mechanisms (questionnaires, diaries, interviews and case studies, for example) so that the ensuing feedback may be translated into modifications, adjustment, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasion" (Cohen *et al.* 2007, p. 192). More specifically, from the perspective of specialised translation theory, this means that careful attention "needs to be paid, then, to institutional and local context, despite the internationalization of higher education and the globalization of the translation profession, which should be taken into account in trainer training. Research into teacher training in general has suggested that the closer the training is to the trainer's actual context, the better" (Kelly 2009, p. 115).

The method adopted was a questionnaire with open and semi-open questions, designed to collect data about the local language market. In spite of the relatively small number of agencies and societies that participated in the survey, quantitative data can help gather information about the contours of the sample. Whereas qualitative methods, such as interviews, can be more informal and provide information about the respondents' beliefs and viewpoints, quantitative methods can be more reliable in assessing the statistical weight of the responses, considering that the number of participants could potentially be higher.

To build a detailed and nuanced description of the Apulian language market scenario, the questionnaire (Q1, see the Annexes), addressed to the translation service agencies and societies, consists of 25 questions, both closed-ended and open-ended, divided into four sections: a) general information (questions 1-12), which explore the professional profile of the agencies and societies, their size in terms of staff and the typology of clients; b) in-demand domains and text types (questions 13-16); c) the usage of technology (questions 17-20); and, d) working organisation (21-25), regarding working hours, employability and future expectations. The variety of areas and issues covered in Q1 necessarily required using different formats of questions and associated answers and options. As a result, depending on the nature of the question, some items included either

⁴ According to Cesari, while societies are business organisations equipped with a staff of professionals, agencies are instead intermediaries that connect clients to translation companies (Cesari 2009, p. 28).

single-option or multiple-option answers. Q1 mainly draws from the format of the questionnaire conducted by the Italian Association of Translation and Interpreting (AITI).⁵

In a preliminary stage of the research, 16 agencies/societies were selected from *Pagine Gialle* and from *Guida ai servizi Linguistici. Consigli e risorse utili per traduttori e interpreti* (Cesari 2009) across the provinces of Bari, Foggia, Lecce and Taranto. The invitation to participate in the survey was circulated via email. Q1 was launched online in September 2021 and remained live for one month on Google Forms. The responses received were regularly monitored and a reminder was sent, which postponed the deadline in order to attract more participants. Overall, 5 agencies/societies took part in the survey, which constitutes an interesting and reliable convenience sample to analyse the needs and expectations of the stakeholder groups in the Apulian specialised translation sector.

2.2. Findings

2.2.1. General information and professional profiles

The 5 respondents involved in my survey are based in the provinces of Bari (2), Lecce (1) and Taranto (2). The participants were asked questions about the number of full-time staff and the organisation in terms of employees in order to inquire into their working environments. In this respect, two respondents opted for the number 1 to describe the size of the company. Only one respondent stated that they employ 2 individuals, while the remaining two respondents specified that they employ around 10 and 20 individuals respectively. These data show that the agencies and societies involved in the survey are small-size companies with one or two employees. What is more, we can infer that their working environments include a number of freelance and/or part-time collaborators. This means that in most cases the same individual covers the various roles required by UNI EN ISO 17100, such as the translator, the reviser, the proof-reader and the project manager.⁶ The fact that some respondents hire freelance collaborators, instead, is a possible indication of the need to reduce the costs as freelance translators tend to be paid on the number of words they translate with rates that vary according to their own expertise and qualification.

The following questions focused on the membership of associations, such as AITI, and the period of time during which the company had been working in the area. Overall, the five participants stated that they have no professional affiliation. This element seems to confirm that the respondents are small-size enterprises with limited personnel and professional recognition. As far as their experience is concerned, Figure 1 shows a clear picture of the years of experience that oscillate between 2 and 18, which is indicative of a substantial expertise in the field of specialised translation in the area:

⁵ The AITI online survey was opened in January 2018 and remained live for two months. The results from the 543 translators and interpreters who took part in the analysis were published in September 2018. The majority of participants were translators (70.7%), a few were interpreters (6.1%), while some said they were both translators and interpreters (23.2%). For further details, see <https://aiti.org/it/indagine-sul-mercato-dei-traduttori-e-degli-interpreti-2018>.

⁶ UNI EN ISO 17100 is a quality standard specifically developed for the translation industry. Its main purpose is not only to define translation quality, but also to establish a set of best practices and processes aimed at delivering translations that meet the clients' expectations. For further details, see <https://www.iso.org/obp/ui/fr/#iso:std:iso:17100:ed-1:v1:en>.

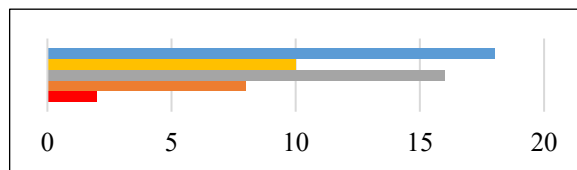


Figure 1
Years of experience.

Nevertheless, the variety of responses provided by the participants illustrates the differences between the respondents. This piece of data also indicates the different degrees of expertise in the local language market.

Respondents were then asked to describe the impact that translation has on their sales and if they provide other linguistic services beyond translation. The answers revealed that in most cases (4 respondents) the impact of translation services is around 80-100%, while one participant stated that the impact is around 20%. In addition, 4 respondents clarified that they offer other services beyond translation. Table 1 lists the various answers provided by the participants:

Audio/video transcription
Proof-reading
Language courses
Tourist services organisation

Table 1
Further services offered beyond translation.

Again, the range of options provided in Table 1 speaks to the versatility of these companies and to their ability to suit the specific needs of their clients. Interestingly, the option “tourist service organisation”, for instance, refers to a specific service addressed to Francophone tourists who visit Apulia. The package offered by the respondent includes the tour guide and transportation services for their clients.

The following question was about the typology of clients the agencies/societies usually work with. As shown in Figure 2, the wide range of clients indicated in their replies testifies to the versatility of the market scenario with clients that include both public institutions and private companies.

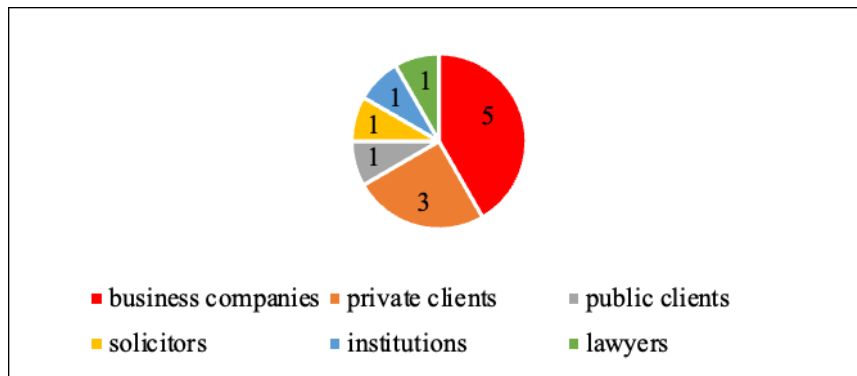


Figure 2
Typology of clients.

The presence of clients from the legal domain (lawyers and solicitors) discloses the relevance that legal business plays in the area, as we will see in the next section (2.2.2.). The following question was instead concerned with the strategies adopted by the companies to acquire new clients. As we can infer from Figure 3, new clients acquisition occurs by word of mouth, while more official ways to get new clients, such as digital marketing, social networks and advertisements, tend to play a secondary role.

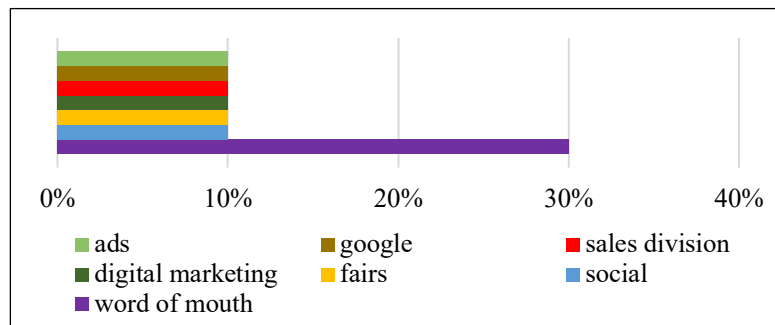


Figure 3
Clients acquisition strategies.

The fact that the participants have no membership in professional associations seems to explain the lack of structural ways to reach new clients. And yet, in spite of this local marketing strategy, the respondents stated that they have a global reach as their business attracts international clients as we can see in Figure 4, which displays the distribution of their translation services abroad:

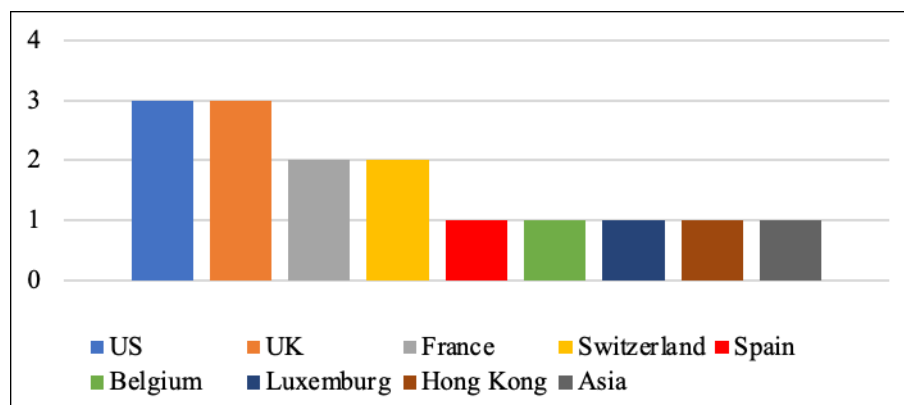


Figure 4
Distribution of the translation services abroad.

The large number of answers provided by the respondents is indicative of the multiplicity of business partners and thus shows how the language market is growing rapidly and becoming increasingly interconnected even for local companies. Interestingly, the data display a transcontinental distribution of the translation services. Most of the respondents work with clients from the United States, the United Kingdom, Hong Kong and Asia.

2.2.2. In-demand domains and text types

The following section of Q1 focused on the areas of professional expertise of the interviewees, starting with a question on the most in-demand specialisation domains. Figure 5 reveals the 8 most in-demand domains, which largely match the students' opinions and expectations collected in Q2 (see Figure 14). The most required domains of specialisation turned out to be the ones that include legal documents, marketing and finance and healthcare, as shown in Figure 5:

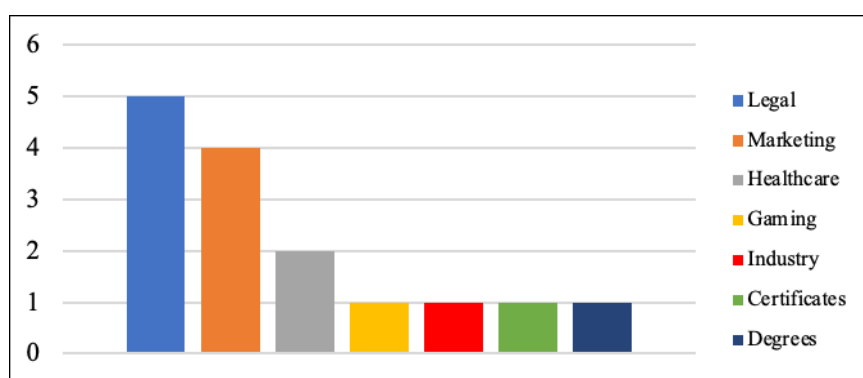


Figure 5
Main in-demand domains of specialisation.

Few respondents added a detail comment on the domain of healthcare, underlying how the demand in this field has grown in the wake of the Covid-19 pandemic. Whereas this element is contingent on the situation of health emergency, the presence of the domain of gaming (only one answer) provides us with a relevant piece of data. As is well-known, the gaming industry has grown rapidly due to technological progress. Video game translation is a complicated process that encompasses other fields of translation to create a dynamic

whole, such as literary and theater translation, audiovisual translation, software translation, and so on. As Bernal-Merino argues, video game translation entails “playability” (Bernal-Marino 2015, p. 40) as translation must be able to reproduce the desired effect of immersion. In addition, translating games not only requires accurate language skills; it also entails what is known as “localisation”, that is the process of preparing a video game for a market outside of where it was originally published. This means to take into account specific terminology but also cultural requirements, adaptation to the needs, expectations, sensitivities of a specific target group, and conformation to local and legal regulations. This is a domain still unexplored from an educational perspective at the University of Bari “Aldo Moro” as we shall see in paragraph 3.2.3. in this article.

To further investigate the fields of specialisation, the participants were asked to describe the most in-demand text types required by the market. Figure 6 reveals the five most in-demand text types, which largely correspond to the text genres studied at the University of Bari “Aldo Moro” (Figure 15). The main text type turned out to be websites, followed by handbooks and brochures.

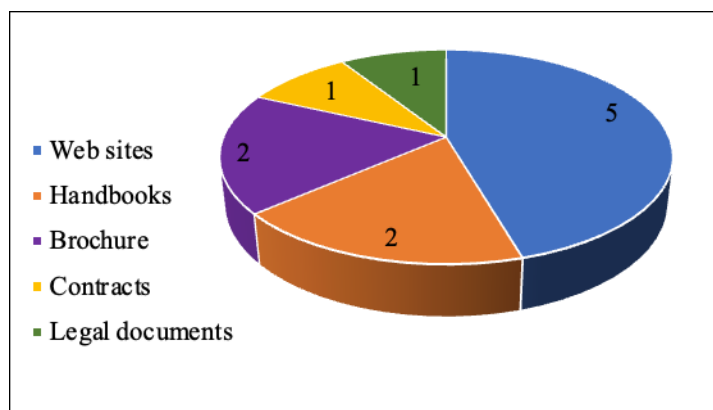


Figure 6
Main in-demand text types.

The prevalence of such texts as legal documents and contracts shows how the largest slice of text typology is connected to the legal domain. The presence of brochures, which represent a textual typology studied at the University of Bari “Aldo Moro”, tends to indicate the field of tourism, while the domain of the websites is a general indication.

Participants were also asked to describe the main linguistic combinations with which they work. As we might expect, the most frequent translation combination is English-Italian and vice versa. However, we can see that there is also a notable presence of French and German. Figure 8 shows the top 5 linguistic pairs specified by the respondents:

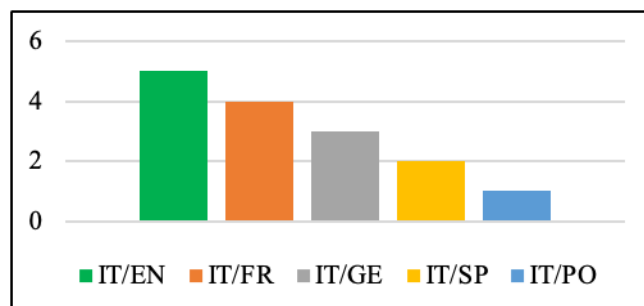


Figure 7
Main in-demand language pairs.

Interestingly, Spanish/Italian is the fourth combination and this piece of data contrasts with the responses provided by the students of “Specialised Translation” at the University of Bari “Aldo Moro” (Figure 13) in Q2. In addition, the presence of Portuguese is also noticeable since this language is not covered in the syllabus of the LM94 course offered by the University of Bari “Aldo Moro”.

2.2.3. Usage of technology

The third section of Q1 explored the familiarity of the participants with translation technologies, such as computer-assisted translation (CAT), machine translation (MT), and website and/or software localisation. Answers revealed that the majority of the respondents, 3 out of 5, use CAT tools. As a follow-up, the next question asked respondents to specify the tool they employ and the overall answers indicated *Trados*, a long established CAT tool provider through which translators can edit, manage and review their translation projects. Q1 then inquired into the type of activities related to the usage of CAT tools. Figure 8 shows that in most cases *Trados* is used for the translation activity, while in one case respondents stated that they use the software for the conversion and revision processes:

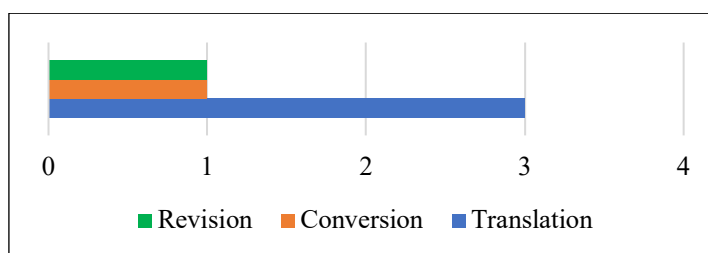


Figure 8
Reasons for using CAT tools.

The last two questions of this section dealt with the participants’ opinions and future expectations about the impact of technology on the future of their profession. The respondents that opted for the usage of CAT tools evaluated positively the contribution that technology can provide to their profession. Specifically, they stated that CAT tools “definitely” improve the quality of their workflow. Interestingly, given the contribution CAT tools offer for obtaining higher-quality output, respondents believe that the usage of CAT tools is a “priority” for the future. Fundamentally, these data echo the general view that technology “is not an option in today’s professional world; it is a necessity” (Biau-Gil,

Pym 2016, p. 18), which is capable of extending human capacities.

2.2.4. Work organisation

The final section of Q1 investigates the work organisation and future expectations of the market scenario and the employability prospects. In terms of working hours, the respondents reported that they work between 40 and 60 hours a week. In one case, the respondent specified that the amount of weekly working hours tends to increase under tight deadlines. The following question focused on the job requirements when hiring new employees. Table 2 illustrates the wide range of answers provided by the participants. Here, we can find education titles, expertise, skills and personal characteristics, elements that provide a detailed picture of the ideal candidate according to the respondents:

Quality of work (3 answers)
Speed and accuracy of work (2 answers)
Specialisation
Ability to work under tight deadlines
Patience
General culture
Usage of <i>Trados</i>
Expertise

Table 2
Job requirements.

As shown in Table 2, quality, accuracy and speed of work are deemed to be of crucial importance for the selection of new collaborators. However, personal skills such as patience and ability to work in stressful situations are also considered important requirements. In one case, the respondent underlined the relevance of using CAT tools, specifically *Trados*, which entails the relevant role played by technologies in today’s global market. To further clarify these results, the participants were then asked to specify the technological skills that the ideal candidate should possess. Figure 9 shows the answers provided by the respondents:

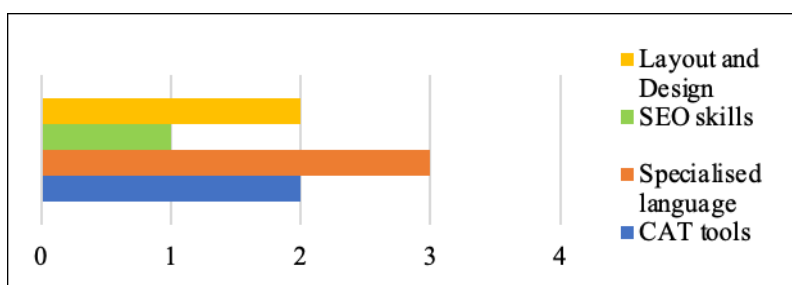


Figure 9
Technological skills.

Knowledge of specialised vocabulary features prominently, followed by the general comment on the usage of CAT tools and the skills for the design and layout of translated texts. And yet, we should also pay attention to the respondent that specified the mastery of SEO skills, which are successful strategies to improve visibility on the web. The acronym SEO means “search engine optimization” and describes basic technical practices aimed at making improvements to the structure and content of websites so as its pages can be

discovered by people searching on the web by means of keywords. In simple terms, SEO skills are marketing abilities that make websites more attractive by using social media and search engine optimization.

In the last question of Q1, participants were asked to imagine future trends that are likely to have an impact on their work. Given the extremely open-ended nature of the question, the answers provided indicate different options. What seems to prevail in the comments is a certain feeling of pessimism about future professional prospects. In this sense, the respondents have laid emphasis on the need to specialise their work on specific subjects, such as legal and financial domains. Other respondents underlined the growing importance that machine translation post-editing (MTPE) will play in the translation services in order to reduce costs and deliver efficient translations. Finally, one of the respondents stated that the specialised translation market of the future will be divided into two levels: a more creative and original one, which will be well paid, and a low-level category where machine translation will be almost exclusively used.

3. Needs and expectations of the future translators

3.1. Methodology: design and participants

In WP2, my research project focuses on the needs and expectations of the future specialised translators in Apulia. The survey was hence addressed to the students who had enrolled on the two-year programme of “Specialised Translation” (LM94) at the University of Bari “Aldo Moro” in September 2021. Throughout the Master’s Degree, students receive intensive training in two foreign languages (French, English, German, Russian, or Spanish) as well as introductory general translation courses (applied linguistics, theory of translation, semiotics). As far as technology is concerned, students are required to follow the course of “Translation Technologies”, an obligatory semester course of 6 ECTS, which is scheduled to be taught in their second and final year.

For my survey, students studying English as their first and second foreign language were selected. Participants were asked to complete both a preliminary (Q2) and intermediate questionnaire (Q3), which were launched on Google Forms in January and September 2022 respectively (see the Annexes).⁷ As for the questionnaire design, it included mainly open-ended questions, so that participants could answer in their own terms and add their own comments, thus blending both quantitative and qualitative methodologies. Similarly, the use of open-ended questions allowed collecting possible replies that a close-ended questionnaire may not have contemplated as open-ended schemes do not suggest fixed answers.

Q2 comprises five sections. Section 1 elicits data about personal information (questions 1-6). Section 2 (questions 7-11) explores the students’ orientation and the reasons for their choice of studying “Specialised Translation” at the University of Bari “Aldo Moro”. Section 3 inquires as to the languages they studied throughout their Bachelor’s Degree and the domains of specialisation they expect to study during their Master’s Degree (questions 12-15). Section 4 probes attitudes and opinions about technological skills (questions 16-18). Section 5 invites comments about participants’

⁷ A third and final questionnaire will be addressed to the students by September 2023 as a conclusive investigation of their Master’s Degree programme, in order to make a final analysis of their progression in terms of satisfaction and learning outcomes.

study methods (questions 19-20). Likewise, Q3 includes 12 questions. It specifically explores what the students studied during the first year of their Master’s Degree programme. Q3 is divided into four sections: general information (questions 1-2); academic progression (questions 3-7); technological skills (questions 8-10); and methodology (questions 11-12). Thus, the main difference between Q2 and Q3 is that while the first investigates the student’s expectations, as it was sent by the end of their first semester, the latter focuses on the results of their academic progression by the end of the first year of their Master’s Degree programme.

For reasons of space and feasibility, the main results of Q2 and Q3 are reported here, which will form the basis for a brief final discussion on the data collected. The initial set of potential respondents was identified from direct contact with the students. The invitation to take part in the survey was sent via email and both Q2 and Q3 remained live for one month. Overall, 13 and 6 students took part in Q2 and Q3 respectively, thus representing a reliable sample of the student community at the University of Bari “Aldo Moro”.

3.2. Findings

3.2.1. General information and profiles of the respondents

First and foremost, the respondents involved in both Q2 and Q3 are female students aged between 22 (31% of the respondents) and 29 (8%). Thus, the average age is around 24, which means that some of the respondents might have enrolled on their Master’s Degree programme at a later age or that they were not able to graduate within the prescribed time of the Bachelor’s Degree (three years). Otherwise, the participants might have decided to get a Master’s Degree qualification after an initial training as translator or after getting a temporary job position. What is more, the prevalence of female students seems to suggest that languages are still perceived as a female domain (in the way that engineering may be perceived as a male domain). This stereotyping view explains, for instance, why language teachers at primary and secondary school levels are usually women, meaning that children from a young age tend to associate languages with their female instructors and therefore more girls will look up to them as role models. Respondents were also asked to specify the Bachelor’s Degree they earned. Figure 9 shows the participants’ answers:

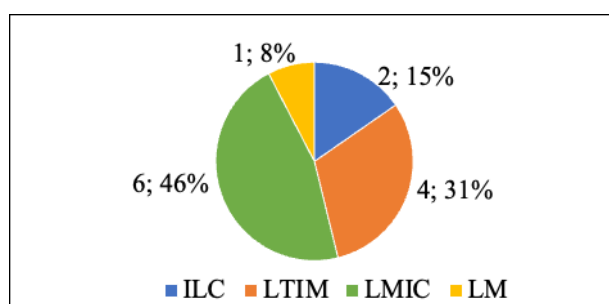


Figure 10
Bachelor’s Degrees.

As can be seen, the largest slice of the diagram shows that the relative majority of the survey sample studied “Linguistic Mediation and Intercultural Communication” (LMIC), a programme that is not offered by the University of Bari “Aldo Moro”. Likewise, “Linguistic Mediation” (LM) indicates a programme which is not offered by the

University of Bari “Aldo Moro”. This means that more than half of the survey sample comes from a different academic institution. The remaining sectors of the pie chart include responses by graduates from the University of Bari “Aldo Moro”. On the one hand, 31% of the respondents stated that they earned a Bachelor’s Degree in “Languages for Tourism and International Mediation” (LTIM), which is one of the two Bachelor’s Degree programmes offered by the “Department of Humanistic Research and Innovation” (DIRIUM) of the University of Bari “Aldo Moro”. On the other, 15% of them claimed that they studied “Intercultural and Linguistic Communication” (ILC), a programme offered by the same academic institution until 2020. To further detail their responses, participants were asked to specify whether they had earned their Bachelor’s Degree at the University of Bari “Aldo Moro”. 38% of the respondents (5) stated that they studied there, while 62% of them (8) stated that they studied elsewhere. In light of these issues, we can claim that the LM94 programme manages to attract students coming from other academic institutions.

Additionally, participants were asked to specify the foreign languages they had studied throughout their Bachelor’s Degree programme. Figure 10 clearly illustrates the students’ responses:

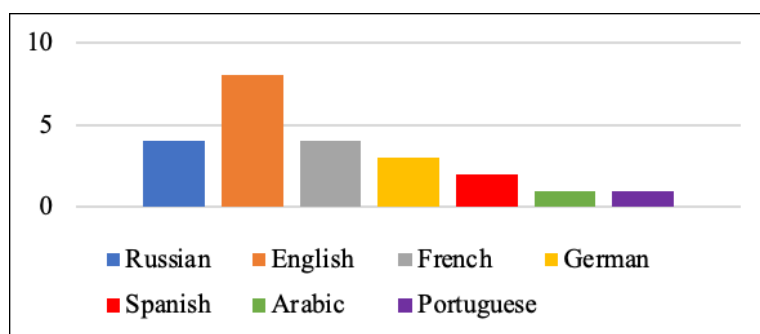


Figure 11
Foreign languages studied throughout the Bachelor’s Degree.

As we can see, the overall number of answers (22) indicates that each respondent has provided multiple answers. The majority of respondents reported that they studied three foreign languages and, in this respect, the most opted combination includes English, Russian and French. In the case of the five respondents that opted for two foreign languages, English is always indicated, in combination with French (2), Russian (2) and Spanish (1). In the case of those who indicated three languages, there is a higher variability where English still represents the most selected option.

3.2.2. Orientation, motivation and academic progression

The second section of Q2 addressed the students’ orientation and the reasons why participants had decided to study “Specialised Translation”. Interestingly, the answers to the question about the ways students had become familiar with the LM94 programme showed that the website is the most used source to get information (8 answers). By contrast, the formative orientation lessons organised by the University received only 3 answers. This means that websites today play a crucial role as they give a first impression and are essential tools to build trust between academic institutions and future students.

The following question focused instead on the reasons why respondents had decided to study at the University of Bari “Aldo Moro”. The relative majority of the

participants, 8 out of 13, stated that they had chosen to study in Bari for the geographical proximity of the institution, while the remaining 5 participants claimed that they had chosen the University of Bari “Aldo Moro” on the basis of the academic quality offered by the institution.

As far as the students’ motivation is concerned, we can state that the respondents’ motivation is mainly internally oriented. As shown in Figure 11, 31% of the respondents decided to study specialised translation because of a specific passion for languages, while 37% of them indicated that acquiring knowledge and competences were the main reasons for their choice. By contrast, only 1.6% of respondents stated that they chose this programme for the employability prospects and 13%, so less than one fifth of the respondents, claimed that they would like to become language teachers:

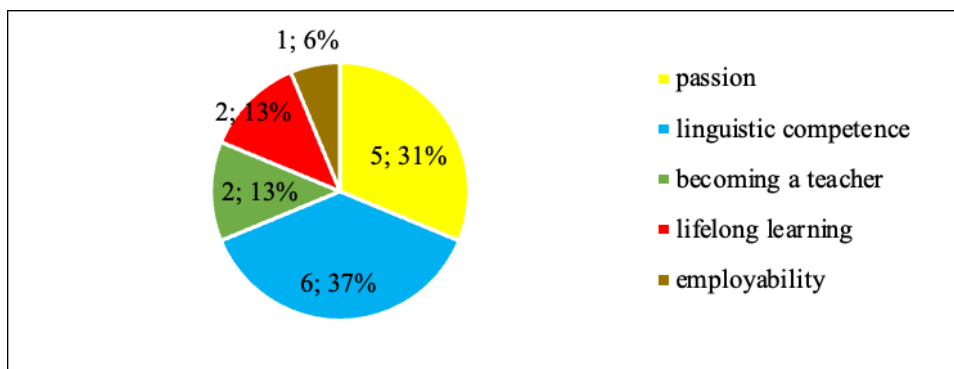


Figure 12
Students’ motivation.

To further detail the personal profile of the survey sample, in Q3 participants were asked to specify the number of exams taken by the end of their first year of course:

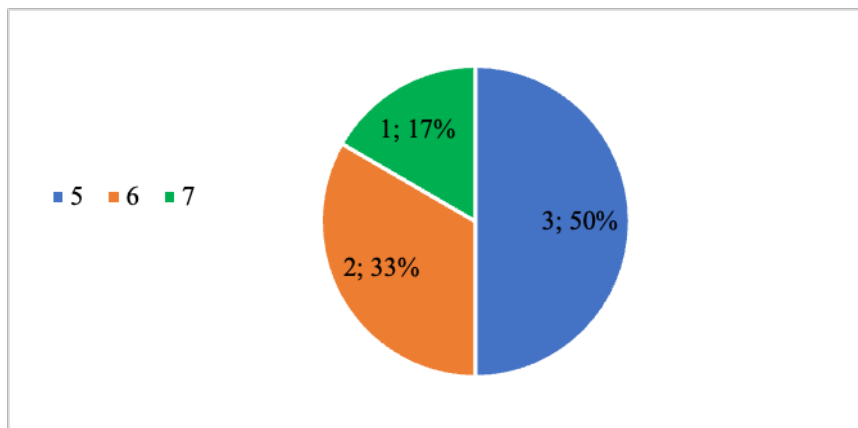


Figure 13
Exams taken by the first year.

Considering that the number of exams scheduled to be completed by the end of first year is 7, the data in Figure 12 show that the respondents have taken more than half of the exams since the number of exams taken oscillate between 5 and 7. Half of the respondents stated that they had passed 5 exams, while the remaining half of the sample said that they had passed 6 and 7 exams. Participants were then asked to specify their levels of satisfaction with their educational experiences and the grades they got. Among the

disciplines in which high levels of satisfaction were registered we find “Translation Semiotics”, “Theory of Translation”, and “English Language and Translation”. By contrast, “Information Technology” was the discipline in which lower levels of satisfaction were reported. What this piece of data seems to suggest is that technology, despite the relevance it plays in the profession of the translator, still represents a hindrance for the students of the humanities.

3.2.3. *Languages studied, domains of specialisation and text types*

The third section of Q2 and the second of Q3 explored the issue of the foreign languages, the specialised domains and the text types studied throughout the Master’s Degree. Figure 13 illustrates the foreign languages in which respondents are specialising:

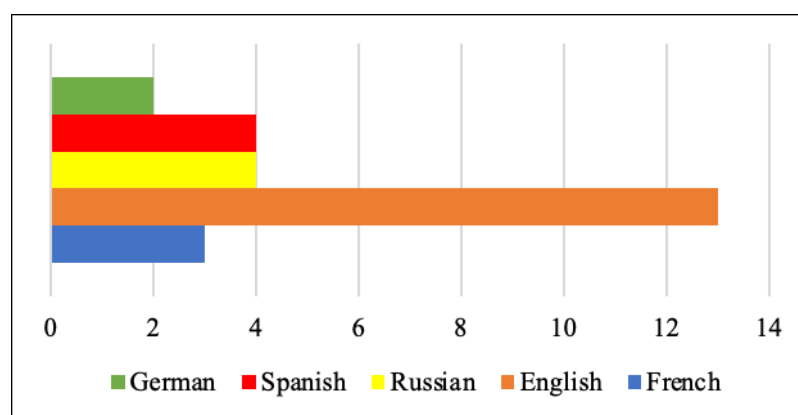


Figure 14
Foreign languages studied throughout the Master’s Degree.

As can be seen, all the participants study English as either first (9 participants) or second foreign language (3 participants). In addition, Spanish and Russian have more options than German and French. Interestingly, these data contrast with the data shown in Figure 8, where French is the most in-demand language according to the answers provided by the market stakeholders. This seems true also for German, which represented the third most in-demand foreign language for the local language market, while it is less studied by the student sample. We should also underline that Portuguese had been indicated in Figure 8, a language that is however not included within the range of the foreign languages studied throughout the LM94 at the University of Bari “Aldo Moro”.

As far as the domains of specialisation and the text types are concerned, the main difference between Q2 and Q3 refers to the participants’ expectations (Q2) and what they actually study (Q3). The participants’ answers to the question on the domains of specialisation in Q3 registers the same answer: students study the domain of tourism and economy. This means that the first year of the Master’s Degree programme is devoted to the exploration of this topic. Figure 14, instead, shows the students’ expectations in terms of domains of specialisation required by the market:

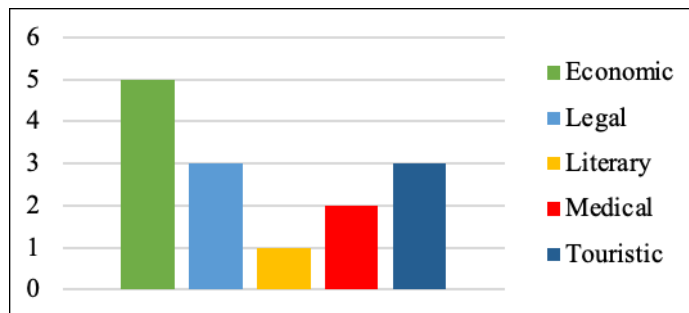


Figure 15
Domains of specialisation (students' expectations).

The bar diagram provides the students' opinions and expectations about what they feel to be the most relevant domains of specialisation required by the market, which could be useful in terms of employability. By comparing these data with the results of Q1 (Figure 5), we can notice that the data match since both legal and economic domains tend to prevail, followed by medicine and tourism.

Students were then asked to specify the text types they studied by the end of their first year. Figure 15 shows the participants' answers with both numbers and percentages:

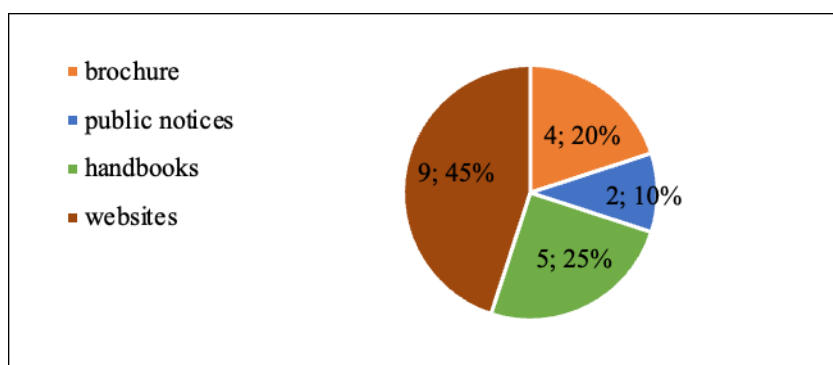


Figure 16
Most studied text types.

By drawing a comparison with the answers in Figure 7, we can notice that the range of text types is similar, even if there is a prevalence of legal texts in Figure 7. However, as we may infer from the Course Regulation, while the first year of the programme is devoted to the exploration of the fields of economy and tourism, medical and legal special languages are investigated during the second year.

In short, there is a certain conformity between the students' opinions and the needs of the market. And yet, as already discussed before (paragraph 2.2.2.), the domain of gaming might represent a new domain of specialisation in line with the requests of the language industry market.

3.2.4. Technological Skills

The following sections of both Q2 and Q3 dealt with the knowledge and usage of technology applied to translation. Participants were asked whether they were familiar with CAT tools. Overall, 92% of the respondents in Q2, that is 12 out of 13, stated that they possessed a certain knowledge of CAT tools. In addition, those who responded by saying

that they are familiar with CAT tools were asked to detail their answers as shown in Figure 16:

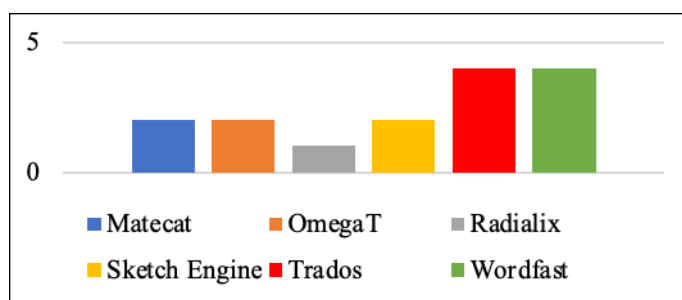


Figure 17
The most popular CAT tools among students.

In line with the data discussed in paragraph 2.2.3., *Trados* comes top of the list with 5 options. However, respondents also reported that they are familiar with *Wordfast* (5 options), while the presence of *Sketch Engine* (2 options), which is a corpus analysis software, seems to suggest that a certain confusion still characterises the understanding of what CAT tools are. However, all the respondents agree that CAT tools are crucial to the profession of translators today. According to the respondents, it is likely that CAT tools will significantly affect the future of the translation market, with percentages that oscillate between 70% and 90% and with the specification of such adjectives as “essential” and “important” used to describe the relevance of technological tools.

In Q3, participants were instead asked to describe the CAT tools used and studied during their lessons. The answers show how respondents lack a precise definition of CAT tools since their responses include corpora, Sketch Engine and online dictionaries. When asked to assess the relevance that technology has on their translation skills, participants agree that the advantages of using CAT tools include major lexical accuracy, resulting in improved quality in the final translation (with a quality assessment between 70% and 90%).

In spite of the confusion and uncertainties about their precise definition, there is hence a high awareness in the students of the relevance of technology for translator training and of the ways it can improve the efficiency of their work.

3.2.5. Methodology

The last sections of both Q2 and Q3 were aimed at investigating the ways students organise their study time and perceive the value of their profession. Whereas technology is considered a crucial aspect for their professional future, there seems to be low awareness of the study time management. According to the data collected, the participants stated that they usually devote about 33 weekly hours on average for studying. If we consider that for each course of foreign language, students are expected to carry out a self-managed study of about 240 hours, with reference to the 60-hour class time (4 hours weekly), this means that the students’ weekly study time is of about 16 hours for each of the two languages, which makes 32 hours a week only for the two languages studied in the Master’s Degree programme. Thus, the average time of independent study for all the subjects appears to be inadequate for the study loads at this level.

Considering the students’ expectations and aspirations by the end of the first year

of their Master's Degree programme, a certain gap between opinions and reality emerges if we compare the last question of both Q2 and Q3. In Q2, participants were asked to indicate which goals they expected to achieve by the end of their first year. Figure 17 gives both numbers and percentages of the respondents:

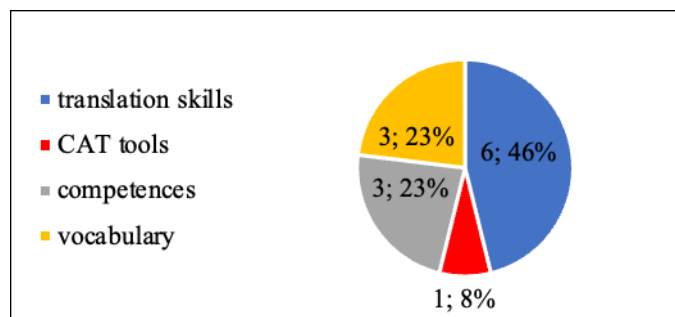


Figure 18
Student's expectations in terms of goals.

As one could easily expect, translation skills and learning new vocabulary are the most important goals that students expect to reach by the end of their first year. However, if we compare these data with the responses participants provided in Q3 we can notice low levels of satisfaction with reference to their initial expectations.

In Table 3, I have registered the answers provided by the students about the levels of satisfaction with the goals they have achieved:

50%
45%
70%
low
60%
80%

Table 3
Students' levels of satisfaction with their expectations.

Students' levels of satisfaction are mixed, ranging from 45% to 80%. However, there seems to be a clear-cut distinction between students who express high levels of satisfaction and those who evince feelings of dissatisfaction. The first two answers (50% and 45%) and the fourth ("low") are motivated by the fact that the learning outcomes of some modules of their course have not been reached according to the respondents. By contrast, the levels of satisfaction that range between 60% and 80% have not been motivated. It therefore can be assumed that high levels of students' satisfaction reveal that their aspirations and expectations have successfully been achieved.

4. Conclusion

The findings presented in this paper are based on the analysis of the needs of the Apulian specialised translation market and the needs and expectations of the students of the Master's Degree in "Specialised Translation" at the University of Bari "Aldo Moro". Overall, the results include 457 validated responses across a range of three questionnaires

(Q1, Q2 and Q3). More specifically, Q1 was addressed to the local agencies and societies of specialised translation and Q2 and Q3 were instead sent to the students of specialised translation. The aim of the research project is to relate the results of the market survey and the data of the needs analysis questionnaires in order to match the market requests, the formative needs and the European standards in terms of specialised translation.

As we have seen, the Apulian language services market is made of small-size companies in which the same person usually carries out the various professional roles of a translation company. Moreover, these companies are not part of a professional network and word of mouth represents the most used strategy to acquire new clients. And yet, in spite of their small-size nature, these companies work in a global context as their clients are located in Europe, America and Asia. The top in-demand language pairs for their business are Italian/English, Italian/French and Italian/German and vice versa, while the most in-demand domains of specialisation are the legal, financial and medical sectors. The majority of the respondents use CAT tools, especially *Trados*, which is specifically used for the translation process itself. The respondents seem also aware of the impact that CAT tools will continue to have in the future of their profession and technological skills are considered a crucial prerequisite for future specialised translators. Among the other requirements that the ideal candidate should possess, we can find the quality of work, patience, general culture and SEO skills. This means that the specialised translators of the future are expected to match personal qualities with linguistic and technical skills.

The data from the students' questionnaires have illustrated a number of issues which need to be analysed and compared with the results from the survey of the local language industry market as they offer significant implications for introducing possible curricular changes. First of all, respondents have a strong internally-oriented motivation since they expressed their interests in improving their linguistic skills in order to find job positions as professional translators. English, Spanish and Russian are the most studied languages, while French, which is one of the most in-demand language by the market, is less studied. Students show satisfactory academic progression, in spite of unsatisfactory levels in the area of technology applied to translation. This explains why students seem to lack a clear understanding of what CAT tools are, even though they are aware of the crucial role that technology will play in the future of their profession. However, not all the students in the survey intend to take up translation as a career. If we measure students' expectations and aspirations by the end of their first year of Master's Degree, we can claim that the levels of satisfaction fluctuate according to their needs and the learning outcomes reached throughout the various courses. In terms of limitations to the study, having access just to a sample of participants from the University of Bari "Aldo Moro" gives only an overview of the perceptions of a specific group at a specific point in time and it would be interesting to contrast these results with the perceptions of other students elsewhere in the region, so that the Apulian academia might prepare successful translators for the local market.

To reach some tentative conclusions, the data gathered here impose a specific consideration of the relevance that specialised translation can have in Apulia in a moment of important changes and transformations. In the last years (since 2018), the regional gross domestic product (GDP) has increased by 3% and the unemployment rate has decreased by 5%, owing to new business investments in such sectors as healthcare, materials, robotics, agritech, industry 4.0, aerospace and culture and to the constant flow of tourists

from Italy and from the rest of the world.⁸ What is the role of specialised translation and how can training impact on the requirements of the professional market and on the needs of the future translators? On the one hand, the focus of translation training should be placed on the acknowledgement of the dynamic restructuring process due to the emergence and application of new technological tools that have changed the profession. On the other hand, knowledge of the market requirements is essential but we also need to take into account the European norms in terms of specialised translation. Translator training curricula have to be adapted to the real market expectations and conditions if academic institutions want to provide meaningful education and prepare professional translators well equipped to meet the challenges of a demanding and fast-changing market. And yet, technology will always, in many ways, be ahead of even the best-designed programmes since it will be impossible to familiarise with all new technologies or with all existing tools. However, it is essential to ensure that future translators are prepared to use available translation technologies and feel comfortable working with them. Finally, it is necessary to make sure that future translators become familiar with all the stages of the translation process as specified in the UNI EN ISO 17100 so as to be able to perform other translation-related tasks, such as the project registration, the quality management, terminology management, revision, reviewing, copyediting, content localisation and the post-production processes.

This complex synergy of various factors and potential responsibilities requires a new approach even from the perspective of the academic environment through the implementation of course contents and learning outcomes in line with the trends and the conditions of the language market. This change of perspective might foster a more entrepreneurial orientation aimed at developing new skills that would be effective means in business contexts and in professional careers. It could also imply a closer cooperation with the translation industry that would make students aware of the needs of local markets and, in broader terms, of the global trends and labour market requirements.

In sum, this would also entail a change of attitude towards innovative ways of learning and teaching by taking into account the skills necessary in facing problems and finding adequate solutions, planning and developing strategies in performing translations, being open to cooperation through networks with the stakeholders of the language market. The success of this approach would depend on the design of learning experiences that involve students in real-life translation commissions or in projects carried out in collaboration with translation agencies operating on the local market as well as in encouraging them to participate in internships where they could test their linguistic skills and benefit from real-market challenges.

Bionote: Angelo Monaco, PhD in “Philology, Literature and Linguistics” from the University of Pisa, is a Junior Researcher in English Language and Translation at the University of Bari “Aldo Moro”. He mainly works in the field of contemporary Anglophone fiction, environmental humanities and self-translation. He has published articles in national and international scholarly journals and chapters in edited volumes. His current research project consists in the investigation of the needs of the local language industry market and the educational training of future specialised translators (POR PUGLIA FESR-FSE 2014/2020).

Author’s address: angelo.monaco@uniba.it

⁸ For further details, see the data collected on ENI CBC Med, the largest Cross-Border Cooperation (CBC) initiative implemented by the EU under the “European Neighbourhood Instrument” (ENI): <https://www.enicbcmmed.eu/sites/default/files/2021-03/Destination%20Review-Puglia.pdf>.

Acknowledgements: This research was financed by the Regione Puglia (POR PUGLIA FESR-FSE 2014/2020). The author would like to extend his gratitude to the participants in the survey and the colleagues of the University of Bari “Aldo Moro”, in particular Sara Laviosa, for their support and feedback on the project.

References

- AITI 2018, *Indagine sul mercato dei traduttori e degli interpreti 2018*. <https://aiti.org/it/indagine-sul-mercato-dei-traduttori-e-degli-interpreti-2018> (13.3.2023).
- Barabé D. 2021, *Translation status: A professional approach*, in “The Journal of Specialised Translation” 36, pp. 165-183.
- Bernal-Merino, M. 2015, *Translation and Localisation in Video Games: Making Entertainment Software Global*, Routledge, New York.
- Biau-Gil J. R. and Pym, A. 2016, *Technology and translation: a pedagogical overview*, in Pym, A., Perestrenko A. and Starink B. (eds.), *Translation Technology and Its Teaching*, Intercultural Studies Group, Universitat Rovira I Virgili, Tarragona, pp. 5-19.
- Bowker L. 2002, *Computer-Aided Translation Technology. A Practical Introduction*, University of Ottawa Press, Ottawa.
- Byrne J. 2014, *Scientific and Technical Translation Explained*, Routledge, London/New York.
- Cesari, A. 2009, *Guida ai servizi Linguistici. Consigli e risorse utili per traduttori e interpreti*, Imprinting Edizioni, Molfetta.
- Cohen L., Manion L. and Morrison K. 2007, *Research Methods in Education*, Routledge, London.
- Duff P. 2008, *Case Study Research in Applied Linguistics*, Routledge, London/New York.
- European Master’s in Translation 2022, *Competence Framework 2022*. https://commission.europa.eu/system/files/2022-11/emt_competence_fw_2022_en.pdf (9.3.2023).
- Gambier Y. 2012, *Teaching translation / Training translators*, in Gambier Y. and van Doorslaer L. (eds.), *Handbook of Translation Studies*, John Benjamins, Amsterdam/Philadelphia.
- Kelly D. 2014, *A Handbook for Translator Trainers: A Guide for Reflective Practice*, Routledge, London/New York.
- O’Hagan M. 2019, *Introduction. translation and technology: disruptive entanglement of human and machine*, in O’Hagan M. (ed.), *The Routledge Handbook of Translation and Education*, Routledge, London/New York, pp. 1-18.
- Pym A., Grin F., Sfreddo C. and Chan A. 2012, *The Status of the Translation Profession in the European Union*, Publications Office of the European Union, Luxemburg.
- Pym A., Orrego-Carmona D. and Torres-Simón E. 2016, *Status and technology in the professionalisation of translators. Market disorder and the return of hierarchy*, in “The Journal of Specialised Translation” 25, pp. 33-53.
- Ruokonen M. and Mäkisalo J. 2018, *Middling-status profession, high-status work: Finnish translators’ status perceptions in the light of their backgrounds, working conditions and job satisfaction*, in “Translation and Interpreting” 10 [1], pp. 1-17.
- Scarpa F. 2020, *Research and Professional Practice in Specialised Translation*, Palgrave Macmillan, London.
- Sela-Sheffy R. 2016, *Professional identity and status*, in Angelelli C. and Baer B. (eds.), *Researching Translation and Interpreting*, Routledge, London, pp. 131-145.
- Sela-Sheffy R. and Shlesinger M. (eds.) 2011, *Identity and Status in the Translational Professions*, John Benjamins, Amsterdam.
- Snell-Hornby M. 1996, *Translation Studies: An Integrated Approach*, John Benjamins, Amsterdam/Philadelphia.
- Snell-Hornby M. 2006, *The Turns of Translation Studies*, John Benjamins, Amsterdam/Philadelphia.
- Tseng J. 1992, *Interpreting as an Emerging Profession in Taiwan: A Sociological Model*, MA dissertation, Fu Jen Catholic University, Taiwan.

Annexes

Questionario per le agenzie/società di traduzione (Q1)

Grazie per il tuo tempo e per la tua disponibilità. Compilando il questionario contribuirai a sviluppare il mio progetto di ricerca e potrai conoscere lo stato dell'arte della tua professione ricevendo i risultati dell'indagine nella tua casella di posta elettronica. Scopo della ricerca è venire incontro alle esigenze di informazioni e di dati aggiornati sul mercato della traduzione e sulle condizioni di lavoro dei traduttori specialistici nella regione

Puglia. I risultati saranno trattati nel rispetto della privacy e i dati personali (nome, cognome, indirizzo email, ecc.) non saranno diffusi. I risultati ottenuti saranno trasmessi solo in forma aggregata.

Parte 1: anagrafica

- 1) Nome dell'/a agenzia/società:
- 2) E-mail dell'/a agenzia/società:
- 3) Di quante figure fisse si compone l'/la agenzia/società?
- 4) Con quanti/e traduttori/ici freelance l'/la agenzia/società collabora regolarmente?
- 5) Siete iscritti/e a qualche associazione di traduttori/ici? Se sì, quale/i? e con quale scopo?
- 6) Da quanti anni l'/la agenzia/società è operativa sul territorio?
- 7) Quanto incide in percentuale sul fatturato complessivo dell'/a agenzia/società il lavoro di traduzione?
- 8) Svolgete altre attività in ambito linguistico oltre a quella di traduzione? Se sì, quale/i?
- 9) Con quale tipologia di clientela lavorate abitualmente (aziende, privati, agenzie di traduzione, colleghi/e, enti, istituzioni, altro)?
- 10) Attraverso quali canali acquisite i clienti? (passaparola, portale per traduttori, pubblicità diretta, social, altro)?
- 11) Lavorate anche con clienti all'estero? Se la risposta è sì, in quale/i paese/i?
- 12) Svolgete attività di promozione per farvi conoscere? Se sì, quale/i (passaparola, portale per traduttori, pubblicità diretta, social, altro)?

Sezione 2: domini di specializzazione e generi testuali

- 13) Quale/i è/sono l'/gli ambito/i di specializzazione dell'/a agenzia/società?
- 14) Quali sono le principali combinazioni linguistiche richieste? Vi prego di indicare lingua di partenza (p) e lingua di arrivo (a): ad es., p: francese / a: italiano.
- 15) Quali invece le tipologie testuali (ad es., manuali, brochure, siti internet, altro)?
- 16) In base alla vostra esperienza nel campo della traduzione, quali sono i domini emergenti e quali quelli che potrebbero rivelarsi prevalenti nel tempo?

Sezione 3: la tecnologia

- 17) In agenzia/società si utilizzano gli strumenti CAT? Se sì, quale/i? Se la risposta è no, ti prego di motivare la scelta.
- 18) In quale fase del vostro lavoro ricorrete agli strumenti CAT?
- 19) L'utilizzo dello strumento CAT ha migliorato la vostra produttività?
- 20) Sulla scorta della vostra esperienza, potreste fare una previsione (in percentuale) sul peso che potrebbero avere in futuro sulla professione e sull'attività traduttiva?

Sezione 4: la metodologia

- 21) Quante ore di lavoro svolgete in media alla settimana?
- 22) Al fine di selezionare nuovi/e traduttori/ici freelance, quali sono le qualifiche ed esperienze che dovrebbero possedere? (ad es., laurea in traduzione, esperienza nel campo della traduzione professionale, esperienza in settori altri da quelli della traduzione...).
- 23) Al fine di selezionare nuovi/e traduttori/ici freelance, quali sono le competenze traduttive che dovrebbero possedere? (ad es., produrre una traduzione di massima qualità, abilità nel tradurre materiale in uno o più domini altamente specializzati...).
- 24) Al fine di selezionare nuovi/e traduttori/ici freelance, quali sono le competenze tecnologiche che dovrebbero possedere? (ad es., abilità nell'uso dei sistemi di memoria traduttiva, nella gestione della terminologia...).

- 25) In base alla vostra esperienza e considerando tutti i fattori sopra presentati, quali saranno i risvolti futuri della professione? Quali competenze ritieni saranno fondamentali per il/la traduttore/ice in futuro?

Questionario in entrata per gli/le studenti/esse del corso di laurea magistrale in Traduzione Specialistica

(LM94) dell'Università di Bari "Aldo Moro" (Q2)

Grazie per il tuo tempo e per la tua disponibilità. Compilando il questionario contribuirai a sviluppare il mio progetto di ricerca. Scopo della ricerca è venire mettere in contatto il mercato del lavoro in ambito di traduzione

specialistica nella regione Puglia e la formazione erogata dall'Università di Bari "Aldo Moro". Il questionario è anonimo.

Parte 1: anagrafica

- 1) Età:
- 2) Genere:
- 3) Laurea triennale in:
- 4) Lingue studiate:
- 5) Ha conseguito la laurea triennale presso l'Università di Bari "Aldo Moro"? In caso di risposta negativa, dove ha conseguito la laurea triennale?
- 6) Si è laureata/o in corso durante la laurea triennale?

Sezione 2: orientamento

- 7) Attraverso quali canali è venuta/o a conoscenza del corso di laurea in Traduzione Specialistica dell'Università di Bari "Aldo Moro"? (passaparola, portale di ateneo, orientamento, social, altro)?
- 8) Quale/i motivo/i ha/hanno condizionato la sua scelta di studiare Traduzione Specialistica (prospettive di lavoro, passione, possesso di competenze, altro)?
- 9) Per quale motivo ha scelto di studiare Traduzione Specialistica presso l'Università di Bari "Aldo Moro"?
- 10) Quale/i è/sono il/i domini/o di specializzazione che spera di approfondire nel corso degli studi?
- 11) Quale/i è/sono il/i domini/o di specializzazione che ritiene fondamentale/i a livello lavorativo?

Sezione 3: lingue, domini di specializzazione e generi testuali

- 12) Quali sono le lingue in cui si sta specializzando?
- 13) La lingua inglese è la prima o la seconda lingua?
- 14) Quale/i domini/o di specializzazione sta studiando (turismo, medicina, informatica, altro)?
- 15) Quale/i invece la/e tipologia/e testuale/i (ad es., manuali, brochure, siti internet, altro)?

Sezione 4: competenze informatiche e tecnologiche

- 16) Conosce i CAT tools? Se sì, quale/i?
- 17) Ritiene che gli strumenti CAT siano un ausilio per il lavoro di traduzione? In che misura?
- 18) Sulla scorta della sua esperienza, potrebbe fare una previsione (in percentuale) sul peso che le competenze tecnologiche e informatiche potrebbero avere in futuro sulla professione e sull'attività traduttiva?

Sezione 5: metodologia

- 19) Quante ore di studio immagina di dedicare in media alla settimana?
- 20) Cosa si aspetta di poter raggiungere al termine del primo anno del corso di studio in Traduzione Specialistica?

Questionario in itinere per gli/le studenti/esse del corso di laurea magistrale in Traduzione Specialistica (LM94) dell'Università di Bari "Aldo Moro" (Q3)

Grazie per il tuo tempo e per la tua disponibilità. Compilando il questionario contribuirai a sviluppare il mio progetto di ricerca. Scopo della ricerca è venire mettere in contatto il mercato del lavoro in ambito di traduzione specialistica nella regione Puglia e la formazione erogata dall'Università di Bari "Aldo Moro". Il questionario è anonimo.

Parte 1: anagrafica

- 1) Et :
- 2) Genere:

Sezione 2: carriera

- 3) Quanti esami ha completato dei sette insegnamenti previsti al primo anno di studio?
- 4) In quale disciplina studiata nel primo anno ha ottenuto il migliore rendimento?
- 5) In quale disciplina studiata nel primo anno ha ottenuto il rendimento meno positivo?
- 6) Quale/i  /sono il/i domini/o di specializzazione che ha maggiormente studiato nel settore scientifico disciplinare linguistico?
- 7) Quale/i  /sono la/le tipologia/e testuale/i che ha maggiormente studiato nel settore scientifico disciplinare linguistico?

Sezione 3: competenze informatiche e tecnologiche

- 8) Durante le lezioni si   fatto ricorso agli strumenti di traduzione assistita (CAT tools)? Se s , a quale/i?
- 9) In percentuale, quanto ha trovato utile l'utilizzo degli strumenti di traduzione assistita?
- 10) Ritieni che il ricorso ai CAT tools abbia migliorato le sue capacit  traduttive? Se s , in che misura?

Sezione 4: metodologia

- 11) Quante ore di studio ha dedicato in media alla settimana?
- 12) In percentuale, quanto si ritiene soddisfatta/o rispetto agli obiettivi prefissati al termine del primo anno di studio?