



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Formare esperte e esperti in traduzione

Sfide di oggi, scenari di domani

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Meeting evolution with innovation: an introduction to (re-)profiling T&I education

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ABSTRACT

This special issue is made up of nine studies from different countries and regions that deliver important insights on major issues in current language-mediator education and practice. The rapid and accelerating evolution of the language industry and its work market has profound repercussions for the education of future language professionals. Resonating far beyond the various contexts from

ARTICLE HISTORY

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Agency; human added value; language industry; role diversification; soft skills

“Over the past two decades, the **language industry** in general, and its core translation/localisation and interpreting professions in particular, have undergone **substantial change** [...] as a result of unprecedented social, economic and **technological developments** worldwide.” (p. 326)

Translation programmes & the language industry

- “[P]rogrammes focus on **market-driven priorities** and increase the weighting of professional elements into the training of future translators and interpreters” (Hu 2024: 33)
- As in the industry, the challenges faced by programmes are not only **technological**, but also **educational** and **social**
 - Difficulties in “speed[ing] up the **reform of curricula**” (FIT 2022: 3)
 - How to **balance** academic knowledge/skills and market needs (Bernardini et al. 2020)?
 - **Decreasing number of students**, who are increasingly worried about the future of the profession (ELIS 2025)

The Language Barrier Is About to Fall

Within 10 years, earpieces will whisper nearly simultaneous translations—and help knit the world closer together

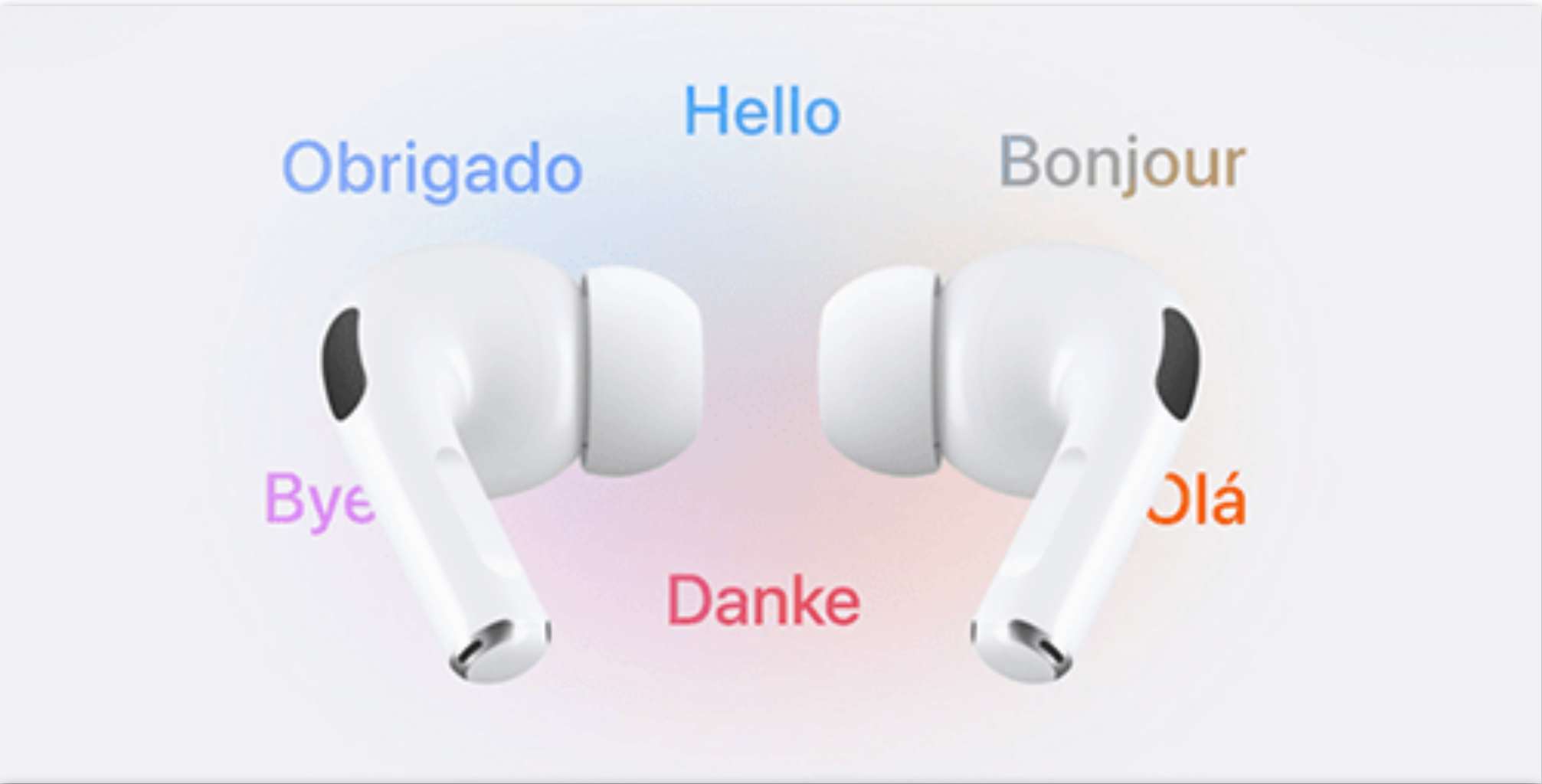
By Alec Ross
Jan. 29, 2016 at 9:32 am ET

Share Resize 97



THE WALL STREET JOURNAL.

2016



Use Live Translation with your AirPods

Bridge language barriers in person—while traveling or navigating in a foreign country—with AirPods.

2025

A



The Atlantic

My Account

TECHNOLOGY

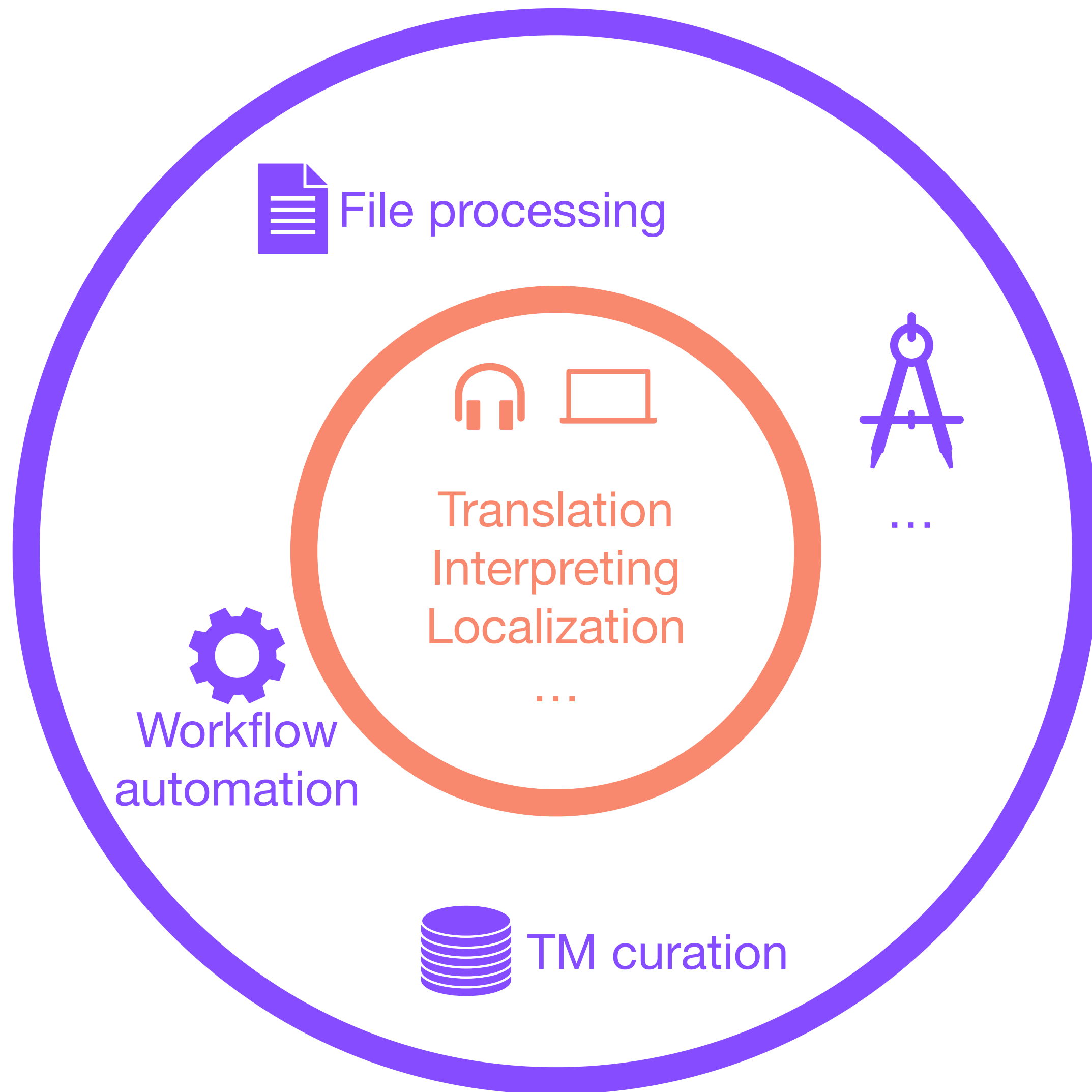
The End of Foreign-Language Education

Thanks to AI, people may no longer feel the need to learn a second language.

By Louise Matsakis

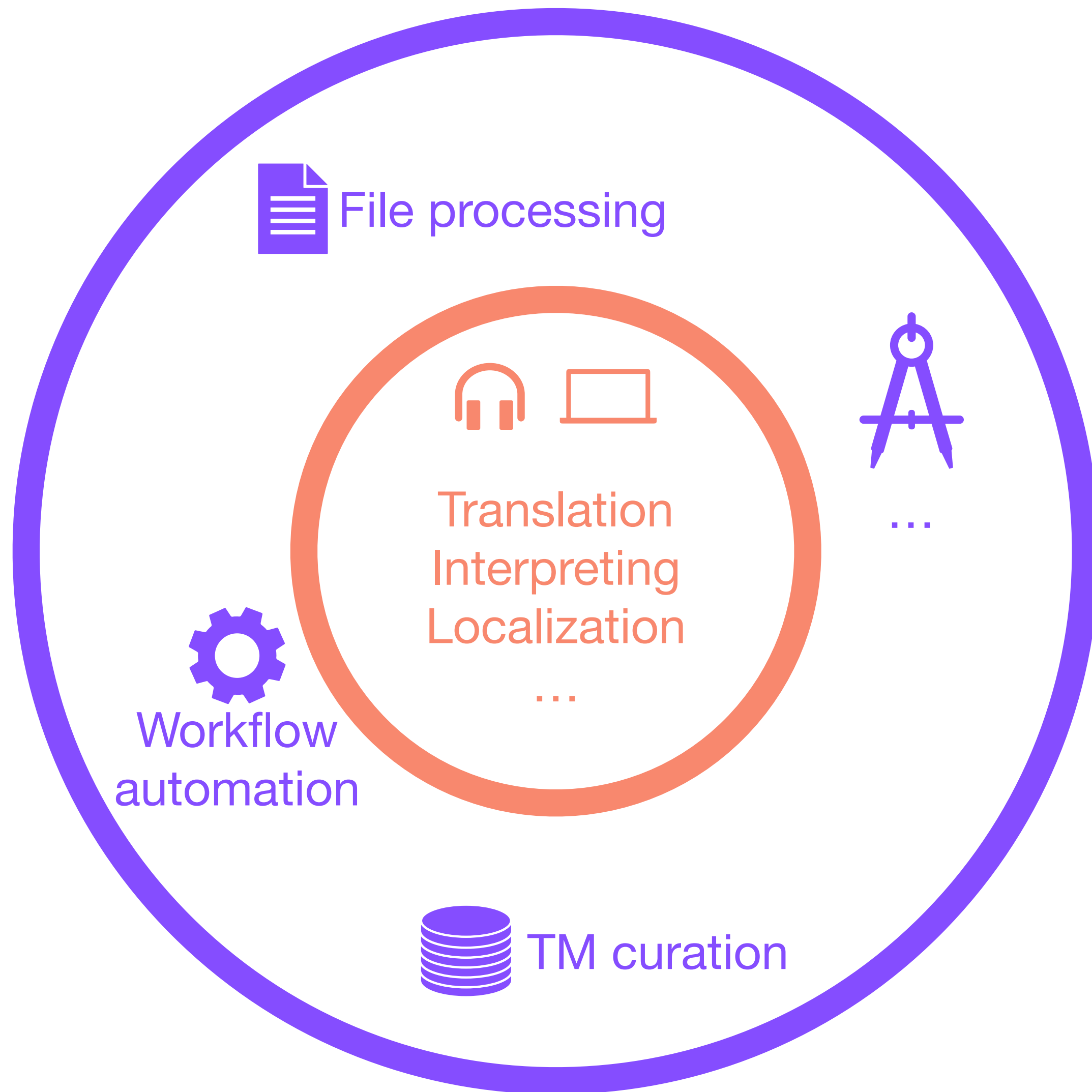
2024

Defining the language industry



“We regard **translation and interpreting** as still constituting **core forms of service provision** in an ever-changing industry, while simultaneously embracing all that transpires **upstream and downstream** from these services” (Angelone et al. 2024: 2)

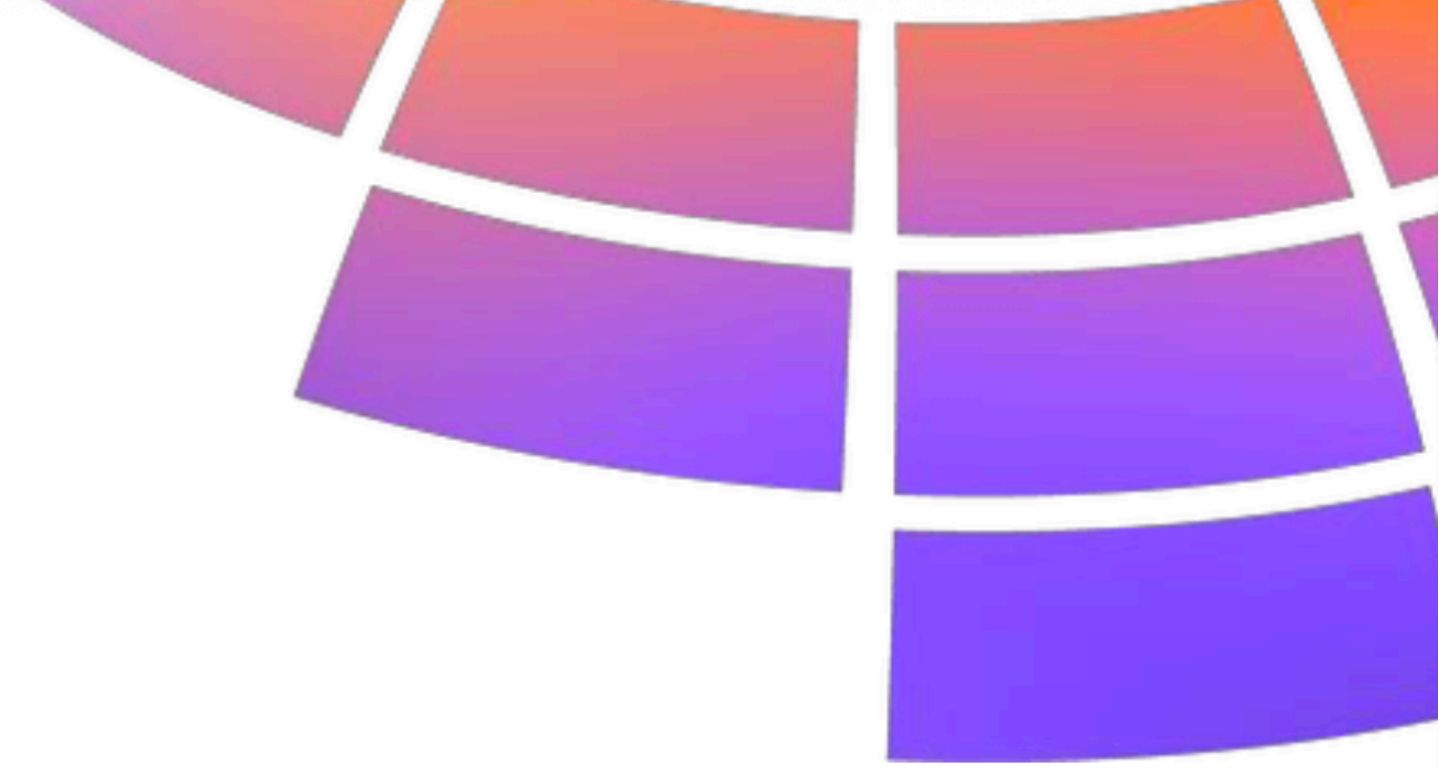
What way(s) forward for translation education?



- **“Broadening of translation competences”** → Technology-intensive job competences (e.g. machine translation literacy consultancy)
- **“‘Narrow’ approach”** → Augmentation of human *translation* performance through technologies (including AI)

In (the remainder of) this talk

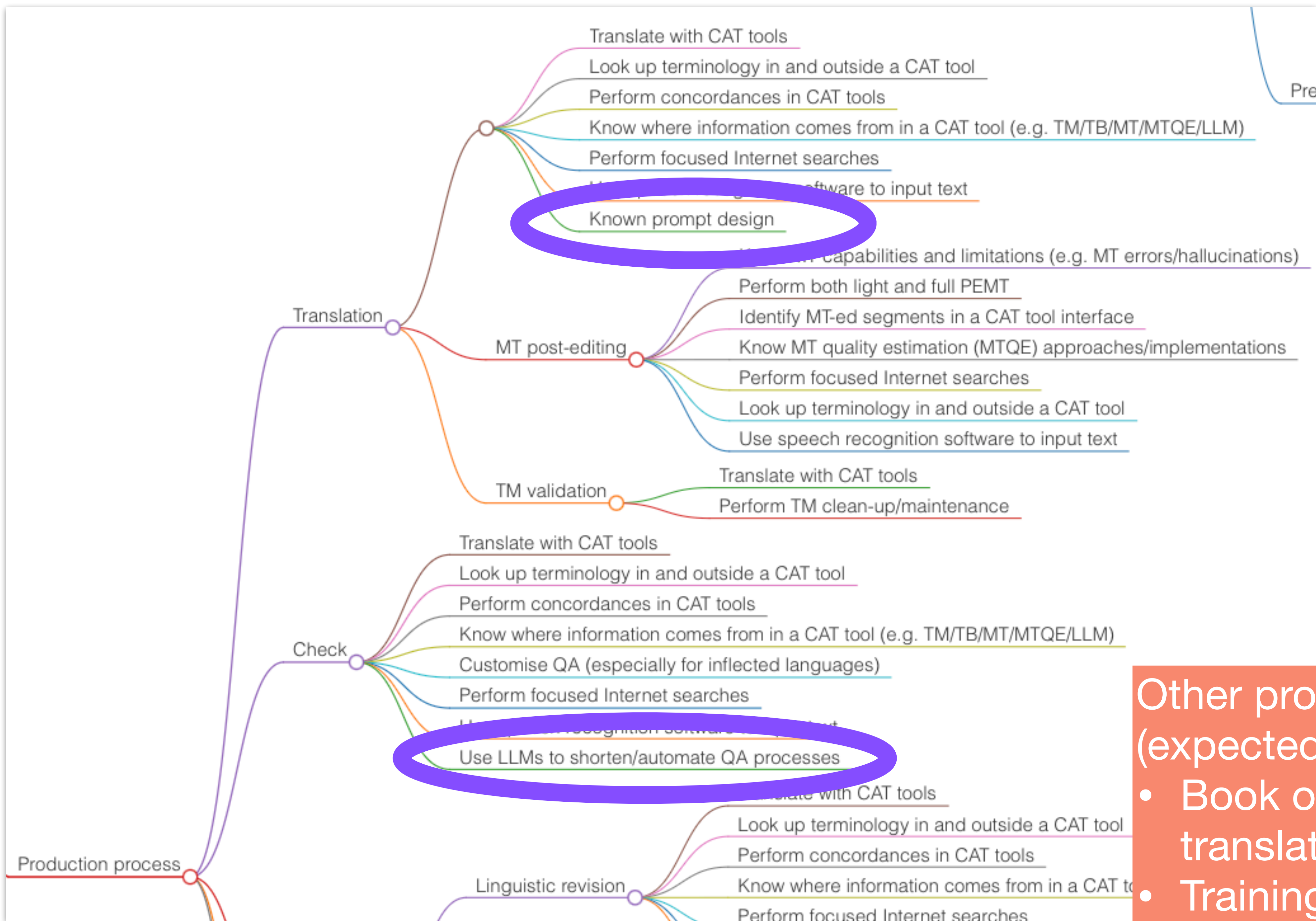
- Mapping **technological needs & professions**
 - The LT-LiDER project
 - The UPSKILLS project
- **Implementing change** in the translation curriculum
 - Our attempt at the University of Bologna (and other EU programmes)
- **Open challenges**
 - Beyond technology



The LT-LiDER Language Technology Map

- A “Map of technologies used and needed in translation contexts [...] [It is] **structured around the localisation process** description recommended in the **ISO 17100 standard**” (Secară et al. 2025: 26)
- Based on **interviews with 29 experts** from the language industry (incl. freelance translators, project managers, NMT and LLM developers)





Other project outputs (expected 2026):

- Book on pedagogy of translation technologies
- Training capsules

The UPSKILLS needs analysis

- It “outlines a **new professional profile**, that of the **language data and project specialist**, and includes a detailed description of the knowledge, skills and competences that [...] graduates [...] should obtain to improve their employability” (from the UPSKILLS website)
- Based on a **corpus of ~200 job advertisements** (collected in 2021), **70+ responses to online questionnaires** and **12 focus groups** involving **representatives from LSPs** and other **companies with lang departments**

An evolving effort: updates
in 2023 (completed)
and 2025 (ongoing)



UPSKILLS 2021/2023 | Job titles



<i>Keyword</i>	<i>Job title</i>
<i>AI</i>	AI Language Specialist
	AI Project Manager
	prompt engineer
<i>Linguist</i>	analytical linguist
	data linguist
<i>Data</i>	data scientist
	data analyst
<i>Manager</i>	project manager
	language manager
	localization project m.

Explore the corpus yourself: <https://upskilling.dipintra.it/corpora>

UPSKILLS 2023 | “Trending” tasks



Data & research

- curate datasets, classify sensitive/adult contents, handle data storage
- review SOPs (Standard Operating Procedures)
- apply reasoning, explain reasoning behind decisions



Technical

leverage/apply generative AI models and LLMs, model fine-tuning, keep up with developments and implement ideas from papers

Programming:
Python

Dataset

111 job ads by 73 companies (Malara 2024)

Implementing change

The MA in Specialized Translation

“I think that trying to combine all of it into one is probably a bit too much”
(Faes 2022: 30)

Linguistic disciplines

Specialized translation

Translation Theory

Audiovisual translation

Translation technologies:
Computer-Aided Human Translation: CAT, MT and AI

Translation for publishing

IT & game localisation

Curriculum: Specialized Translation

Translation technologies:
MT and AI for language services

Natural language processing and language data analysis

Professional practice and applied research

Curriculum: Translation and Technology

"What seems to be lacking the most from existing language and linguistics curricula is [...] **training that will enable graduates to think outside the box** and come up with **their own solutions to typical industry workflow problems**" (Assimakopoulos et al. 2021: 10, emphasis added)

Focus on internships

- **250 hour** internships
- Aim = providing students “with the basic prerequisites for **conducting research in a professional setting**, as well as with guidance for the implementation of their own research projects, to be realised during the internship” (PBR syllabus)
- **Evaluation** = written/oral report on industry research project

COMPANY	Short description (aim)
MT service provider	Implementing quantitative and qualitative methods to determine the linguistic quality of MT models
LSP	Developing methods to automatically deliver and evaluate translation tests
LSP	Developing automatic methods for Translation Memory curation and anonymization
LSP	Building a dashboard for vendors' quality management
LSP	Evaluating software for terminology extraction/management
LSP	Evaluating software for Text-to-Speech synthesis

Examples of internship projects (2021-2025)

The European Master's in Translation network



- A “**quality label** for university translation programmes at master’s level. It was created by the **European Commission's DG Translation** for programmes that meet agreed professional standards and reflect current market needs” ([EMT website](#))
- Priorities and initiatives for curriculum evolution (selected!)
 - 5 working groups: (1) **Technology and AI Industry** | (2) **Industry, visibility and outreach** | (3) Training and competences | (4) AVT, accessibility and inclusion | (5) **Linguistic data and terminology**
 - **Internship initiative**: Drafting recommendations, guidelines/suggestions, and best practices to run internships
 - In collaboration with **Language Industry (LIND) expert group**

Summing up

Technology mapping and training as one way to move forward

- Broadening of translation profiles to encompass more technology-oriented professions
- Grounded in constant dialogue with the industry
- Beyond technological skills: future-proof skills (Bernardini et al. 2020), automation-resistant skills (Pym and Ester Torres-Simón 2021), adaptive skills (Angelone 2023)

And yet...

- The “**broadening** of skills to accommodate AI and different industry roles and tasks **should not be in detriment of the core component of professional translation**, the [...] ability to produce, or even post-edit, translation of outstanding quality” (Crespo 2025: 3)
- (A few) known issues with **AI/MT-augmented translation**
 - Resistance to change (Moorkens & Guerberof-Arenas 2024) and “automation anxiety” (Nunes Vieira 2020)
 - Trust in tools’ reliability (Rivas Ginel & Moorkens 2025)
 - Lack of control on technologies used (Jiménez-Crespo & Rodríguez 2025)
 - The **motivation/satisfaction paradox** (Lambert and Walker 2024)

“[T]he use of AI can bring great and increasingly essential benefits. [...] [However] automation needs to be implemented with care so that more stakeholders can share in the benefits while being aware of the pitfalls and the implications that AI is likely to have on their professional and personal lives”

–Moorkens & Guerberof-Arenas (2024: 73)



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Thank you!

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