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The effectiveness of university internships from the Bologna Process up to today: A study on Modern Languages students at the University of Padua.

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Abstract

This dissertation is the result of the analysis of different researches carried out by the Internships Office of the University of Padua and by me. Focus of this work is the internship programme, which is considered by many a great opportunity to gain more experience and to improve their skills. The goal of this project is to find out whether internships are actually useful to students by analysing the opinions of modern language students at the University of Padua and comparing them with companies' expectations of the students' skills. The educational offer of European universities is based on the criteria decided by European ministers during the Bologna Process, but are these criteria enough to prepare students for a future job? Finally, an important point that is crucial to this work, is the discussion on the importance of foreign languages in modern society and mostly in those enterprises that want to invest in international markets. Is English taking over other languages, or are they considered just as important by companies that operate in international markets?

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Introduction

Since the introduction of innovations planned at the end of the 1990s for the higher education system, universities in Europe have experienced many changes in their structure and their educational programmes. First, there is the division of courses of study into undergraduate and graduate programmes, which allows students to decide whether to continue their studies or to end them after the first degree. Moreover, students have the chance to specialise in different subjects, since they now have more courses that they can choose to attend. Furthermore, the division into shorter cycles of study makes immediate adjustment in teaching methods possible whenever this is required by the changing working conditions. Second, the introduction of more mobility programmes and the possibility to do an internship both in the home country and abroad, have given students many opportunities to gain more experience and to get closer to the business world. Thanks to improvement in mobility, in languages, the written and spoken skills of individuals have become on average better than before, and students can learn more about the culture and traditions of other countries.

Chapter One of this dissertation, these factors will be discussed thoroughly, in order to allow a better comprehension of the project, since it is strictly linked to the changes that have influenced the entire structure of the European universities and the educational system. The Bologna Process and the follow-up work done by the European Ministers between 1999 and 2018 will be analysed to show that the higher education system has changed in Europe, in order to adjust higher education to the development of modern society. Mobility and internship programmes have improved, and a unified system of credits has been created, with degree courses comparable throughout Europe, where people are free to move to study, do research or work. One of the factors that have led to all these changes in the university system is globalisation. Even though globalisation has started many years before the Bologna Process, it is only in the last two decades that it has had a huge impact both on the higher education system and on the strategies of companies all over the world. Communicating with people in other countries has become much easier than it was before, and the need for better language skills has increased rapidly. Universities throughout Europe have tried to implement the Bologna Process, so that students can receive a type of higher education which meets the requirements of the

labour market. Globalisation is highly relevant because it has also reshaped the world of business.

In Chapter two, the first part of the project will be presented. It revolves round the internship programme and the use of foreign languages during internships. Starting with an analysis of documents drawn up by students of the Department of Linguistic and Literary Studies at the University of Padua, the study and the methods used will be presented. Data about internships are arranged into tables to study the distinguishing features of the different categories of internships. From the tables an indication will also be drawn about the foreign languages in highest demand. Charts are then used to examine in greater detail which industries require language services most. Then, the answers to a company survey on the work done by the students will be studied. As we will see, not all companies agreed on the effectiveness of higher education and some stated that their expectations on the level of knowledge of the students were not met. This originated some of the research questions of the dissertation: is the knowledge of students nowadays enough to satisfy the requests of the companies? Are their skills at an adequate level or should they be improved?

The analysis of data and surveys will serve as an introduction to the second part of the project, which is presented in Chapter Three. Here a new point of view will be offered, as companies in the Lombardy region that have offered at least one time an internship to students are interviewed to compare them with the Veneto region ones. This will allow readers to understand better the results of students that have studied in other universities and to compare their performances in the business world with the ones of Padua students. An enquiry will then be made into the reasons why English has managed to become the international lingua franca of science, technology and business. Finally, the concept of the internship will be discussed again to understand if it can really be a meeting point between universities and the business world or if there are other ways for students to gain more experience. When carried out in a serious and well-organised way, an internship could be extremely useful to students who are planning to work in that sector in the future.

In Chapter Four the focus will shift again to the importance of the knowledge of foreign languages, the fact that companies often underestimate their difficulties. This study will show that foreign languages are still very important in the business world, especially when it comes to international trade. Students of foreign languages do not only have to

learn a new language and its grammar rules, but they also have to study its culture and the customs and traditions of countries where it is spoken. This is incredibly helpful especially when dealing with countries that are either geographically or culturally distant from ours. Enterprises that have employees with these skills are more competitive in the foreign markets, since they are more capable to understand the requests and the needs of people in other countries.

As will be explained, knowledge of foreign languages has such an impact on the markets that sometimes it even influences the companies' decisions to operate in a specific part of the world instead of another one. There are various studies on the importance of foreign languages in the modern world, both for the communication between individuals and for the use that is being done of them in companies; in this work we are going to use them as a starting point for the analysis on their usefulness. One of the last part of this chapter will concern the educational programme of the University of Padua, with a focus on the master's course in Modern Languages for International Communication and Cooperation. The objective is to discuss the syllabus, followed by an analysis of the subjects that could be more interesting for a future job in a company. The study will carry on with a comparison of what is being taught in university and what are in reality the expectations of the enterprises.

To conclude, the chapter will revolve round the differences between universities in Europe, in this case the ones of Padua and Strathclyde in Scotland. As it will be explained, the modern language courses in the two institutions are similar in some ways, and yet completely different in others. It will be very interesting to notice how these differences could benefit both universities if they tried to change some parts of their syllabus and take example from one another.

1 Chapter 1

Over the past twenty years, the high education system has gone through many changes, which have influenced the society and the organisational structure of the European countries. In this chapter we will discuss the development of the university system by analysing the changes and innovations that have been made from the beginning of this process, and the factors that led to them. We will examine the impact that globalisation has had on our society and on the economy, which is essential to understand how this has affected enterprises all over the world and subsequently how educational programmes needed to be redefined to better prepare individuals for their future jobs. Finally, we will observe differences in interpersonal relationships at university and the ones that exist at work.

1.1 The evolution of the university system

The university system as we know it has changed a lot over the last two decades. It all started back in 1999, when Education Ministers in Europe decided that the system needed to be renewed in order to suit the changes and innovations in our society. Starting with the Bologna Declaration, many other Declarations, Recommendations and Communiqués were signed during the meetings that followed the one in 1999 and that took place every two or three years. Each one of them brought some innovations in the European Higher Education System and had an influence on a particular branch of the system. There are obviously too many documents from the Bologna Process, so I have decided to use and analyse only the ones that were useful for the development of this work, which includes declarations about the improvement of student mobility in Europe, the introduction of internships and the ones referring to the descriptors for European qualifications. The second point that will be analysed in the following paragraph concerns the changes in the European Higher Education System and the creation of different European frameworks to describe university qualifications. Finally, the Framework used in Italy will be analysed and the concept of internship will be explored by looking at the website of a Department of the University of Padua.

1.1.1 The Bologna Process

The Bologna Declaration of 19 June 1999, signed by 29 European Countries, was the first step towards the creation of a new European system of higher education and laid the foundations for the Bologna Process. The Declaration draws its principles and foundations from the Magna Charta Universitatum (18 September 1988) and from the Sorbonne declaration (25 May 1998) (EHEA, The Bologna Declaration of 19 June 1999, 1999). Its goals were to create a system of easily readable and comparable degrees, to promote the mobility of postgraduate and undergraduate students, to make sure that the European higher education system becomes attractive world-wide and to offer wide ranging high-quality knowledge to ensure the social and economic development of Europe (Zaggia, 2008). Three were the main goals to be reached by 2010 (CHEER, 2014): when universities in Europe were 'redisigned' and those were:

1. adoption of a system essentially based on three main cycles – undergraduate, graduate and PhD – in order to better meet the new educational requirements;

2. introduction of innovations in the teaching methods, to enhance the learning process and reach the educational goals based both on professional profiles and on the learning outcomes;

3. development of executive structures to help the students and the improvement of the services for the students like tutorship, international exchanges (for example the Erasmus Programme) and internships.

The division in three cycles mentioned in point one is important to understand how university courses and teaching methods have changed since the Bologna Process. Before changes were introduced, the usual length of a graduate course was four years. After 1999, every university in the European Union had to change its structure and to adapt to the new system. This was based on a first three-year degree (undergraduate programme), followed by a two-year degree (graduate programme) and a PhD. Access to the graduate programme is only possible after the completion of the undergraduate one, which can also lead to a master's degree. A PhD programme lasts a minimum of three years and its main purpose is foster knowledge through research. Thanks to this new programme, but above all to the creation of a Framework for Qualifications of the European Higher Education Area, people have found a way to unify the European university system. For instance, an

Italian degree is equivalent to a degree and will be recognized by other European Union Countries, which also helps to increase the employability of students abroad.

> "With labour markets increasingly relying on higher skill levels and transversal competences, higher education should equip students with the advanced knowledge, skills and competences they need throughout their professional lives. Employability empowers the individual to fully seize the opportunities in changing labour markets. We aim at raising initial qualifications as well as maintaining and renewing a skilled workforce through close cooperation between governments, higher education institutions, social partners and students. This will allow institutions to be more responsive to employers needs and employers to better understand the educational perspective. Higher education institutions, together with governments, government agencies and employers, shall improve the provision, accessibility and quality of their careers and employment related guidance services to students and alumni. We encourage work placements embedded in study programmes as well as on-the-job learning."
> (The Bologna Process 2020, p. 3)

This can be possible because universities now offer students the possibility of learning specific skills required in various working contexts, along with their cultural enrichment. With the introduction of the second point also the mobility of students and professors has been promoted, since it has become so much easier to go abroad to study or work. Besides, the division into shorter cycles of study makes immediate adjustment in teaching methods possible whenever this is required by the changing working conditions (Ministero dell'Istruzione, Cicli di Studi e Quadri dei Titoli, 2015). Point three, that is the improvement of services for students, is also the one that matters most for the development of this project, particularly with reference to internships. Before dealing with the development of executive structures, though, it is useful to outline how the Bologna Declaration triggered a series of reforms that have completely changed the university scenario in Italy and in many other EU countries.

As already mentioned, thanks to the Framework for Qualifications of the European Higher Education Area (Bologna Working Group, 2005) the national university systems of the European countries have finally become similar and comparable (Ministero dell'Istruzione, s.d.). The reason why this is possible is the following:

> "within this Framework qualifications are defined according to levels of complexity and difficulty. Generic descriptors of the requisite learning outcomes at each level have been defined by expert working groups within the Bologna Process. These descriptors are broadly applicable in all national contexts. " (Bologna Working Group, 2005).

This means that both Italy and other EU countries had to reorganize their course of studies so that the learning outcomes would match the ones given by this Framework; each country has its own Framework that must follow the indications given by the European

one. A fundamental part of the Framework is represented by the Dublin Descriptors,[1] whose name comes from the city where the last meeting was held (Luzzatto, 2011). The Dublin Descriptors state the learning outcomes that are common to the qualifications of the same university programme, whether undergraduate or graduate.

Two years after signing the Bologna Declaration, ministers of the European Union in charge of higher education held a meeting in Prague to analyse the progress made and to decide how to further improve the process started in 1999. The Bologna follow-up group, which is "the executive structure supporting the Bologna Process in-between the Ministerial Conferences" (EHEA, 2016), had commissioned a report back in 1999 entitled „Furthering the Bologna Process". This was reviewed and approved by Higher Education Ministers during their meeting in Prague, since the goals of the Bologna Declaration had been accepted and used by most signatories. In line with the aims of the Declaration, further points were discussed and emphasized during the meeting in Prague:

- promotion of higher education in Europe, both for European and international students coming from other parts of the world;
- enhancing the involvement of students in the organisation of education at universities;
- introducing for the first time the concept of Lifelong Learning[2], also found as LLL in some documents (European Union's Minister, 2001).

With the idea of Lifelong Learning focus shifts from the knowledge acquired in school or at university to what a person develops during his/her entire life, from the moment he/she was born. This concept can change the educational perspective of individual people and of society, even if it was developed with an eye to the job market, and more

[1] „The Dublin Descriptors are general statements about the ordinary outcomes that are achieved by students after completing a curriculum of studies and obtaining a qualification. They are neither meant to be prescriptive rules, nor do they represent benchmarks or minimal requirements, since they are not comprehensive. The descriptors are conceived to describe the overall nature of the qualification. Furthermore, they are not to be considered disciplines and they are not limited to specific academic or professional areas" (Ministero dell'Istruzione, Cycle Descriptors, s.d.)

[2] "Lifelong learning is an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life." (European Union's Minister, 2001) Lifelong Learning is a fundamental part of the Declaration, because it does not only involve learning at school or university, but it is about every aspect of a person's life: it combines all experiences, both at work and in the personal sphere.

specifically to the abilities and skills required for a job. Learning must no longer be divided into a time to go to school to acquire knowledge and a time to use that knowledge in the workplace. On the contrary, it must be seen as something that takes place daily also through contacts and interaction with the people and environment that surround us. Lifelong Learning is thus relevant when dealing with the Dublin Descriptors.

On one hand, Dublin Descriptors are part of the Framework for Qualifications of the European Higher Education Area and setting five kinds of learning outcomes that students need to fulfil in order to get their bachelor/master/PhD. On the other hand, the Lifelong Learning sets the base to create a new credits system, ECVET - European credit system for vocational education and training (Isfol, s.d.). This system is meant to certify knowledge, abilities and skills that are acquired not only at school or at university, but also through an informal educational process. (Luzzatto, 2011) On 6th May 2008, the European Parliament published Recommendation 2008/C 111/01/CE (European Union, 2008) establishing the European Qualifications Framework for lifelong learning, or EQF. This Framework provides descriptors for programmes, like the one of the EHEA, but there are some differences: first, there are eight levels instead of just three. Nevertheless, the two Frameworks can be compared, since level six of EQF corresponds to the first cycle in the Framework for Qualifications of the European Higher Education, level seven corresponds to the second cycle and level eight to the third one. The second difference is that the EQF does not provide five types of learning outcomes and that the qualifications are not defined through the formal titles of study (bachelor, master etc) but through the experience and competence that have to be certified. The five descriptors of the Framework for Qualifications of the European Higher Education Area are: knowledge and understanding; applying knowledge and understanding; making judgements; communication skills; learning skills. The descriptors for the EQF are: knowledge, described as theoretical or factual; skills, which include the cognitive and practical ones; competence, seen in terms of autonomy and responsibility. (Europen Parliament, 2008) To sum up, qualifications are not defined in the same way. This is the main difference between the two Frameworks and many efforts have been made to try and harmonise them, albeit with little success. Every European country has its own preferences when it comes to choosig which Framework to use for its own university system. In Italy, for example, we use the Dublin Descriptors.

On their websites all Italian universities display the degree programme regulations and how they are described. In this case, I will present only one specific second-cycle degree course, which is the one in Modern languages for communication and international cooperation. On the page that carries the title "Didattica" it is possible to find the details of the degree course. By clicking on the "annex 1" a pdf document opens, reporting all the information about the educational goals. Going on to page two of this document, there is a paragraph called "Risultati di apprendimento attesi, espressi tramite i Descrittori europei del titolo di studio (DM 16/03/2007, art. 3, comma 7) ", which can be translated with the expected learning outcomes that are expressed through the European Descriptors. In this paragraph there are five points, which equal the ones of the Dublin Descriptors, and each one of them describes the requirements that a student must fulfil in order to graduate. What is interesting about this document is the repetition of a specific concept among those descriptors: during their university careers, students need to use the acquired skills and knowledge by taking active part in laboratories, group work and most importantly by joining the Erasmus programme or doing an internship.

1.2 The internship

The concept of internship is the one this work is based on. From its introduction at the beginning of the Bologna Process, more and more students had to or wanted to do an internship to further improve what they had learned in class. An internship can be willingly done by a student or it can be part of his/her educational career at university. It can award some credits to the students and can also give them opportunities to work in the business world, in case the office/company the student worked for decides to hire him/her in the future. In the following paragraphs we will analyse the idea of internship, its different use and meanings both in Italian and in English, and the difference between the word "internship" and "job placement". I will also discuss how this concept is advertised and promoted on the websites of the University of Padua and compare it to the websites of the University of Bologna. I will describe how an internship can be part of the educational journey and how it can be the point where university and the business world converge. I will then move on to describe how this has changed thanks to globalisation and the consequent internationalisation of enterprises.

1.2.1 Definition of internship

In English, the word internship has two meanings:

- "Internship in a hospital: a period of training spent in a hospital by a young doctor in order to finish their medical qualification" (Cambridge, 2018).

- "Internship in a company: a period of time during which someone works for a company or organization in order to get experience of a particular type of work". (Cambridge, 2018)

As it can be seen, the two meanings are very similar, and both describe a period of time that a person spends working in a place to gain some experience. In some cases, as in the first definition, this period of time is mandatory and is required for the profession that a person is training for.

> "Internships may be mandatory or optional, depending on the course structure diagram for the specific degree programme. Optional internships must be included in the study plan before starting the online activation procedure." (Università di Bologna, 2018)

For example, medicine students must do an internship in order to learn how to medically treat their patients and to improve the skills acquired during their studies. It would be impossible to think that a newly graduated surgeon is able to operate on someone without previous experience gained on the field through an internship. In Italian the words used to express the concept of internship are "stage"[3], with a French pronunciation, and "tirocinio"[4]. While both words are used exactly in the same way, they do not express the same concept. In fact, the latter can be identified with the first definition of internship given by the Cambridge Dictionary: a "tirocinio" is a period of time that must be undertaken by students or workers in order to gain the experience required to do a certain job. For instance, in Italy every medicine, law and psychology student must do a "tirocinio" before being allowed to take the exam for professional qualification.

The term "stage", on the contrary, can be identified with the second definition of the Cambridge Dictionary and is therefore a phase of training that must be spent working in an office or for an association etc, in order to learn how to do that kind of job. For the same reason it is possible to see on the websites of the educational programme of the

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[3]"Stage: fase di un addestramento consistente nel trascorrere di un periodo di tempo in un ufficio, presso un istituto universitario o un'azienda, per imparare il lavoro che vi si svolge." (Zingarelli, 1994)

[4] "Tirocinio: preparazione pratica necessaria per esercitare un mestiere o una professione e che si svolge sotto la guida di un esperto." (Zingarelli, 1994)

University of Padua that the word "stage" is being used to describe the three-credits activity that must be done in the faculty of modern languages. Following these descriptions, on the websites of the faculty of psychology it is possible to see that only the term "tirocinio" is being used. (Università degli Studi di Padova, Informazioni pre-lauream, 2018) The importance of the latter can also be seen by the quantity of credits that are being assigned for it: in the faculty of modern language, a stage is worth 3 ECTS and has to last at least 75 hours, whereas for the faculty of psychology a tirocinio is worth between 12 and 16 credits, depending on the hours -the minimum is 300.

Going back to the English language, it is possible to see that the term "internship" is not the only one that is in use in these days. Like it happens with the Italian language, there are two words that are considered synonyms and that people use to express the same idea: internship and job placement. In reality, these two terms are slightly different and represent two distinct concepts. As for the first one, what is relevant is that an internship usually lasts from a few weeks to three-four months maximum. It is unpaid, even if some companies can decide to refund expenses (i.e. travel to and from work, lunch, etc). Job placements, on the other hands, can last from a few months to a year and they are usually salary based – but not always. People usually do a job placement after graduation, opposite to the internship that is mostly done during university. Through the internship people can see if that kind of job is suitable for them, since it does not last so long, though it is long enough to give them an idea of what the job is going to be like. Since a placement usually lasts longer, it is important that people are almost certain that they want to work in a particular field and that they want to follow that career. The Cambridge Dictionary also defines the term "job placement", as "a temporary job that someone does in an organization, usually to get some work experience". This definition can be tricky because it is basically the same as the one that was given for the word "internship", but now that a brief explanation of the main differences between the two terms was given, it will be easier to understand that the two concepts are not the same thing.

1.2.2 The internship in Italy: Padua vs Bologna

I will now analyse the concept of internship as it is promoted and explained on the websites of the two oldest universities in Italy: The University of Bologna and the University of Padua.

The first point to notice is that they both have an Italian and an English version of the contents, but that only the University of Bologna one actually works. The second point is that the website of the University of Padua has a brief introduction about what an internship is and how long it can last, while Bologna only gives little information to the students by presenting four links, which represent the four types of internship offered by the University of Bologna to its students. These types are:

-Curricular internships, which can be carried out during their studies at university;

-Training and guidance internships, for graduated students, to be carried out within 12 months from graduation;

-Vocational internships for psychologists, to give access to the State Exam;

-Internships abroad. (Università di Bologna, 2018)

By clicking on each link there is an explanation of what these internships are, their length and the requirements. The only problem is that there is no clear indication for students on how they should apply, who they could contact to get more information or where they should search to find what they are looking for. Even though the online version of the University of Padua does not give much information about internships, it is really helpful for students, who can find every other kind of news on the website and therefore know exactly where to find all the information to apply, and even what to do before, during and after the internship. The only negative point of the website in Padua is that it only differentiates the internships between the ones in Italy and the ones abroad. Still, after choosing whether to do the internship in Italy or to go abroad, a wide range of possibilities is offered.

To sum up, the website of the University of Bologna can be easier to understand. Moreover, as it is divided into sections reflecting the different types of internships, it actually helps readers to find the information they are looking for. Nevertheless, the online page of the University of Padua can be easily found and provides more content, which is very helpful for students, since all the information is clearly stated throughout the website.

As already mentioned before, the number of credits assigned to an internship is different for every Department and every University: "Unless established otherwise by national or European regulations, internships normally have a duration of 25 hours for every University educational credit assigned to them in the degree programme teaching

regulations". (Università di Bologna, 2018) That is why an internship in the faculty of Modern Languages is awarded three credits and has a duration of at least 75 hours. There are also limits of time for students who want to do an internship, since it cannot be longer than twelve months for a student and of six months for an extracurricular internship, which has to be done within twelve months from graduation. (Università degli Studi di Padova, Stage e tirocini in Italia, 2018) Every time a student decides to do an internship, an educational program must be signed by the company that hosts the student and the university. On this program there are the information about the duration of the internship and the activities that will be carried out during that period of time, and it is filled out by the tutor assigned to the student. The insurance is always entirely provided by the university. The internship is very important for the students' future careers, and that is why it is promoted and advertised both through the websites and through emails. There is also a part at the bottom of the webpage of the University of Padua that is called "Opportunities and Events", where students can find all the latest and updated communications regarding scholarships and/or announcements of internships/job placements. All in all, both websites try to spread information about internship programmes, since they are a very important part of a student's career.

1.3 The internationalization of enterprises

Globalisation has not only changed the way we see the world, by providing instant information of things that happen in faraway places, but it was also one of the main factors that led to changes in the university system in Europe. In the next few paragraphs I will discuss the concept of globalisation and its advantages and disadvantages for the different countries. I will then proceed by describing the impact that this has had on the high education system and the reasons that led the European Ministers to the decision of rethinking the entire university. After that, it is important in my opinion to examine how globalisation has affected enterprises all over the world and what impact it has had on the market. This is necessary to understand how universities had to reshape their educational offer to better suit the needs of the market and to provide the best and most up-to-date education possible to their students. It is also an interesting way of seeing how the world of business has changed over the past few decades and how this affects the chances of finding a job for a graduate student – the utility of an internship, the requirements needed in our society, etc. Finally, I will debate whether interpersonal relationships in universities

can be compared to the ones in the business world and how these may affect one's work in both fields.

1.3.1 Globalisation

What is globalisation? "Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange." (BBC, 2014). This allows national economies to become interconnected and lead to an integration of markets in the global economy. Globalisation has helped many countries to open up their markets, allowing at the same time an exchange of richness, both material and cultural. Globalisation cannot only be considered for its economic aspects, because its consequences are so wide-ranging that it has affected almost every aspect of society, from economy through culture to law. When the economy of a country changes, the laws have to be amended both to help market trade and to prevent other countries from entering commercial deals that could threaten economic stability. The production of goods and services has increased enormously thanks to globalisation and many companies are no longer just producing in their home country but are instead either exporting their products abroad or opening new factories in foreign countries. Even though globalisation has always existed, this has seen a huge development over the past fifty years, thanks to many different factors who contributed to its spread. First of all, the presence of new technologies in communication and transport have brought huge changes in modern society, like the introduction of the Internet. The spread of social media[5] helped "abolish" national boundaries and create a world where information and news can reach everybody in a matter of seconds. Moreover, the introduction of new payment systems, online or electronic, has made international trade much easier and allowed capital to move without barriers from one country to another. Finally, many countries that only had a national market before, eventually started to export and import many goods from other parts of the world, therefore enhancing their own economy and that of their commercial partners. (Economics Online, 2018)

Globalisation has brought both advantages and disadvantages for countries all over the world. As for the advantages, the first one is that now raw materials can be found very

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[5] With "social media" we mean social networks like Facebook, Twitter, Instagram, but also other ways of communicating like SMS, WhatsApp and Telegram.

easily and at a cheaper price than before: the inclusion of developing countries in the new market has made the access to these sources much easier, since those Nations usually have abundance of raw materials. For this reason, firms can become cost-effective in their own market and in the foreign ones, since their production costs diminish, and they can also sell their goods abroad more cheaply. Another advantage is the possibility to share knowledge and technology. A firm that owns the best technology can also make better products. The same applies to knowledge. In this case, knowledge is not just the things that a person knows about a subject, but it also means that a country is going to share its experience, knowledge, ability with another one, that is going to give other information in return. This continuous exchange brings to an improvement in the products, to their development and to the creation of further technologies.

These factors are all interrelated. Cheap raw materials lead to the production of cheaper goods, which can be purchased by more people. It consequently follows that companies start to export their products to sell them abroad and sometimes even open new factories in foreign countries. This leads to an exchange of knowledge between countries and to the development of new technologies. Another very important advantage is that all these factors contribute to the creation of more demand for the economy; in order to produce more, firms need to expand and open new factories, hereby creating more employment in all countries, which leads to more richness. Moreover, globalisation "increases awareness of events in far-away parts of the world." (BBC, 2014) This means that people nowadays are more aware of what happens in the world, even in those parts of the globe that are far away from their reality. Thanks to television, the radio and to the social media in general, people can find out about events that have happened a few seconds before for example in China while being at home in France. This has helped to heighten awareness of environmental issues like deforestation or the greenhouse effect. These were not such important matters for many people up to twenty years ago; moreover, developed countries have finally understood that people in third world countries do need help to improve their economy and, thanks to social media, also humanitarian organisations are able to reach more people to ask for their help.[6]

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[6] Organizations are able to interact directly with the people through Facebook or Emails, they can answer every question and can show everyone through videos online how life in a third world country is different and more difficult than ours. Examples can be found online with *Medici senza Frontiere*, *Alice for children* and *Unicef*.

To conclude, another advantage of globalisation is the possibility to share ideas, experiences and lifestyles of other people and cultures. The influence that globalisation has in our society has contributed to the reshaping of many existing cultures; we could argue that the major influence comes from the US, since it is clear that over the past decades the American culture has become more pervasive in European society.[7] For example, the presence of so many fast-food restaurants in Europe or coffeehouse chains like Starbucks are a clear sign of how the American culture has influenced the European countries. The fact that 80% of the movies shown in Italy are from the US also increases this influence daily. On the other hand, European culture exerts some sort of fascination on the rest of the world. Every year millions of tourists come to admire the landscapes and monuments scattered throughout Europe and while "western culture" has become more important in Asian countries, in many aspects. At the same time, Europeans are fascinated by Asian culture and try to include some parts of it in their own, since it is so different and exotic. To sum up, globalisation has led to an exchange of cultures. This exchange contributes to reshaping existing societies and to their development.

As mentioned before, globalisation has brought both advantages and disadvantages to the modern world. Since the first have just been analysed, it is now time to talk about the latter and how they show that globalisation is not always a good deal for all the parties involved. First of all, many times only rich countries benefit from globalisation and get even richer, whereas poor countries stay poor and are only useful because they provide the richer ones with cheap raw materials and cheap labour. Moreover, once a firm finds that it can produce for a better price somewhere else, it shuts down its factories and moves, causing the loss of the job of many inhabitants. It is not even sure that the wealth generated by these companies will stay in that region, because more often the money goes straight to the country where the firm is based. In this case, the poor country will not benefit of the wealth and will probably get poorer; sometimes companies push local firms out of business with their competitive prices and strong economy, causing another huge loss for the local economy. Another important problem is that often companies have to respect the environmental laws in their home country, but not in the developing one. In this way, many firms that operates abroad have done serious damages to the environment by

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[7] "In Europa il termine americanismo si è diffuso nel Novecento, legato alla penetrazione di prodotti e stili di vita americani e alla crescente influenza degli Stati Uniti." (Bonazzi, 2006)

polluting without restraints, by causing deforestation and spilling highly noxious materials into the sea or in the ground. Poor working conditions are also a serious consequence of globalisation: in developing countries, firms exploit the working class to produce their goods for a ridiculous amount of money, which would never be allowed in one of the developed countries. Working conditions are inhumane and employers must work up to seventy hours per week in order to gain enough money to survive. Moreover, kids are also involved sometimes and are hired to work illegally by multinationals who wants to produce more goods for the cheapest price.[8]

Globalisation is seen by some people as a threat for the cultural diversity in the world. As we said before, thanks to this people are getting closer to foreign cultures and are learning and exchanging traditions from them. The problem is that this continuous exchange could not only lead to a mutual cultural embracement, but that the uniqueness of each culture could, with the time, fade away and lead to a single unified culture, with the countries of the north-west imposing their own customs and traditions. (BBC, 2014) This can already be seen when taking about the "standardisation of products through global branding" (Economics Online, 2018), which could lead to a lack of diversity and could keep smaller or local firms from entering the market, since multinationals already own part of it. Another important point against globalisation is "[…] the increased risk associated with the interdependence of economies. As countries are increasingly dependent on each other, a negative economic shock in one country can quickly spread to other countries." (Economics Online, 2018) The economy of a country can be positively or negatively influenced by the one of its suppliers or buyers, like it is happening in Turkey nowadays: the financial crisis that is going on in that country is influencing also the Nations that are connected to it – Turkey is not able to pay its suppliers because its currency is too weak. (Astarita, 2018) Finally, globalisation could even lead to difficulties in coordinating the activities of the subsidiaries abroad and it could eventually cause a flourish development of the latter at the expenses of the firm based in the home country. The consequence would be an increase of the loss of jobs.

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[8] Back in 1999 there was a huge scandal when people found out that the multinational *Nike* was exploiting its workers and even hiring children to work in its factories. The salary was ridiculous and workers in Vietnam were exposed to toxic fumes which were 177 times higher than the Vietnamese law allowed. (Wazir, 2001)

To sum up, while globalisation could be an advantage for some countries in many ways, it could represent a big disadvantage for others. Especially some of the poorest countries are usually hit by the negative sides of globalisation and cannot see any kind of improvement in their economy. In the end we could argue that this could be a very useful way to both improve the economies of third world countries and to maintain the ones of the developed nations, but that a lot of work must still be done to find a strategy that will suit everyone without differences.

1.3.2 Globalisation and the University

After analysing the effects of globalisation on the society and on the economy, it is important to see what impact this phenomenon has on higher education, since the latter has become extremely important because it creates new knowledge and it teaches people how to manage the new economy. (Altbach, 2004, p. 5) Politics, culture, economy, technological and scientific trends directly influence higher education and the concept that are being taught, since they are in continuous development:

> "Academic systems and institutions may accommodate these developments in different ways, but they cannot ignore them. These phenomena include information technology in its various manifestations, the use of a common language for scientific communication, and the imperatives of both mass demand for higher education (massification) and societal needs for highly educated personnel." (Altbach, 2004, p. 5)

When taking decisions on how to reform the higher education system, governments and ministers always consider all these elements first, in order to provide the best education for students and to create a system suitable for the requirements of society. This is a very important matter, closely relatable to this work, since it shows the reasons that started the Bologna Process in the first place. Universities must be up to date with the newest technologies and information, and, in order to get them, they need to be able to adapt to the new official language: English. "Countries that use English benefit from the increasingly widespread use of that language for science and scholarship" (Altbach, 2004, p. 5); since most of the scientific journals are in English, as well as most databases, universities from the US and the UK are advantaged in comparison to those of other countries, and have therefore also supremacy in the field of research. For many universities in developing countries, that lack of funding and facilities for research, it is nearly impossible to keep up with the current journals and databases and for this reason are unable to offer an education beyond the bachelor's degree. In this case, Altbach argues

that globalisation has probably created even more inequalities and disparities in higher education between the different countries of the world. That is not the case in Europe, where there are very important universities both in English speaking countries and in the others, which manage to provide a high educational offer as well as serving as important research centres. Still, the English language is the most widely studied one in the high education system and every year more students apply for degree programmes held in English; "The largest number of international students go to universities in English-speaking countries." (Altbach, 2004, p. 10). Lots of universities, both in Europe and in the rest of the world, are beginning to offer courses that are entirely held in English, so that they can try and reach more students from all over the world. Many times, students are not willing to learn a new foreign language from the beginning in university, and the fact of being able to use the vehicular language – English – in universities everywhere is a huge motivation for moving abroad to study.

The use of the English language could be an advantage for students, but at the same time people who can really benefits from this are the ones from the US and the UK. Since the most important journals and databases are in English, everyone who wants to publish an article on them must master this language perfectly. In this case, English speakers will always have an advantage on the others, since they are writing using their own language. All the others must learn not only the foreign language, but also the methodology used by US scholars while writing. Another point is that books used in Universities, that are written by scientists and scholars, are usually published in English and written from a US or UK perspective; these books are sold worldwide and represent a great influence for students or other scholars. The problem is that the price for these books is adequate in America or in Europe, but it is far too high for developing countries who cannot always afford them.

Thanks to globalisation, large numbers of students, scholars and scientists travel abroad to study or do some research. The same happens for professors, who go to other countries to teach in foreign universities. This is one of the main reasons why the Bologna Process started back in 1999: in order to support the need of the people to travel or move abroad for academic reasons, universities needed to change and introduce reforms both in their administrative system and in the educational one. One of the changes involves the improvement of international exchanges, which have nowadays become extremely

popular all over the world. More scholarships have been offered, as well as a better conversion of grades for people who decides to study for a semester or two abroad. The introduction of the Erasmus Programme, its subsequent huge success and the various factors linked to globalisation – the changes in politics, in economy and even in society – made governments realise that the high education system needed to develop in a different way. For this reason, ministers of various countries in Europe decided to create a University system that was clear, divided into three main cycles and could be easily compared for each European country. This has allowed more people to move abroad both to study and to work, since the degrees are recognised also in other European countries.

To sum up, I can conclude that globalisation has had a huge impact on the world of University; many changes have been done because of it and mostly thanks to it. The high education system in general has improved a lot over the past twenty years, and the fact that university degrees are now comparable in every European country is a great step towards a really united Europe that does not have any kind of barriers for the knowledge. The promotion of the various internship/studying programmes abroad has helped many students to fulfil their dreams of going abroad to work or study, which has allowed them to both acquire more experience in their field and to closely get to know a new culture. Even though globalisation has some negative impacts on our society, we can conclude that the ones it has had on the academic world have been mostly positive and have helped developing the high education system in the best possible way.

1.3.3 Enterprises in the modern world

The internationalization of enterprises is very complex and there are various strategies that companies develop to reach their goals. First of all, it is appropriate to discuss two terms that are often used when referring to the internationalization. The first one is offshoring, which involves the entire or partial relocation of a business process from one country to another. The goal is to reduce production costs by manufacturing part of the products in countries where the raw material is cheaper, and then to import them back to the country of origin to assemble them. The result is a low-cost production and therefore a cheaper product for the buyers. This had spread particularly during the 80's and the beginning of the 90's and involved a part of the Italian enterprises, mostly from the north-east of Italy (Ferraro et al., 2008, p. 5). This is not a real strategy, since the market and technologies are continuously changing, and this would force companies to relocate their

factories every few years to search for new places where they could reduce production costs. There is also another option, i.e. shifting production to multiple locations, but not just to have cheaper results: the goal is to open the enterprise to the new expanding markets. From home country, for example a European Nation, it is now necessary to seek a place in the developing countries, meaning eastern Europe, China, India and Brazil. (Ferraro et al., 2008, p. 6)

Many companies use various strategies, partly depending on their size. For instance, small and medium companies would never try to build a new factory abroad or to buy a new one just to increase their power in the foreign market, since the cost would be too high. In this case, these companies prefer to create joint venture and make commercial deals with existing foreign enterprises by placing orders for the products or services that they require, for a better price. Having said that, I can add that offshoring and outsourcing production are not always seen as good factors for the economy of a country. There is a general fear that these may sometimes lead to cuts and making employees redundant in the home country when the company decides to move its production somewhere else. On the other hand, only a small part of Italian entrepreneurs decided to close the factories after opting for offshoring,[9] whereas the majority managed both to keep their factories in the home country and to keep their original suppliers[10] (Ferraro et al., 2008)

Nowadays, there are many reasons why a company decides to enter a foreign market and either opens new factories there or makes commercial deals with enterprises in the foreign country. It is not just about getting a cheaper production, which is still one of the main goals, but about managing to have a presence abroad, right inside the heart of the foreign land. In this way, it is easier to keep up with the supply and the demand of the market and the continuous development of the foreign economy can be followed in a faster way. This strategy is particularly important to study and to get to know a foreign market better. Being able to control a foreign market through the physical presence of the company becomes even more important in the case of a country that is geographically or culturally distant. For example, for an Italian company it will be much easier to

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[9] "Un imprenditore su 25 (3,6%) dichiara di avere chiuso i propri stabilimenti in Italia, dopo avere aperto una nuova impresa all'estero." D. Marini, a cura di, *L'Italia delle imprese. Rapporto 2007*, quoted by Ferraro, Marini, & Oliva, *Internazionalizzate e globali. Uno studio sui rapporti internazionali delle imprese padovane*, Padova: Confindustria Padova, 2008, p. 8

[10] "Il 55,3% degli imprenditori che hanno rapporti internazionali dichiarano di non avere sostituito i loro fornitori italiani. Il 39,1% ne ha sostituito solo una parte." *Ibidem*.

understand and follow the needs of a country that is far away, like the US, if it has a factory there or a deal with American suppliers/buyers. For the same reason this strategy will be even more effective when dealing with countries like India, China and Japan, which are both far away and have a culture that is completely different from the Italian one. A study of many companies in Padua has shown that Italian companies from the North-East prefer to move towards the Russian and the Chinese markets, because there is a greater interest for products from the mechanical, automotive and fashion industries (Ferraro et al., 2008, p. 12).

Whenever a company decides not to open a new factory abroad, other solutions can be found to reach foreign markets. One of these is to simply export its products abroad and to make solid commercial deals with foreign countries even without having to produce part of its goods there. According to some studies, companies that export tend to be more productive than the ones that do not manufacture their goods abroad, and at the same time they manage to get more profits and advantages because they get to know better the markets and the new technologies (Europäische Kommission, 2006, p. 4)[11].This can only be possible when there is a mutual understanding, which can only arise through intercultural communication and cooperation. I can speak of those two terms only when I analyse the socio-cultural context of the two countries – the one of the company and the one of the State where the export is carried out. The socio-cultural context "must be considered in order to make communication possible and efficient" (Balboni, 2015, p. 1); this is also the first step towards learning a foreign language.

The importance of learning foreign languages in the modern world must not be underestimated. After everything that was stated before, it is clear that companies need to be able to understand the culture and the laws of the country where they intend to sell their products or make joint ventures with other enterprises. This can only be done if either both parties can express themselves in one common language (usually in English) or if one part has learnt the language of the other. Learning a foreign language is not easy and it could be quite expensive for a company whose employers do not know other languages to pay for external translators, interpreters or mediators. This is why almost

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[11] „Forschungsergebnisse zeigen aber auch, dass exportierende KMU produktiver sind als KMU, die nicht exportieren, und dass exportierende Unternehmen oft - auf den ersten Blick nicht erkennbare - Vorteile daraus ziehen, dass sie stärker mit technischen Know-how in Berührung kommen, den Markt besser kennen, Kosten einsparen oder effizienter arbeiten." (Europäische Kommission, 2006)

every company that decides to export its goods abroad has at least one person in its offices that is able to speak a foreign language. Some enterprises set these as a requirement for all the positions they offer, whereas some of them only require foreign languages from the people that will work in direct contact with companies from another country. Thanks to the globalization and to the internationalization of enterprises, many of them do not count the English language as a plus anymore: this language is used nowadays as the main instrument to communicate with the rest of the world, since it has become the easiest way to exchange information in every country.

English is taught in every school, sometimes already in kindergarten, and most people can express themselves in this language, at least in a basic way. Italy and the countries in Southern Europe in general, are not so well prepared in English as the northern countries. The reason for this is probably that in Italy the focus is completely on the grammar: every aspect of it is analysed and studied, but in the end there is almost no speaking in the foreign language and even professors talk in Italian when teaching English. (Oriani, 2017) Moreover, the fact that every movie in Italy is dubbed does not help when learning a new language. In Sweden, Norway and Denmark, for example, the majority of people can speak English in a very fluent way; of course, this does not only happen because they listen to movies in the original language, but it still helps a lot to improve the listening skills and to enrich the vocabulary. Since the English language is so important in the business world nowadays, some changes should be done in the way it is taught in primary schools, high schools and also universities in Italy. Nevertheless, it is important to say that while Italians and people from southern Europe may not be so good in English compared to people from other countries, it is also clear that the same problem shows for those people when considering learning other foreign languages. As a personal experience, after spending several months at the University of Strathclyde in Glasgow (UK) and at the University of Göttingen in Germany, I got the chance to see how students abroad learn a foreign language and noticed that, while they might have been better than Italians when speaking English, they had three times as much difficulties in learning every other language (French, Spanish, Italian and German).

To sum up, after all the changes that have occurred over the past decades, both in the university system and in the business world, society and people's needs have also changed. In a world where companies decide to move to another country to follow a better

market and where intercultural communication has become so important, universities need to follow the continuous development of society and be able to offer students the best and most adequate education to later fit in the business world. Foreign languages have become one of the main requirement for at least 70% of the jobs and people need to understand that without them there could be no communication also between foreign markets: this means that even the economy partially depends on foreign languages, and therefore we should invest more on education in this field.

1.3.4 Interpersonal relationships: university vs business world

After discussing the pros and cons of the impacts of globalization on the economy and on universities, and after seeing how companies work in the modern world, it is useful to examine how all these changes and developments influence the relationships between people in university and in the business world.

First of all, it must be clear that "a strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship". (Prachi, 2018) There are several different types of interpersonal relationships: friendship, love, family relationships and professional ones. In the first two types mentioned above, all individuals like each other and choose to be in such a relationship with one another, whereas in the third type there are individuals who are related by blood or marriage. Professional relationships, on the other hand, are made of

> "individuals working together for the same organization [...]. Individuals sharing a professional relationship are called colleagues. Colleagues may or may not like each other." (Prachi, 2018)

Interpersonal relationships at universities are probably a union of the first and the latter: a student can start a relationship with another individual by becoming friends, but at the same time the same student can have multiple relationships with other individuals just for necessity, for example to do a research for a class. In this case, universities and the business world are very similar, for example when it comes to group work: these are just a small test to prepare students who will have to work in teams in their future job. Sometimes these team works will lead to the creation of new friendships, whereas at times the relationship will only be a professional one.

University and work are very different worlds. First, there is a difference in the relationship between a student and a professor and between the employees and their employers. Both relationships could either be friendly or strictly professional, but the distinction is that the first one is usually temporary and only lasts a few years, whereas the second one could last for a short time or for the entire life. Another main difference is that at university, professors are there to educate students and prepare them for the future job, so they are more willing to meet their needs and to help them understand concepts that are new to them. At work, the head expects employers to know what they have to do and awaits immediate results, which could be much more stressful for people, since they usually only have one or maximum two attempts to do things right. For this reason, it is very important that individuals find themselves in a good atmosphere by creating relationships with their colleagues. At university, students only have to spend a few hours per day in class – sometimes even less, since not every class is mandatory – so it is not rare that some students cannot make friends or get acquainted with other people.

On the other hand, having a good and positive environment at work is one of the most important things: "An individual spends around eight to nine hours in his organization and it is practically not possible for him to work all alone" (Prachi, 2018). Moreover, having to work alone every day without any kind of relationship with the colleagues could be boring, and this could affect the quality of work. Interpersonal relationships, especially at work, are one of the most important things to develop to make individuals feel welcome and accepted on the workplace. For this reason, many companies organize events for the employers to bring them all together and to try and create a better atmosphere for everyone.

As far as stress at work is concerned, it is proven that

> "[…] individuals who have more relationships (i.e., are well-connected) report higher levels of job satisfaction (Shaw, 1964) and lower levels of stress (Cohen & Wills, 1985)". (Reich & Hershcovis, 2011, p. 16).

Nevertheless, the quality of these relationships has proved to be more important. A lower level of stress means that the individual will be more relaxed and will be able to focus on the tasks assigned, doing a better job in comparison to more stressed persons. Interpersonal relationships are so important also in the higher education system and at work that some universities are beginning to offer the possibility to do a Master in

interprofessional relations, which teaches people not only how to communicate with other people but also how to interact with other colleagues.[12]

I interviewed ten people who attended university and that are now working in companies, hospitals or for various associations, in order to get a better picture of the situation. The following table shows the results in percentage of the answers.

	UNIVERSITY				WORK			
	low	medium-low	medium-high	high	low	medium-low	medium-high	high
Level of stress	5%	60%	25%	10%	-	20%	40%	40%
Interpersonal relationships	-	10%	40%	50%	10%	20%	40%	30%
Fear for expectations for outcomes	-	20%	70%	10%	-	10%	20%	70%

Table 1 Percentages of the students' answers

The result was that all of them felt a strong difference between their life at university and prior to work, and their life at work: the level of stress is much higher, as well as the expectations for their outcomes. Interpersonal relationships are still well developed, even though we can see that the percentage in the "high" part has decreased. As a result, we can see that the level of stress and the interpersonal relationships are strictly linked to each other. If relationships are good, then stress decreases and vice versa.

To sum up, globalization has had an enormous influence both on the high education system and on the business world over the past decades. Because of its impacts on the economy and on society, enterprises and multinationals had to reorganize and change their structure to stay competitive on the market, which has led to a subsequent need of modernisation for the high education system. Students needed to be able to enter the business world with the best education and after having had every chance of joining this new global society – for instance through the possibility to study or do research abroad. All these factors led to the Bologna Process in 1999, a process that is still going on today while reshaping the higher education system almost entirely. Nevertheless, since university has become so popular in the past twenty years and more and more people

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[12] This is mentioned on the website of Almalaurea, which is the official page of the consortium that works in partnership with universities, where students can upload their CVs and contact or be contacted by companies or associations for job or internship offers. The link to the related article can be found in the bibliography of this work.

decide to study, many new courses are being set up to satisfy the needs of the market, but at the same time the learning outcomes expected have steadily increased. For this reason, the level of stress at school and university has grown, since people want to be more competitive, and it tends to get even higher at work, where interpersonal relationships are not always strong enough to help individuals to work in a conducive work environment.

2 Chapter 2

After analysing all the causes for the changes that have occurred in the university system, and after seeing how these have affected mobility and internships, in this chapter I will examine if there has been an improvement in the students' outcomes on the labour market at the University of Padova. First, an introductory section will explain how the analysis was carried out and what the main goals of this project were. Then, a study on different types of internships and on the experiences of the students will be presented, to discuss whether internships can improve the chances of getting a job. Finally, the higher education will be discussed, and an analysis of a survey that was carried out among companies will be provided.

2.1 The internship in the University of Padua

In this paragraph the main focus will be on the project that has started in April 2018 and that involves an analysis of the various internships available to students of Modern Languages of the University of Padua. First, an introduction to the project will be provided; then, its different phases will be described. Finally, various tables and graphs will be shown to analyse the results of this research.

2.1.1 Introduction to the project

The project that is going to be presented in the next paragraphs has the goal of defining how effective the internships are or have been for the students of some courses of study in the Department of Humanities. In this case, the focus was on students who are doing a Bachelor or a Master programme in modern languages at the University of Padua, including the ones that have already graduated. The exact denominations of the bachelor's courses are *Linguistic and Cultural Mediation (MZL)*, *Modern Literatures and Cultures (LCM)* and *Languages, Literatures and Cultural Mediation (LLM)*; the master's courses are *Modern Languages for International Communication and Cooperation (LCC)* and *European and American Languages and Literatures (LLA)*. One of the most important objectives of this project is to find out whether degrees in foreign languages and literatures are an asset for students' employability after graduation. Moreover, the project aims to establish which of the languages currently taught at the University of Padua are in high demand in the business world, especially in the area of north-east Italy, and if

there is still place for all foreign languages in the international market. Following this, the goal is to figure out if the experience gained during the three years of studies – five in case of an additional master programme – is enough to allow students to work for a company, an association or to teach in schools or if the educational programme still needs some adjustment.

The internship office of the University of Padua provided, more than 300 documents to read and analyse, and the data drawn from them were summarised in Excel tables. With four or five exceptions, all students made an internship that lasted at least 75 hours and that took place between the 2012 and 2018. In 2012 the undergraduate course in Linguistic and Cultural Mediation and the Postgraduate course in Modern Languages for International Communication and Cooperation in Padua underwent major changes, (Università degli Studi di Padova, 2018) as they were originally interfaculty courses of the Faculty of Arts and the Faculty of Political Science and then became courses of the newly instituted Department of Linguistic and Literary Studies as faculties and teaching bodies were replaced by departments all over Italy. This means, that the documents that have been analysed for this study concern students that have attended language degree courses both before and after some major changes in Italian university. Another major change occurred in 2016, when two undergraduate language courses were replaced by a single one, entitled *Languages, Literatures and Cultural Mediation*, i.e. a mix of the previous two classes of the bachelor's degrees in Modern Languages.

The documents mentioned above were only filled in by students. They this provide data from the students' perspective. The analysis of the documents consisted of three stages. First, documents were divided into four categories, based on the kind of internship that students had done. As will become apparent in the following paragraphs, not all students decided to make their internship in a company. On the contrary, we could argue that the majority of students, both in bachelor and master's programmes, opted for attending conferences, lectures or seminars as part of their internship. The need for dividing the documents into four categories comes for this reason, besides the fact that a subdivision would give the results more clearance and immediateness. The above-mentioned categories are the following:

a) Internships in companies
b) Internships in schools

c) Miscellaneous internships (including conferences or seminars)

d) Cultural events

Internships in companies were distinguished from those in schools because the requirements for the two categories were different. Most importantly, I noticed that 90% of the students doing an internship in schools were studying either *Modern Languages and Literatures* or *European and American languages and literature* – i.e. they were studying in a programme that would probably lead them to the teaching professions. By contrast, most students who opted for internships in companies, were the ones studying *Linguistic and Cultural Mediation* or *Languages, Literatures and Cultural Mediation* or *Modern Languages for International Communication and Cooperation*. This is a very important distinction, because it is already possible to understand the difference in educational offer of the courses: the first two prepare students for a future teaching job and therefore the need to study literature in depth. The latter, even though it still offers the possibility of learning foreign literatures, focuses more on other skills like translation and cultural studies, which are strictly linked to other curricular or optional subjects such economics, private, public or international law and management. All of these are thought to prepare students by giving them the best education to allow them to enter the business world in many sectors, such as companies, international organisations, language and translation services providers or intercultural mediation organisations.

"Miscellaneous internships" refer to all the students who decided to gain their three credits by taking part in conferences or seminars. Moreover, other kinds of internships fall into this category. Examples are Erasmus students, students who took part in the so-called Tandem programme and students who attended extra classes to learn a foreign language or translation. Finally, the last category concerns all the students who attended for at least 20 hours various kinds of lectures organised weekly by the University of Padua on different subjects, for example on Shakespeare and English Literature or on German translation. At the end of these lectures, students were required to write a brief essay to explain what they had learned during the conferences or seminars.

The second stage of analysis of the documents consisted in the reorganisation of the data acquired through the first phase into four different tables, created by using the program *Excel*. A basic table, like the one that was used for the category *Miscellaneous internships*, is divided into seven the following parts:

Surname, name	Bachelor / Master	Type of degree	Year of start of the internship	Type of activity	Use of the oral language	Use of the written language

Table 2.1 Classification of information retrieved about miscellaneous internships from the document supplied

This table is considered 'basic' because there was not much information on the kind of activities that students had been involved in. The dossiers were filled in in a very concise way, with almost no reference to the work done – with the exception of the individuals who took part in a Tandem-programme. For the other three categories the tables were slightly different, since the documents presented much more information about the time of the internship and the name of the associations, schools or companies, as well as specific descriptions of the activities that were done during this brief training. Here an example of the table used for the category *Internships in companies*:

Name	Year Of birth	B/M	Type Of Degree	Period	Year	Total of Hours	Company Name	Location	Type of Activity	Use of the oral language	Use of translation

Table 2.2 Classification of information retrieved about Internships in companies from the documents supplied.

As we can see, this table is more elaborate and adds information on more factors. Moreover, the last cell has been modified from "use of the written language" to "use of translation"; this already gives an idea that the kind of activity proposed for one category of internships is very different from the others. While analysing the various documents, one thing was particularly clear: practice in schools, attendance of lectures or conferences did not give any chance to practice one's translations skills. On the contrary, this was often required during laboratories and in the various companies' offices. This difference is very useful to understand quickly which kind of internship could be more suitable for students, based on the kind of course they are attending. The data were classified first by putting the bachelor students on the top of the page and the master students at the bottom. Then, since the year when the internship had taken place was very important, the data were ordered again according to the timeline. Finally, in order to have a clearer list, the names were put in alphabetical order. Further in this chapter it will be possible to see a small part of these tables, which will be analysed in detail.

The third and last stage of the analysis of the documents concerns the study of the tables and the consequent creation of some graphs or charts to make the results clearer.

First, the data of the tables needed to be converted into percentages. In order to do this, it had to be clear what was the most important outcome was. In this case, the goal was to understand if foreign languages were used in the various internships and if there were, for what kind of activity they were required. For this reason, it was important to know the number of students that had actually used foreign languages in their internship, either spoken or written, on a total of 344 students. A total of six percentage tables and graphs were created: in addition to the four that were already mentioned, the responses of the companies students had worked for during their internships were also mentioned. These are also very important since they give an idea of the degree of satisfaction or dissatisfaction companies expressed concerning the students' internships. This can be very useful to understand if through the educational programmes on offer at university students acquired the skills they need in the business world.

Graphs have a better visual impact; moreover, they summarise all the data, so that the reader does not need to study a whole table at length to find the final results. The most important outcomes stand out thanks to the use of different colours and to the various height of the bars used.. (Ehrenberg, 1978, p. 87) Therefore, the graphs that will be shown in the next paragraphs only contain the main information about the use of foreign languages in companies. Detailed information will be reported in the various analysis of the tables that follow.

2.2 The Project: Analysis of the tables

The tables that were created in this project contain a summary of the entire analysis of the answers of the students. It was impossible to attach all the papers to this thesis, for two reasons: first, there are more than 300 documents that have been analysed, and second, because privacy laws that do not allow us to publish the students' names and answers.

In this next paragraph the tables that were mentioned before will be presented. First, there will be a clear explanation of the data that were put in the table; then, these data will be analysed, and they will be used to understand how the work was carried out more specifically. The division into tables will allow the readers to see the various kinds of internships. Most importantly, it will help readers to realise that there were different types of activities that students had to do, even if the internships were similar – for example, two students both did their internship in the same company, but they had completely different tasks.

Then, the analysis of the data collected will be made clearer thanks to the presence of percentages and of graphic representations. These will help to focus on some specific aspects that were more crucial for this project. Finally, it will be debated whether companies find the students' educational level adequate or if it still has to be improved, and most importantly if their level of satisfaction is high enough to show that the knowledge that students acquire in universities meet the companies' expectations.

2.2.1 The division into tables

After analysing the main goals of the project and how it was developed, it is now necessary to show the tables mentioned in the previous paragraph. First, it is important to have a look at the original work, i.e. the first division in four categories and hence tables. To do this, I will use tables of all the internships in a company.

SURNAME, NAME	YEAR OF BIRTH	DEGREE B/M	DEGREE TYPE	PERIOD OF INTERNSHIP	YEAR OF START	HOURS (TOTAL)	NAME OF THE COMPANY	LOCATION	TYPE OF ACTIVITY	USE OF THE ORAL LANGUAGE	USE OF TRANSLATION
Caf, M.	1992	B	MODERN LANGUAGES AND LITERATURE	11/12-12/12	2012	78	LIBRERIA PROGETTO s.n.c.	PADOVA	Selling books and reorganisation of the warehouse	NO	NO
Dra, E.	1990	B	MODERN LANGUAGES AND LITERATURE	dic-12	2012	75	POINT HOTEL		Check-in, reservations, front desk	YES	YES
Fav, U.	1990	B	MODERN LANGUAGES AND LITERATURE	12/12-01/13	2012	75	UNIONE DEI COMUNI MEGLIADINA	MEGLIADINO	Support to the office of Social Services	NO	NO
Fer, E.	1990	B	MODERN LANGUAGES AND LITERATURE	11/12-12/12	2012	75	COMUNE DI MIRA	MIRA	PEC, archive	NO	NO
Fin, A.	1990	B	MODERN LANGUAGES AND LITERATURE	12/12-01/13	2012	76	BIBLIOTECA	MEOLO	Loans	NO	NO
Geb, P.	1990	B	MODERN LANGUAGES AND LITERATURE	dic-12	2012	75	IL GLOBO S.r.l	CITTADELLA	Selling train tickets, searching for flights and structures	NO	NO
Got, A.	1989	B	MODERN LANGUAGES AND LITERATURE	dic-12	2012	80	CONSORZIO PRO LOCO COLLI BERICI	NANTO (VI)	Secretary and translations	NO	YES
Lon, F.	1989	B	MODERN LANGUAGES AND LITERATURE	05/12-06/12	2012	80	COMUNE DI SANTA MARIA DI SALA	SANTA MARIA DI SALA	Librarian and help in the sport office	NO	NO
Mai, B.	1989	B	MODERN LANGUAGES AND LITERATURE	dic-18	2012	94,5	ORIZZONTE VIAGGI S.r.l	ESTE (PD)	Email, organisation of travels	NO	NO
Man, S.	1990	B	MODERN LANGUAGES AND LITERATURE	11/12-12/12	2012	80	ORTO SUL TERRAZZO	PADOVA	Translation of the website	NO	YES
Mar, g.	1990	B	MODERN LANGUAGES AND LITERATURE	10/12-12/12	2012	130	UFFICIO STAMPA GAGLIARDI & PARTNERS	PADOVA	Printing, web and front desk	YES	YES
Sal. Mor, A.	1990	B	MODERN LANGUAGES AND LITERATURE	2012-2014	2012	2 ANNI			Secretary	NO	NO
Sch, F.	1967	B	MODERN LANGUAGES AND LITERATURE		2012	80	BIGLIETTERIA ALITALIA	MARCO POLO (VE)	Supervisor	YES	NO
Ser, A.	1990	B	MODERN LANGUAGES AND LITERATURE		2012	80	MONDO LINGUE S.r.l	SCHIO	Double-check of English, Spanish and German texts	NO	YES
Sit, S.	1989	B	MODERN LANGUAGES AND LITERATURE	03/12-05/12	2012	77	BIBLIOTECA MALDURA	PADOVA	Front Office, loans	NO	NO
Zab, I.	1989	B	MODERN LANGUAGES AND LITERATURE	11/12-12/12	2012	75	STUDIO LEGALE MARRONE	DOLO (VE)	Archive and front desk	NO	NO
Zui, R.	1985	B	MODERN LANGUAGES AND LITERATURE	nov-12	2012	80	STUDIO TRIBUTARIO E SOCIETARIO	PADOVA	Translations English-Italian	NO	YES
Alv, A.	1990	B	MODERN LANGUAGES AND LITERATURE	07/13-09/13	2013	75	SERVIZI AMPEZZO UNIPERSONALE	CORTINA D'AMPEZZO	Assistance InfoPoint	YES	NO
Bac, F.	1990	B	MODERN LANGUAGES AND LITERATURE	03/13-04/13	2013	78	COMUNE DI NOVENTA PADOVANA	NOVENTA PADOVANA	Checking requirements for using the school bus and the canteen	NO	NO
Bar, G.	1990	B	MODERN LANGUAGES AND LITERATURE	06/13-07/13	2013	75	BIBLIOTECA COMUNALE	SACCOLONGO	Reservations and loans	NO	NO
Bau, E.	1991	B	MODERN LANGUAGES AND LITERATURE	09/13-10/13	2013	80	MONDO LINGUE S.r.l	SCHIO	Translations and double-check of translated texts	NO	YES
Ber, M.	1990	B	MODERN LANGUAGES AND LITERATURE	03/13-04/13	2013	80	ALBERGO ROMA S.r.l	CASTELFRANCO	Front office and check-in	NO	NO
Bio, S.	1991	B	MODERN LANGUAGES AND LITERATURE	ago-13	2013	75	MONTRESOR HOTEL PALACE	VERONA	Front office	YES	NO
Bir, S.	1992	B	MODERN LANGUAGES AND LITERATURE	ago-13	2013	75	VIGNA SUL MAR S.r.l.	LIDO DI POMPOSA (FE)	Check-in, reservations, front desk	YES	YES

Figure 2.3 First part of the table of the internships in a company

SURNAME, NAME	YEAR OF BIRTH	DEGREE B/M	DEGREE TYPE	PERIOD OF INTERNSHIP	YEAR OF START	HOURS (TOTAL)	NAME OF THE COMPANY	LOCATION	TYPE OF ACTIVITY	USE OF THE ORAL LANGUAGE	USE OF TRANSLATION
Biz, S.	1992	B	MODERN LANGUAGES AND LITERATURE	07/13-08/13	2013	75	BIBLIOTECA	MERLARA	Reservations and loans, development for a project for children	NO	NO
Bor, C	1991	B	MODERN LANGUAGES AND LITERATURE	05/13-07/13	2013	232	FENICEPR S.r.l	PADOVA	Internet website and press release	NO	NO
Boz, L.	1991	B	MODERN LANGUAGES AND LITERATURE	10/13-11/13	2013	124	HOTEL ABANORITZ	ABANO TERME	Social network	YES	YES
Cal, V.	1991	B	MODERN LANGUAGES AND LITERATURE	03/13-05/13	2013	76	ASSOCIAZIONE CULTURALE "L'INUTILE"	PADOVA	Press releases, cultural events	NO	NO
Car, S.	1991	B	MODERN LANGUAGES AND LITERATURE	dic-13	2013	150	BIBLIOTECA DI CHIMICA	PADOVA	Librarian	NO	NO
Cri, M.	1990	B	MODERN LANGUAGES AND LITERATURE	02/13-03/13	2013	79	CIDIEMME S.n.c.	PADOVA	Secretary and contact with foreign clients	YES	NO
Dal B, A.	1991	B	MODERN LANGUAGES AND LITERATURE	10/13-11/13	2013	77	COMUNE DI VERONA	VERONA	Translation UNESCO Eng-Ita	NO	YES
De L, L	1983	B	MODERN LANGUAGES AND LITERATURE	09/13-10/13	2013	107	UFFICIO CULTURA	THIENE	Front-office	NO	NO
Fan, F.	1988	B	MODERN LANGUAGES AND LITERATURE	lug-13	2013	175	BANCA DEL CENTRO VENETO	LONGARE	Credit transfers abroad and in Italy	NO	NO
Fau, M.	1991	B	MODERN LANGUAGES AND LITERATURE	feb-13	2013	80	MANIFATTURA VALCISMON S.p.A	FONZASO (BL)	Update of the website in English, Italian, German and Spanish	NO	YES
Fav, E.	1991	B	MODERN LANGUAGES AND LITERATURE	mag-13	2013	75	O.M.F. DI FAVERO CLAUDIO & C. snc	FOSSÒ	Make invoices and register the orders	NO	NO
Fer, F.	1990	B	MODERN LANGUAGES AND LITERATURE	01/13-02/13	2013	75	CENTOUNO VIAGGI	PIOVE DI SACCO	Cost estimates, searchinf for flights and structures	NO	NO
Fio, V.	1991	B	MODERN LANGUAGES AND LITERATURE	02/13-03/13	2013	76	BIBLIOTECA COMUNALE	VILLAFRANCA	Loans and shelves	NO	NO
Fri, E.	1990	B	MODERN LANGUAGES AND LITERATURE	12/12-01/13	2013	96	AGENZIA MURARO VIAGGI E VACANZE S.r.l	VICENZA	Selling tickets, searching for flights and structures	NO	NO
Gas, M.	1991	B	MODERN LANGUAGES AND LITERATURE	07/13-08/13	2013	77	AMON VIAGGI - TOUR REISEN S.r.l	ABANO TERME	Selling tickets, searching for flights and structures	YES	YES
Gen, M.	1990	B	MODERN LANGUAGES AND LITERATURE	dic-13	2013	75	FORMIFICIO STF	STRA (VE)	Insert of production orders, emails to foreign clients	NO	YES
Gro, A.	1990	B	MODERN LANGUAGES AND LITERATURE	nov-13	2013	76	ASSOCIAZIONE PEDEMONTANA VICENTINA	THIENE	Translations for website	NO	YES
Kay, E.	1991	B	MODERN LANGUAGES AND LITERATURE	ott-13	2013				Shop assistant	NO	YES
Kne, M.	1981	B	MODERN LANGUAGES AND LITERATURE	mag-13	2013	80	STUDIO LEGALE	BARI	Secretary and contact with foreign clients	YES	YES
Leo, F.	1991	B	MODERN LANGUAGES AND LITERATURE	07/13-08/13	2013	75	CASA CIRCONDARIALE	VERONA	Assistant	NO	NO

Figure 2.4 Second part of the table of the internships in companies

As excerpts from the whole list, Figures 2.3 and 2.4, the percentage of the students that did internships in a company between 2012 and 2018 was around 41%: 142 out of 344. For privacy reasons, the names of the students were removed, leaving only the initials in

the table – so that the names can be seen to have been arranged in alphabetical order. What can be noticed from this first example is that the majority of students preferred to do internships in the Veneto region, above all in Padua and neighbouring cities. The explanation is simple: since most students studying in Padova also live there, it is easier for them to find a company that is not located too far away from the city. The same goes for commuters, since on average they do not live more than one hour away from Padua in order to get there every day. Another important factor is that – with few exceptions – most internships lasted 75 hours. When internships were longer the reason was often that students had already been working for a company and decided to their job recognised by the university to get the corresponding three credits, because the activity was in line with the expectations of the internship's outcomes.

All the students in this table were studying for a bachelor's degree, but this is only because they are the first 40 students in the list. As it can be seen in the complete tables that were handed over to the University, there were also 15 students from the master programme. The difference of numbers is noticeable, but it is understandable if the number of students attending a master's degree compared to the ones in the bachelor's degrees is considered. Most students decide not to continue with their studies once they get their undergraduate degree. They prefer to find a job after graduating. Therefore, it is not strange that fewer students in the master programmes did an internship when compared to the others. Since all the data above are from 2012, the bachelor's courses were still separate as mentioned above. It should also be pointed out that the students' reports only relate to the bachelor's degree course in Modern Languages and Literatures and the master's course in European and American Literatures and Languages. The Career Service of the University of Padova could not provide the reports. Luckily, however, Prof. Henrot as course coordinator of both courses had decided to gather information directly from the students by asking them to let her have a copy of their reports. This means that I was able to work on data that are not just figures.

The last very important point to notice is the type of activity the students undertook in the various companies, associations or offices. This is very helpful to understand if foreign languages had been used during the internships and even more to learn where else students could do their internships. In Figures 2.3 and 2.4, the tasks assigned to students during their internship can be seen in detail. What is clear is that similar organisations

gave similar tasks to their trainees: for instance, students who worked in hotels all had to welcome guests and sometimes do the check-in and check-out. The same goes for the individuals who decided to work for travel agencies. During their two-weeks internships all of them had to help creating package deals by searching for flights or hotels, but they never had a direct contact with the clients or the chance to practise foreign languages with them.

On the other hand, internships made in companies were much more varied. The tasks assigned differed from company to company and most of them entailed the use of at least one foreign language. Moreover, some students were asked to translate either the company's website or official documents, whereas others even translated technical documents or instruction manuals. Many people had the chance to have direct contacts with foreign clients and use the languages they had learnt at university in the business world. This is invaluable experience for students who want to understand if they want to have a career in a company or if they prefer to work for a non-profit organisation or in schools. To sum up, an internship could be very useful for individuals who still do not know what to do after they graduate, because they get the chance to see how life could be according to the various working possibilities. At the same time, it is also helpful for the students who already have an idea of the kind of job they would love to do, since it makes them realise if that particular job really suits them or not.

Students that decided to make an internship in schools were all from the bachelor's degree in Modern Languages and Literatures and from the master's degree in European and American Languages and Literatures. Compared to the tables analysed above (Figure 2.3 and 2.4), only 36 names appear on this list, of which only seven are from the master's degree. It is not clear why not many students decided to do their internship in schools: probably students chose to try and see what the world of work is like in fields other than school, or they took part in other initiatives organised by the University of Padua, which will be discussed below. Nevertheless, all 36 students were satisfied with their period of internship, opposed to the ones that worked for companies or associations. Thanks to an analysis of the documents it was clear that some students did not learn so much from their experience and instead, for example, they only had to reorganise the books on the shelves in libraries or welcome the guests of the hotel they were working for. Trainees in schools, on the contrary, reported being happy with the activities they had to do, which included

actually teaching students in high-schools and the possibility to live in person the organisation of a teacher's job. Among other activities, they had to prepare the lessons together with their supervisors, prepare class tests and correct them, and they could give grammar lessons or teach English, French or Spanish literature.

To sum up, if the internships in companies and the ones in schools are to be compared, it is clear that the latter have managed to create more job satisfaction and have given students more chances to actually improve their teaching and communication skills, together with the possibility of seeing in person how this kind of job works. On the other hand, these students did not have any type of contact with translation or with the spoken language, since all of them reported using Italian in class. This means that the internship has proven to be very useful to students who want a teaching career, but that it did not give them a chance to actually use and improve the foreign languages they were studying at university. Instead, 90% of the students who did an internship in a company managed to use foreign languages at work, either for translations or to write emails and talk on the phone with the clients, which allowed them to understand how languages can be used in different contexts and the skills and terminology that are needed in the business world. By looking at the tables, it is clear that internships in companies have been the most successful ones when it comes to the use of the subjects that have been taught in university – i.e. foreign languages, cultural studies, economics. The only internships that were not linked to the course of study were the ones in libraries. Even though students stated that they were happy with the colleagues and the general environment, no use of foreign languages was required – nor any kind of skill they had learned in their university course. Among all the internships, these were not useful for students to improve their abilities nor to make new experiences. Thus, students of Modern languages should be advised not to choose an internship in a library.

Since foreign languages are such an important part of the internship's outcomes, it was necessary to understand if students that took part in a "cultural event" had developed any further skill in the oral or written language after that. The outcome was that these students did not use languages for speaking, but that most of the conferences they had taken part in were held in English or another foreign language. Consequently, most of the reports that they had to write at the end of the conferences or seminars were in English, French or Spanish. These cultural events might not have created a situation in which students

could use their knowledge of a foreign language. Still, they are a great opportunity for students to improve their knowledge of literature, history, etc. Most conferences were about literature. Though this is not a real internship, it is clearly similar because it is useful to develop the student's skills further, especially for those who want to become foreign languages teacher.

The last table that needs to be analysed is the one regarding the so-called "Miscellaneous internships", which cover all the other types of events the students were involved in between 2012 and 2018. One example can be students who took part in a series of seminars, like the one "Ciclo di conferenze interdisciplinari 'voci dalla Lusofonia'". In this case, none of the students stated they were involved in activities where they had to use foreign languages either orally or in writing. On the other hand, many students decided to take extra classes in grammar or translation in a foreign language and therefore used foreign languages both orally and in writing. The same applies to students who went abroad for an Erasmus programme, which involves living abroad for at least five months and is therefore one of the best possible ways to improve the linguistic skills. Finally, some students signed up for an E-Tandem programme, which is similar to the classic Tandem programme. This means that two students with a different native language meet at least once a week. In this way, both students can practise speaking the other student's language and improve their language skills. An E-Tandem works on the same principle, but students do not live in the same country, therefore they need to use the computer to communicate through Skype or similar platforms. All the above-mentioned types of internships have revealed themselves very useful for the purposes of learning and improving knowledge of foreign languages, but they did not provide a real connection between the university and the business world.

To sum up, according to the answers of the students and to the data analysed, two are the best solutions for students of the Department of Linguistic and Literary Studies, depending on whether their studies focus on literature or on mediation: an internship in a school or in a company. The rest of the activities mentioned, although very useful to improve knowledge of language, do not give students an insight into the business world, and they prepare them for their future job to a limited extent.

2.2.2 Analysis of the outcomes and conclusions

In this paragraph the focus will be on the results of the tables that were analysed above. As already mentioned, these results were converted into percentages and further developed into graphic representations, which will help making this project clearer and more immediate. There are two kinds of tables; one that contains the totals in numbers and the other one that presents the totals in percentages. The first table that will be shown offers a view of the number of students that did an internship, with a focus on whether they were bachelor or master's students.

	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS	TOTAL
BACHELOR	126	29	69	43	267
MASTER	16	7	22	13	58
TOTAL	142	36	91	56	325

Table 2.5 Number of the students that did an internship between 2012 and 2018

As already mentioned above, what can be noticed is that the number of students doing an internship is low, since the table shows a total of 325 students. If this figure is divided by six – i.e. the number of years from 2012 to 2018 – the average number of students that did an internship is around 50 per year. On the other hand, it is true that not every activity was reported in the documents that were analysed. For instance, many students that took part in an Erasmus programme did not have to write any report and there are hence no documents for them. Nevertheless, the numbers are pretty low for a department that has so many students.

In the next Table 2.6, every cell of the table was divided by the final total of students (325) and turned into percentages using Excel. After that, a graphic representation of these results was created as shown in Figure 2.7 of this work.

Column 1	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS	TOTAL
BACHELOR	38,77%	8,92%	21,23%	13,23%	82,15%
MASTER	4,92%	2,15%	6,77%	4,00%	17,85%
TOTAL	43,69%	11,08%	28,00%	17,23%	100,00%

Table 2.6 Percentages of students that did an internship between 2012 and 2018
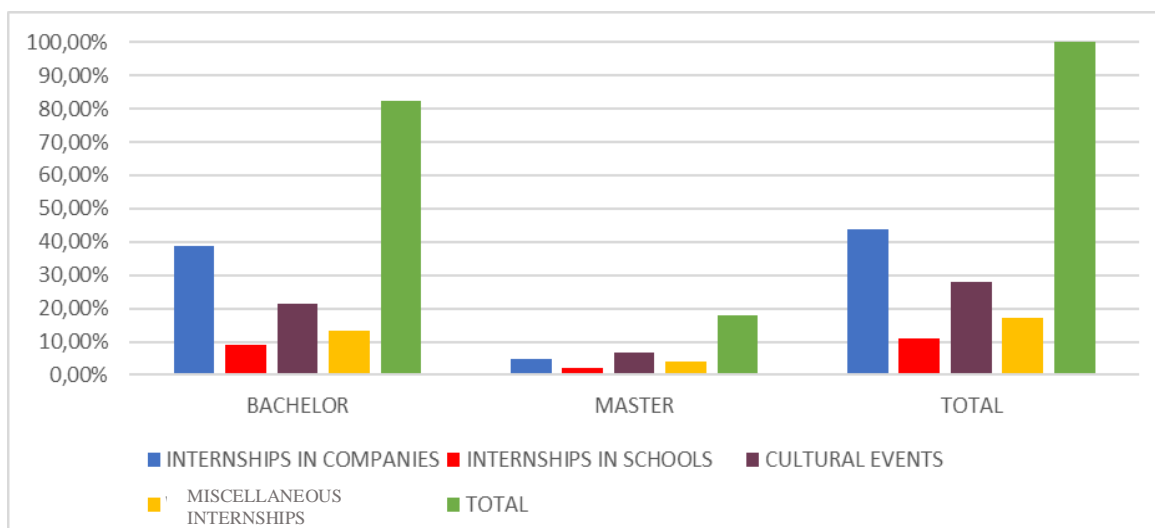
Figure 2.7 Graphic representation of the percentages of students who did an internship between 2012 and 2018

Thanks to the percentages in Table 2.6, it is possible to see the enormous gap between the total of students that did an internship in the department of Modern languages: 82% of them belonged to a bachelor's degree course, whereas only 18% were master's students. This could be due to the fact that many students decide to take part in an Erasmus programme during the master, but the gap is still huge.

Only by looking at the graphic representation in Figure 2.7 one fact is certainly clear: among the students of the master's programme, the majority opted for the activities "cultural events", while only a very small part decided to make an internship in schools or in a company. By contrast, bachelor's degree students are the ones that showed more interest towards the business world, since almost 40% of them chose the internship in a company. The reason for this choice is not entirely known, but after reading the student's reports it appears that lots of them were not sure whether they would be carrying on with their studies and if so, they did not know what course to choose. Moreover, an internship could help students find a job after graduating.

To conclude, we can recognize that bachelor students are the ones that made more efforts to find a suitable internship, both because they are trying to enter the business world and because they want to experience in first-hand the difficulties and advantages of the job they could have in the future. Nevertheless, this could also be linked to the fact that a bachelor's degree lasts three years, whereas a master programme only lasts two years. In this scenario, people attending the three-year programme have more time to look for the right internship and therefore more time to spend doing this activity. Moreover, a

master's degree is usually more demanding and the level of commitment in the study is much higher than the previous one.

The following table divides the students into the different courses of the Department of Linguistic and Literary Studies and presents the number of students from each class that belongs to a specific category of internship.

	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS	TOTAL
LCM/MZL	125	23	68	43	259
LLM	1	6	1	0	8
LLA	16	7	22	2	47
LCC	0	0	0	11	11
TOTAL	142	36	91	56	325

Table 2.8 Number of students that belong to the different categories of internships

As we can see, of the 325 students analysed, the majority came from the bachelor's course in Modern Literatures and Cultures and the one of Linguistic and Cultural Mediation, whereas the ones from the other three-year programme (LLM) are only eight and are thus a minority. The explanation is simple: the data analysed were from the period 2012-2017 – and only the early months of 2018. Since this course was set up in 2016, most students are now starting their third and last year. This means that only few people have already done an internship, whereas the others will probably do it in the next few months. What is puzzling, is the complete absence of students from LCC in three out of four fields, especially in the first one. There was no indication in the documents of why no students of this course had decided to do an internship in a company, and above all why only eleven students had done any kind of activity. This is why it is so important to mention two more surveys provided by the University of Padua, which will be explained at the end of this chapter, as they allowed me to correct part of my analysis of the documents. In fact, there were many more students that did an internship over those years and who did not submit their reports. Hence, the 'wrong' results of my first analysis. Moving on to the percentage table and graphic representation, this is the outcome:

Colonna1	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS	TOTAL
LCM	38,46%	7,08%	20,92%	13,23%	79,69%
LLM	0,31%	1,85%	0,31%	0,00%	2,46%
LLA	4,92%	2,15%	6,77%	0,62%	14,46%
LCC	0,00%	0,00%	0,00%	3,38%	3,38%
TOTAL	43,69%	11,08%	28,00%	17,23%	100,00%

Table 2.9 Percentages of the students that belong to the different categories of internships

Almost 80% of the students comes from the MZL and LCM courses, of which half did

Figure 2.10 Representation of the percentages of students in the different internships
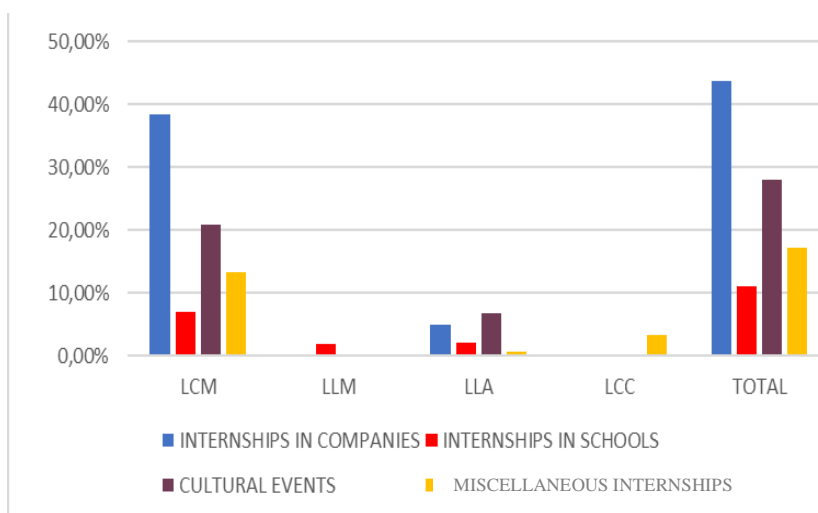
an internship in a company or organisation and only 7% decided to work in a school. On the contrary, even though the students who did an internship while studying LLM are a tiny part compared to the others, the

majority of them opted for the school-experience. This is clearer by looking at the graph. Since the percentages are all under 50% – with some being even close to zero – the column of the total was removed so that even the smallest percentages could be seen. According to the graph, students of MZL and LCM proved to be the most committed ones in searching for an internship, followed by the ones from LLA and finally by the others.

The data we are going to analyse next are also the most interesting ones, because they show the number of students that actually had to use foreign languages during their internship and whether it was in a spoken or written way. First, the tables that are going to be shown regard the oral language and where students had to use it most.

USE OF THE ORAL LANGUAGE	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISC. INTERNSHIPS	TOTAL
YES	43	32	0	38	113
NO	99	4	91	37	231
TOTAL	142	36	91	75	344

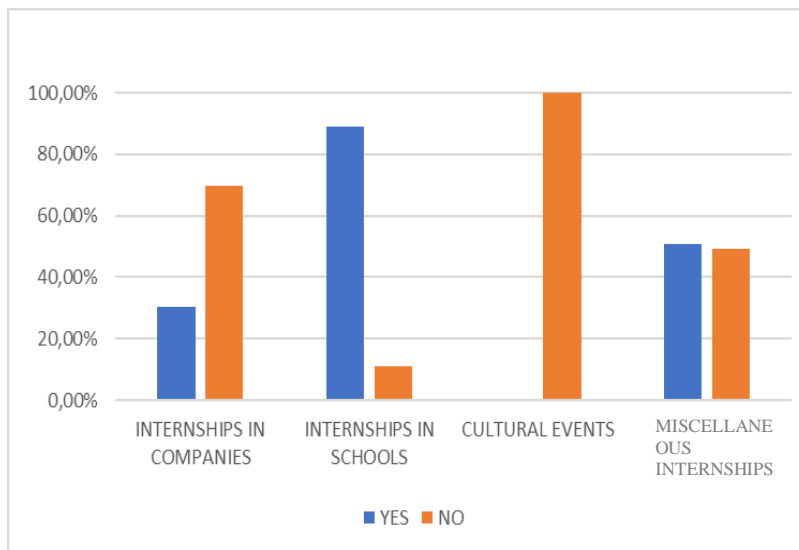*Table 2.11 Number of students that used the oral language during their internships*

This time the total is 344 and not 325, because these students were left out on purpose from the previous analysis. There was no indication on whether they were bachelor or master students, so there was no point in including them in the other statistics. From this table we can see that only one third of the students had to speak in a foreign language at work to communicate, whereas two thirds did not have that chance. The majority of people who had to use foreign languages are the ones who did an internship in a company, followed by the ones that did other types of internship. Let's see if this perspective changes when looking at the percentage table below:

USE OF THE ORAL LANGUAGE	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISC. INTERNSHIPS
YES	30,28%	88,89%	0,00%	50,67%
NO	69,72%	11,11%	100,00%	49,33%

Table 2.12 Percentages of students that used the oral language during their internships

In this case, we can notice that percentages show completely different results from the ones we have seen before. When comparing the internships in schools and the ones in companies we realise that percentages prove that students working in schools had more opportunities to practise their spoken languages (89% of the students) against the 30% of people working in companies. More students did internships in companies, therefore the numbers are higher. Another important data is that people who took part in cultural events have not had any chance to use the spoken language, and only 50% of the rest of the students used them. The graph is probably more effective to see the difference mentioned above. Seeing these results, we can argue that internships in schools are the most effective way to improve the use of the spoken language, whereas companies do not give many chances to do that. In reality, the level of the foreign languages taught in schools is not as high as the one learnt in university, therefore students will not improve them but just use what they already know. On the other hand, an internship in a company could be more

useful because it often requires the use of special languages that students usually may not know, and it gives people the opportunity to challenge and improve themselves by learning new terms and concepts.

Figure 2.13

To conclude, internships in companies and in schools are still to be preferred over the other two choices: first, because they give students more experience and introduce them to the business world and second, because they are more suitable for people that study Modern languages, since there is the actual possibility of using them and improving their knowledge. Cultural events and the other various internships are not exactly the best choice: even though they are a great way to learn more about cultural aspects and grammar, they do not give students the means by which they could learn something useful for a future job nor experience, which are the main objectives of an internship programme.

The final tables that were part of this project are the ones that involve the use of the written language during the various activities. 'Written language' means both translations and the reports that were drafted by students for example after a series of lectures. These statistics indicate that 163 students out of 344 used the written language during their internships, each one of them for different purposes.

USE OF THE WRITTEN LANGUAGE	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS	TOTAL
YES	58	30	25	50	163
NO	84	6	66	25	181
TOTAL	142	36	91	75	344

Table 2.14 Number of students that used written languages during their internships

As can be seen on Table 2.14, in this case the "internships in companies" has the highest number both in participants and in students who needed to use written languages during

their activities. There are two main differences this time: the first one concerns the number of students who used a foreign language in a written form during a cultural event, the second one regards the column "Miscellaneous internships". As for the first one mentioned, the difference can be noticed when comparing this table with Table 2.11. In the previous one, zero students had used the spoken language for their activities, whereas the latter shows that 25 students did use the written language during their internship. Of the total of students (91), 66 did not need to write in a foreign language. While Table 5 showed that half the students that took part in various internships did not make use of the spoken language, for the written form the scenario changes: less than two thirds of the students actually had to write in a foreign language during or at the end of their internship.

The problem with this kind of table is to understand how these foreign languages were actually used. Only students who did an internship in a company or in schools practiced another language in various ways. Often, they had to write emails to foreign clients, translate websites or documents, double-check translated texts. At the same time, people in schools had to help with homework, prepare class tests and correct them, besides teaching literature or the use of grammar to high-school students. By contrast, students who took part in cultural events did not have to write *during* the activity. The only use of a written language was at the end of the programmes, when they had to prepare a report explaining what they had learnt during the lectures. The same applied to students of the "Miscellaneous internships", with the exception of the students who took an intensive course in translation.

Having said that, since the difference between the four categories must now be clear, the last table with percentages that was created after the analysis of the documents can be introduced.

USE OF THE WRITTEN LANGUAGE	INTERNSHIPS IN COMPANIES	INTERNSHIPS IN SCHOOLS	CULTURAL EVENTS	MISCELLANEOUS INTERNSHIPS
YES	40,85%	83,33%	27,47%	66,67%
NO	59,15%	16,67%	72,53%	33,33%

Table 2.15 Percentage of students that used written languages during their internships

The statistic shows that percentages stayed almost the same. The only actual difference is the presence of more "yes" in the third column, whereas the other values are similar to the ones in Table 2.12. This last table is very important for my project, because it is the

one that could have changed the entire outcomes of the previous statistics or confirm them. In this case, the confirmation of what has been stated before is given by the percentages of the various columns. As already argued in the previous paragraphs, the table confirms that internships in companies are the most appropriate ones when it comes to students of the Department of Linguistic and Literary Studies. Even though not all the people had the possibility to apply what they had studied at university, almost half of it did, and this is already a very positive result. Moreover, the others still got the chance of getting closer to the business world and to create more connections with their colleagues, clients, etc. Furthermore, all of them learned something new during their activities, acquiring more expertise and competence in various fields. The same cannot be said for students who took part in cultural events or miscellaneous internships. Even though they had the chance to follow more lectures about literatures and culture, they did not have any possibility to learn something different from what is taught in schools and universities. The lack of experience is a very important point for companies and organisations when they decide to hire someone. This will be an advantage for students who did an internship that allowed them to learn different concepts and to learn their skills, but a disadvantage for the ones who did not do it when they had the chance.

Last, but not least, the next figure shows the last data retrieved from the two tables – spoken and written language – to better understand the final outcomes.
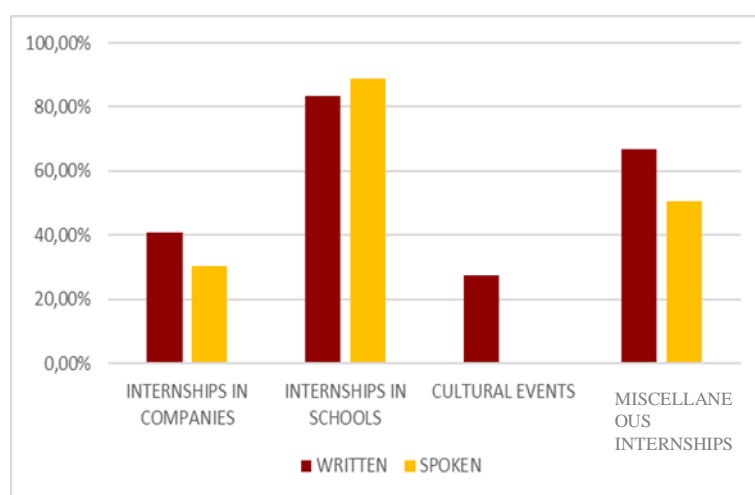
Figure 2.16 Use of foreign languages during the internships

Thanks to Figure 2.16, we can see how foreign languages were used during the different internships and which one of them gave students more chances to apply what they had learned in university. This graph is not entirely right, as we have already explained before, since lots of factors must be included in the analysis. If by "use of a language" a report is meant, an essay or simply a grammar course, then this representation is the most

accurate that can be found for the group of students analysed for this project. However, the real goal of this entire work is not to state whether languages were practised or not, but to study *how* these were used in the different types of internships. Above all, the intention was to discover if internships in a company were actually improving the students' knowledge and experience or if other forms of internship could have been more helpful. For this reason, I decided to create one more graph that has nothing to do with the tables analysed before, but that, at the same time, has everything to do with the activities descriptions drawn up by the students in the documents. In this graph, I am going to show how the outcome would have been if we had divided students into three groups: the ones who used the written language for translations, emails, documents etc; the written use for an essay or a report; the use of a language for corrections or class tests.

As we can see, the outcome is completely different from the first one. There are indeed many ways in which a foreign language can be used, but what is important for this project is the kind of activity that has been offered in the internships. Even though there are many subjects in the modern language course, this focuses more on literature and translation. Therefore, it is important for students that they will be able to find a job in that field after graduating and that they can receive the best education. The conclusion revolves around the result that, depending on the course of study, an internship in a company proves to be the most interesting experience for students – for everyone, but especially for the ones that study translation, cooperation and communication – because it gives them the chance to develop a deeper knowledge of special languages and it increases their ability to communicate with other people. The relationship between a person and the client is completely different from the one between a teacher and the students, or again between colleagues. Working in a company offers the possibility to improve one's communication and interpersonal
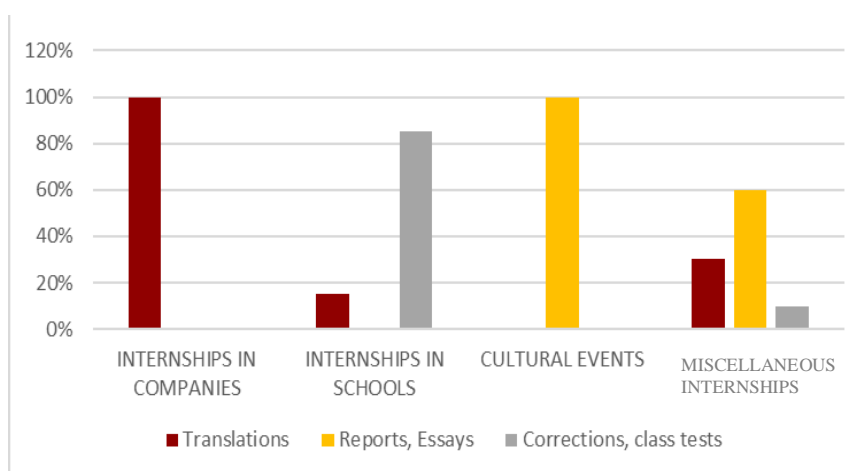

Figure 2.17 Different uses of the written language in every internship

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skills by being in direct contact with lots of people who hold different roles: clients, co-workers, suppliers, supervisors, etc.

The statistic that has been presented was carried out by analysing the point of view of the students, their answers and their opinions on how they valued the experiences and difficulties of the internship they had to face. What is necessary now is to have a glance of what enterprises that offered these activities thought about the jobs done by the students and if their expectations match the ones of the trainees. There is a table – filled out by the Internship Office of the University of Padua – which contains a summary of the various companies' answers. This table is based on a survey which presented around 20 questions. The first ones are about the type of the company/association, the sector in which they operate, the sector in which the trainee had to work. After these, there are more specific questions about the relationship with the student or if there was any contact between the university tutor and the company's supervisor, and if the trainee got any type of reimbursement or scholarship. The second half of the survey is the one that matters most, since it focuses on the abilities of students and it enquires on whether their previous knowledge and experience was sufficient or if it did not meet the expectations of the companies.

First, it is important to state that, in this survey, the number recorded for the total of students who did an internship is 400 instead of 344; as explained earlier, this could be due to the fact that not all the students submitted their final report and therefore some people are not mentioned in the documents. Moreover, the period of time that has been considered is shorter than the previous one, since the data found in this survey go from the year 2012/13 to 2016/17. These 400 students did internships in schools or in various types of companies, which operate in different sectors: industry, cooperation, public administration, services, transport. The types of tasks required were different, since they could range from working in a marketing field, to logistics, human resources, customer service, teaching or in the commercial sector. For obvious reasons, no student had huge responsibilities. Most of students assisted their supervisor, at least at the beginning. Some of them had to work in teams to develop a project, others had to update or translate the company's website, whereas others could handle some relationships with the clients.

Two more tables will be shown in the last part of this chapter. The first one is about the competence of the students and their linguistic, technical and communication skills.

Since there were too many points in the survey and it was impossible to illustrate them in this work, only the topics that are more interesting for this work will be reported in Table 2.18.

		LLA			LCC			LCM		
		Students	Graduate	Total	Students	Graduate	Total	Students	Graduate	Total
Linguistic	Lack of skills - improved with the internship	1	0	1	3	1	4	6	0	6
	Lack of skills - not improved	0	0	0	0	0	0	1	1	2
	Not necessary	1	0	1	3	1	4	4	0	4
	Sufficient education	13	7	20	60	13	73	75	6	81
Interpersonal relationships, communication skills	Lack of skills - improved with	1	1	2	11	6	17	7	1	8
	Lack of skills - not improved	0	0	0	2	1	3	0	0	0
	Not necessary	1	0	1	0	0	0	0	0	0
	Sufficient education	13	6	19	53	8	61	79	6	85
Technical skills	Lack of skills - improved with the internship	6	6	12	31	10	41	49	4	53
	Lack of skills - not improved	0	0	0	1	1	2	2	0	2
	Not necessary	1	0	1	13	1	14	8	0	8
	Sufficient education	8	1	9	21	3	24	27	3	30
Competences / skills before the internship were enough?	Not at all	0	0	0	4	1	5	5	2	7
	Yes, completely	7	1	8	18	0	18	20	0	20
	Yes, partially	7	4	11	32	12	44	50	3	53
	Yes, very little	1	2	3	12	2	14	11	2	13

Table 2.18Evaluation of companies on the students' skills and competences

As it can be seen from the results on this table, students that did an internship were either well-prepared or at least they had the basis to do the tasks they were assigned. Generally speaking, education was enough in more than 80% of the times; if not, the knowledge or the abilities that were missing at the beginning, were acquired by students during the internship. Nevertheless, a small part of companies stated that these competences were lacking both at the beginning and at the end of the internship programme and that there was no improvement in that aspect. The majority of these problems concerned more the technical skills. For example, there are classes that teach individuals economics or law, but it is just on a theoretical level and it does not explain how to apply this knowledge in a future job. In fact, most technical problems were solved once the internship was finished: students finally got the chance to use what they had learnt in university and apply it during their time in the business world.

Finally, the last line of Table 10 shows the opinion of the enterprises on whether the preparation of the students met their expectations or not. When proceeding with its analysis it is possible to notice how only few supervisors were not satisfied with the trainees, and that in general the level of appreciation was high. Many companies reported that the students' results at work fulfilled completely their expectations. Nevertheless, the majority of individuals revealed that the level of competences and skills was only partially adequate, if not less; this is without any doubt an indication that something still has to be changed in the educational programme offered by universities. The level of the foreign languages that is being taught is adequate, but it could be optimised through other 'soft skills' that are not part of students' education and that are needed in future jobs.

The last table of this chapter is the one that represents the general level of satisfaction of companies towards the preparation of the trainees. The original version of the table has more data, but since it was too long to put it in this work, only the part with the totals is shown. In the original file, this table summarises the entire data that were reported in the survey; as we can see, the level of satisfaction is pretty high, which confirms the statements made before. What cannot be seen, though, is that the level is lower for

General level of satisfaction	Students	Graduate	Total
	Average level	Average level	Average level
2012/13	9	9	9
2013/14	9	9	9
2014/15	9	9	9
2015/16	9	8	9
2016/17	9	9	9
Total	9	9	9

Table 2.19 General level of satisfaction of the companies

graduated students: the average is nine because some individuals got ten points, whereas others got seven. Among these, the research shows that the average level of satisfaction is lower when it comes to graduate, whereas students always got scores between nine and ten. This does not mean that once a person graduate, the skills and knowledge acquired suddenly disappear, but that the expectations are much higher after graduation. Supervisors in companies might be more tolerant when they know that they are dealing with someone that is still studying – and therefore probably lacks experience – but they tend to be more demanding when an individual has graduated.

To sum up, the level of education seems to be almost entirely adequate to the requests of the market. Even if some aspects can still be improved, students nowadays get more chances of specialising in a subject, since the courses of study have changed and can offer

a wider range of possibilities. Thanks to the changes that have occurred since the Bologna Process, students are free to move to another country and improve their cultural and communication skills, or they can decide to do an internship in their home country or abroad. Overall, since a better education and more experience equal more chances of getting a good job, the level of satisfaction in the business world has increased.

3 Chapter 3

After analysing the answers and experiences of the students and comparing them to what companies think of the level of preparation given by universities, this chapter will investigate if all companies express the same opinions about internships or if expectations are different, based on the region where they operate and the type of market they are in. For this reason, this chapter provides an analysis of a survey that was conducted among companies from the Lombardy region, with the goal of finding out whether they are satisfied or not with the outcomes of the educational programme and the possibility to make a comparison between Padua and other universities. After the analysis of the results of the survey, focus will shift on foreign languages in greater demand in the market and how they are used in companies. Students' expectations about the future job are taken into account to discuss whether the supply of graduates from universities meets the demands of companies. Finally, the usefulness of internships to build a bridge between university and the world of work will be discussed.

3.1 The survey

The following survey concerns the usefulness and the use of foreign languages in companies. Some of the firms interviewed offer or have offered internships and have agreed to discuss the main tasks that are assigned to trainees during their program. The other companies, decided to discuss the activities that graduate students have to do when they work for them. All companies talked of their expectations when it comes to knowledge of foreign languages and to the abilities, skills and education they expect from students. The next sections are structured as follows: first, an introduction to the type of survey is presented, then the questionnaire is described; finally, an analysis of the answers is provided.

3.1.1 Analysis of the questionnaire

The survey that is going to be described in the next paragraph is helpful to understand the expectations of companies when it comes to students from a higher education programme. Since the data analysed in the previous chapter concerned companies from Padua or more generally from the Veneto region, I decided to create a questionnaire and to give it to enterprises from another region, Lombardy. There are two main reasons for

this choice. First, this allows me to analyse the world of business in another part of Italy, where factories and enterprises often trade in foreign markets and foreign languages are often required. Second, I can compare and contrast the requirements and expectations of companies from two leading regions in the Italian economy (Di Vico, 2018).

The companies that took part in the survey of the University of Padua are the ones that offered an internship to its students, and therefore they were excluded from this new survey. For this new study, none of the companies that took part in the survey have had previous contacts with the University of Padua. Moreover, besides providing more data on the expectations of the business world in another part of northern Italy, this also gave me a chance to compare the educational outcomes of other universities to the ones of students in Padua. The companies that were surveyed in the Lombardy region and that have offered internships to students, were all from the province of Brescia. This means that they mostly had contacts with the University of Brescia and the Università Cattolica del Sacro Cuore. Figure 3.1 shows the questions that were asked in the survey. First of all, it was important to define the type of industry of the company, in order to see where students of modern languages are more needed and make the understanding of the results easier. Moreover, the size of companies was assessed to establish whether company size has an impact on their strategy and on the use they make of foreign languages.

Do larger enterprises have more contacts with foreign markets or has this nothing to do with the company size? An answer to this question will be given later in this chapter, together with an analysis of the foreign languages that are more needed in the various markets. The answer is based on the survey I conducted. The survey questions can be found below.

Questionnaire

a) Name of the company and type of industry:

b) Number of employees:

c) Do you have any contacts with foreign countries? YES – NO

d) Are foreign languages necessary to work in your company? YES – NO

e) If so, which ones?

f) To what extents are they used?

g) Have you ever offered internships to students? YES – NO

h) Have you ever offered internships to students from the department of Modern Languages? YES – NO

i) If not, why?

j) If so, where were they studying?

k) Please describe the type of activities carried out by trainees:

l) How long does an internship usually last?

m) Please describe the expectations you have regarding students' knowledge and skills:

n) Are these expectations satisfied? ALWAYS - OFTEN – SOMETIMES RARELY – NEVER

o) Do you think that what is learnt at university is enough to fulfil the needs of the business world? YES – NO

p) What could still be improved?

q) Is there any chance of being hired after an internship in your company? YES – NO

r) Have you ever had trainees from the University of Padua? YES – NO

s) If so, what were they studying?

t) If no, would you be interested in offering internships to its students in the future? YES – NO

u) If so, would you prefer to employ undergraduate or graduate students?

v) May I cite your company in my dissertation? YES – NO

Figure 3.1 Questionnaire given to enterprises in the Lombardy region

Almost all the companies interviewed had offered an internship to at least one university student. Even companies that had never had a trainee were included in this survey, because they still provide data about the market and it helps exclude those enterprises that do not need students with a university degree or students-staff that can speak foreign languages. There are many reasons for this. Some companies only buy and sell in the Italian market, others do not need staff with a very good knowledge of languages and therefore prefer to hire people that only have a diploma. Still, other companies need employees with degrees in subjects such as engineering or economics but that can speak foreign languages as well.

There have been some difficulties in retrieving some of the questionnaires from the companies, mainly because this study was carried out during the summer, which is the time when companies are busy completing work before the summer break. Some companies, in particular the larger ones, only replied to the questionnaire through emails or entrusted one of their offices to do so. Others, on the other hand, invited and welcomed me personally and were very interested in the project and in having the possibility to eventually collaborate with students from the University of Padua in the future. For this survey, I decided to analyse a sample of ten companies from the province of Brescia. I chose not to include all the firms I interviewed because many have never had – and are not interested in having – a trainee or any kind of internship programmes. The same goes for very small companies (with fewer than 25 employees), because their production is not high enough to satisfy the needs of foreign markets, hence they do not need staff that can speak foreign languages at all. Therefore, the results that will be analysed are a summary of the research carried out for this project. Of the ten companies that form the sample, each one represents a specific category, for example for the number of employees, the types of foreign languages they need, the possibility of doing an internship, the length of the programme.

What is important in this questionnaire, among other things, is to find out the types of activity that were carried out by students during their internship or by modern languages graduates who work there. The goal is to find out whether students and also universities have realistic expectations or if the tasks that students are assigned during their internships are completely different from what they expected. Moreover, the survey also focuses on the level of the educational programme offered by universities and inquires if this is

enough to meet the requirements of companies and their markets or if something more should be done before entering the business world. When asked about this, supervisors and persons in charge had various answers: based on the kind of activity offered and the skills required, some of them were satisfied with the current level, whereas others declared that the education in universities is not adequate and that it only offers students a theoretical approach, instead of the more needed practical one. Therefore, companies were also asked what they think should be done at university to improve the education of students. Since the expectations and answers of companies that offered an internship to students from the University of Padua have already been analysed, it is very interesting that the new firms can give an opinion on the education of modern languages students in other universities. This gives a starting point to compare different universities and to see how changes in the educational programme have affected universities in Italy: did they all apply the same method to the programmes or are some more effective than the others? Are students from one university more prepared to face the business world when compared to the others? Companies were also asked if there is a chance for trainees to be hired once they have finished their internship and they have graduated. In this case, there were different answers and different opinions, since not everyone agreed on the usefulness of internships, at least not for every type of activity that was carried out.

Last, the questionnaire offered a chance to see which companies in the province of Brescia would like to offer an internship to students from the University of Padua and mostly the ones that would start a collaboration with the university that does not only involve modern language students but also all the other departments – engineering, economics, law, etc. This will be a great opportunity for students that want to apply for an internship closer to home (in case of students from the Lombardy region) and for those who want to leave the Veneto region and make a new experience in another working reality.

3.1.2 The questionnaire: the results

After having discussed how the questionnaire was created and for which reasons some questions are more important than others, it is time to analyse the results that came from the survey. The table that is going to be shown below (table 3.2) contains a part of the outcomes; only the most important points for this project were summarised, but since

there are many data, this time it was not possible to create a graphic representation of all data.

Table 3.2 Questionnaire's results

dimension of the company*	sector	contacts with foreign markets	foreign languages and for what	internships to students	type of activity	expectations	expectations satisfied?	level is enough?
small (Gerard's)	cosmetics	yes	English, Spanish, Russian, Chinese	yes	Usually a project or a survey in the student's specialisation	The level must be high	sometimes	Both written and oral language need to be improved, and education is too theoretical
small (FAR)	textile	yes	English, German, French	no	-	the level of foreign languages must be medium-high	often	no, education is too theoretical
small (municipal office)	services	no	English for contact with clients	yes	Administration	Enthusiasm, positive attitude, improvement of the communication skills	often	no; universities must offer students more contacts with the business world
small (Golden Season Spa)	textile	yes	English, German, Spanish for contact with clients	yes	e-mails, calls, contracts, meetings	Level medium-high; team work skills, problem-solving	sometimes	no, education is too theoretical
medium (Manenti Spa)	metal and mechanical	yes	English, Spanish and German but only for emails or exhibits	yes, but mostly to engineers or high-school students	Emails, exhibits	Enthusiasm, positive attitude	often	yes, the level of languages required is low-medium
medium (-)	lighting	yes	English, German, French	yes	Emails, translations, contacts with clients	Good communication skills, level of language must be medium-high	sometimes	no, education is too theoretical
medium (MA.RE)	textile	yes	English, German, French and Spanish for translations, emails, contracts, contact with clients	yes, but mostly to engineers	translations, emails, contracts	Good level of foreign languages, not many expectations for other skills	often	yes
medium (Edil 2000)	building industry	yes but rarely	not necessary - if yes, only for emails	yes but not for foreign languages - their contacts are mostly Italians	contacts with clients, archive	team work skills, ability to adapt and learn quickly	sometimes	yes
large (Hilti Italia Spa)	building industry	yes	English is a prerequisite. Other languages are a plus	yes, but mostly to students of economics or engineering	Marketing, HR, Finance	team work skills, ability to adapt and learn quickly	often	It depends on the course of study, but in general the education is too theoretical
large (Gefran)	metal and mechanical	yes	English required for contacts with associates, with clients (rarely) and suppliers	yes but mostly to people with a technical background	translations, emails, contracts	very good knowledge of the English language	often	no, education is too theoretical
*less than 50 employees=small; 50-250 medium; more than 250=large								

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As can be seen, all the companies interviewed, except for one, have contacts with clients or suppliers abroad. The only one that does not have those contact is the municipal office of Provaglio, a small town close to Lake Iseo. The reason why this institution was interviewed even if it is not a company, is that many students from the University of Padua turn to their municipal office to find an internship, and many of them worked there for two weeks in offices where there was direct contact with the clients. As can be seen on Table 3.2, even though there is no contact with foreign markets and the knowledge of a foreign language is not specifically required, it is still an additional bonus if a student can speak different languages, since many clients are from foreign countries – like for example tourists. Moreover, this institution has had a large number of trainees from different universities over the years, mostly students from the Università Cattolica and the University of Milano-Bicocca.

The companies listed in the table are divided according to their size: small, if they have less than 50 employers, medium, when the firm has between 50 and 250 employers, large for more than 250. This is interesting because it shows that the kind of activities done by students changes for every firm, not only according to the sector of the company but also according to the use that is being done of foreign languages in a smaller company or in a bigger one. Moreover, this division allows the reader to realise in which enterprises it could be easier to find an internship or a job in the future. Not every company had the same need for foreign languages, but it is clear that larger companies and multinationals require a very good knowledge of languages if they have many contacts with foreign markets. Some companies only need languages like English, French, Russian or German because they have to sell their products abroad, whereas others only need languages to handle relationships with different suppliers and get cheaper raw materials from other countries. As we have seen, even if a company decides that foreign languages are not a necessary requirement, in most cases knowledge of languages will be an advantage for students or people applying for a job.[13]

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[13] "Se un dipendente aziendale è in grado di padroneggiare la lingua inglese, costituisce una risorsa fondamentale per l'azienda, perché può comunicare con i clienti stranieri e concludere accordi, può viaggiare e spostarsi all'estero senza incorrere in alcuna difficoltà e di conseguenza allargare i propri orizzonti, può partecipare a conferenze e incontri al fine di aumentare la visibilità e la competenza dell'azienda che rappresenta, etc." (Fondimpresa, 2012).

Another important goal of this survey was to identify which sector or sectors were most interested in hiring people that come from a linguistic field – in this case, students of modern languages. What can be noticed is that right now, the market sectors that require knowledge of foreign languages most are the textile and the mechanical one (mechanical products, automotive, etc.). Since this survey focuses mainly on companies in manufacturing, enterprises that deal with communication and the tertiary sector are not included in the results. The services sector is mainly directed towards people from the same country, but knowledge of foreign languages is still appreciated because there is the need of updating their information and their systems, and often these updates come from other countries. On the other hand, the mechanical industry is the one that requires more knowledge of foreign languages, mostly English and German[14]. The first one is most important, since it allows companies to communicate with other enterprises all over the world; the latter has become of central importance for the economy of Italy, since regions like Lombardy and Veneto have significant trade deals and exchanges of goods with Germany. (Costa, 2011) Since the mechanical industry is a very important part of the German market, Italian trade with Germany to sell their semi-finished products abroad.

Foreign languages are mainly used for contacts with clients, through email or directly, but often students were asked to translate part of the company's website or some documents. The results shown until now are practically the same that were retrieved by the analysis of the student's answers. The real difference emerges when we have a closer look at the activities carried out by trainees in these companies. In the previous chapter it was clear that students had to do many translations and that they had to keep in touch with foreign clients. However, during the various interviews in the Lombardy region, none of the managers or supervisors agreed. They all replied that first, a 75-hours internship is far too short to understand a trainee's potential and to entrust this person with tasks that requires more responsibility, and that therefore, all their internship programmes last at least three months. Second, all their trainees had to do some minor tasks before being allowed to cooperate on activities involving more responsibility.

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[14] "Premesso che la conoscenza di almeno due lingue straniere è considerata oggi fondamentale nel settore commerciale, turistico e finanziario internazionale, le istituzioni scolastiche venete non possono ignorare che, dopo l'inglese, il tedesco è la lingua straniera più richiesta nel curriculum." (Costa, 2011)

This offers a different view on the perspective of the internship's utility, because if at first it was argued that it was a great opportunity to improve one's skills, after this analysis the results has considerably changed. This interview, and mostly the possibility to talk in person with the people in charge of a company, has changed perspective on internship. According to enterprises, an internship that only lasts 75 hours is not long enough to develop any further skill, because the trainee does not even have to time to understand how a company works and how it is managed. Having said that, all entrepreneurs agreed that a good internship is one of the most effective ways for students to get closer to the business world and to understand if their competences are suitable for that job. All agreed that an internship should last at least three months – up to one year – in order to familiarise the trainee with the company's values, ideas and type of work.

Moving on to the expectations, it is possible to notice that almost all of the companies expect students to have a very good knowledge of foreign languages. All assume that students must know the English language. Students that do not study foreign languages should have some knowledge of English, whereas modern language students need very good speaking and writing skills. Moreover, knowledge of special languages is required. Companies also want trainees to be enthusiastic, openminded, willing to learn and capable of adapting quickly to the new job and tasks. Another important thing to notice is that not every company has the same expectations when it comes to trainees from modern language courses. For some, the only prerequisite was the knowledge of foreign languages, at a medium or high level, whereas for others there were other factors as well. Among these, the ability to translate correctly and very good communication skills are not to be underestimated. For instance, in the company MA.RE, the managing director stated that before hiring someone or even just for an internship, they check on the person's grades in university or the final mark. Moreover, there is always a job interview during which the candidates are tested on their skills. The general opinion is that, even if students possess a good ability in the written language, they tend to be too scared when it comes to speaking. Therefore, trainees do not usually have to speak directly with the clients, but they are given other tasks, like short translations of documents or emails. Not every company is selective when it comes to trainees, because some of them do not expect them to be as good as their employees. Nevertheless, some companies have specific requirements which also affect the selection process.

Even if the expectations of the companies are not always the same, the outcomes are generally similar: all the companies interviewed reported being partially satisfied by the students' education, even though the answer to the question "were your expectations satisfied?" was either "often" or "sometimes". The positive note is that none of the companies declared that the educational level and the skills were completely inadequate. Nevertheless, none of them affirmed that they were entirely satisfied with the outcomes. The evaluation is obviously specific for each student, whereas, this survey focuses on the average of the answers. When asked, companies replied that a few students were well prepared, but that it was a small proportion of the total. This means that there could be different results also among students from the same group, i.e. from the same university, depending on personal skills and on the experience. All in all, the idea was that the educational programme cannot meet the requirements of the market and that students are not as prepared as they think they are.

One of the main problems was that higher education is too theoretical. This does not allow students to fully develop and practise what they are learning, and it only gives them a basic preparation on various topics. It follows that students can perform specific activities they have learnt at university but are not as good when they are confronted with new practical tasks. One of the main point that have already been mentioned is their inability of expressing themselves correctly and fluently in a foreign language if they are under pressure or find themselves in a stressful situation. This could probably be avoided – or at least improved – if universities decided to give more space to speaking, thus providing students with more opportunities to practice languages orally. The degree courses in *Linguistic and Cultural Mediation*, and in *Modern Languages for International Communication and Cooperation* etc. are devised to provide students with an education both in the humanities and in business. According to the companies interviewed, the outcomes do not always match the ones that are mentioned on the description of the courses because the language level in the oral skills is too low.

To sum up, the table that was presented shows the answers and preferences of entrepreneurs when it comes to offering an internship to a student. Since not all the companies interviewed have hired a trainee over the past years, some of them answered the questionnaire focusing on graduate students that have studied modern languages. The results were the following: the sectors that appear to have more need of people that can

speak one or more foreign languages are the textile and the mechanical ones. This could be due to the fact that their market is growing fast and that there are many possibilities of entering other international markets with semi-finished or finished products to sell. Knowledge of English and German is a prerequisite for these companies, since they mainly trade with English speaking countries and with Germany (Costa, 2011).

Internships are considered very important in the business world, because they allow students to get to know how organisations and enterprises work, and they also contribute to improving the students' skills and knowledge. The problem is that the programmes of the University of Padua are too short, because, in the entrepreneurs' view, an internship should last at least three months to see some actual results. Nevertheless, even a short period can help students realise if that job could be interesting for them. Moreover, it could help them to establish more contacts with companies which could be useful in their future careers. Finally, the general idea is that students' higher education is good, but that it is too theoretical and not focused enough on real practice. People have the opportunity to study and learn many important concepts, and yet they do not have the chance to practise them and conclude their educational programme in a most useful way. At the end of this survey it can finally be stated that the developments in the higher education system have managed to enhance a lot the level of the students' skills and knowledge, but that it could still be improved through some minor changes that could let students put into practice what they learn in theory.

3.2 Foreign languages in the business world

As can be seen from the previous section, English language is the most important language when companies enter the international markets. Not only it allows companies to communicate to almost everyone in the world, but it also facilitates the introduction and acquisition of new knowledge and technologies, besides allowing an enterprise to export its products abroad. In this section, a brief introduction on the English language will be given, and it will be explained how it became one of the most influential languages in the world. Argued discussion will then follow on whether the use of the English language is *always* the best choice or if the other languages are relevant when two companies from different countries do business together. Moreover, a comparison will be made between the expectations that students have regarding how they will use foreign languages during an internship in a company and what they are actually required to do.

Finally, the research that was carried out in the previous paragraphs and chapters will be used to establish whether the internship is the meeting point for university and the business world and to draw some conclusions.

3.2.1 The importance of the English language

> „Although it is a topic of continuing debate, there can be little doubt that English is the most widely-spoken language in the world, with significant numbers of native speakers in almost every region – only South America falling largely outside of the net. In such a situation an understanding of the nature of English can be claimed unambiguously to be of world-wide importance." (Lass, 2006, p. xi)

It is a fact that English is one of the languages in higher demand nowadays. Whenever we need to go abroad for travel or work, or when we want to communicate with people from other countries, English proves to be the best solution to overcome language and communication problems. But why and how has the English language become so influential over time? Looking back at its history, it is clear that in the fifteenth century it did not have so many speakers, since it was only spoken in England by less than seven million people. (Lass, 2006, p. 3) After the period of colonialism and the creation of the British Empire, the power and influence that Britain reached in the world was so extensive, that before the beginning of the 20th century "English was spoken as far south as Australia and the Cape of Good Hope". (Lass, 2006, p. 3)

The countries that Britain had colonised were forced to assimilate British culture and language into their own in order to communicate with each other. Being the empire so vast and powerful, the English language started to acquire more and more importance in the entire world as other countries started to learn it to get more trade deals with Britain and its colonies, which were the suppliers for raw materials, tea and spices. Nowadays, the power of this language remains the same, even if other reasons have added to the first one: 80% of the cinema and music industry is in English speaking countries – mainly the US and UK – and these have a huge impact on modern society. Moreover, the American culture as a way of life exerts considerable influence on the rest of the world, and therefore it is important to know this language to keep up with the new trends. Finally, English is required in the business world because it is considered the best way that two or more enterprises have to communicate as so many people learn it as a foreign language.

Still, English language is the best option when one of the two companies is from an English-speaking country or when none of them knows the language of the other one. On

the other hand, whenever a company wants to collaborate or open commercial deals with another one from a foreign country, it is much easier when one of them can communicate in the language of the other one. For example, if an enterprise from Italy with knowledge of the Chinese language and culture decides to operate in the Chinese market, the negotiations will be easier and quicker for this company, since it will know how to communicate with foreign clients/suppliers in their own language. This has many advantages: first, there is less risk of creating incomprehension, since only one company needs to translate everything into another language, whereas the other can express itself in its mother tongue. Second, it also allows people to better grasp the implicit meanings that are often ignored when the English language is not mastered perfectly. Finally, knowledge of a foreign language usually (but not always) implies a strong interest and competence in its culture and traditions. This can even influence the outcome of a meeting, since it can help the trading partners to understand the real meaning of answers and reactions of local people.

This is particularly important when it comes to nations that are both geographically and culturally distant from one another, or for those countries whose languages are particularly difficult or different from one another. For example, Spain and Italy have similar cultures and people from these countries can understand each other easily, so much so that often companies do not require any interpreter or. On the other hand, if we analyse the situation of Italy and Germany we can see that even if the two nations are very close, their languages are completely different and even their customs and traditions change a lot. In this case, it will be very much appreciated by both parts if one member of the staff in the company speaks Italian or German. After having spent three years in Germany and having learnt their language and traditions, I found that German people were more open and helpful with me than they were with other Italians who could not speak their language. The same goes for Italy and every other country: people from one nation tend to be more receptive when foreigners make an effort to speak their language (Oberg, 1960); therefore, it can be argued that the same process happens in the business world. To conclude, even if English is the best options in many ways, knowledge of other foreign languages could help an enterprise to expand its market even more and reach also these companies that normally would be excluded from trade because of their lack of knowledge of the English language or because of their geographical position.

3.2.2 Expectations vs reality

As outlined above, internships are a great opportunity for students who can gain more experience and mostly understand if that kind of job is right for them. What is now interesting to consider is whether the expectations of modern language students reflect the reality of the business world or not. Specifically, students who start this kind of academic programme usually want to improve their knowledge of various modern languages to stand better chances at finding a job after graduation. There are various areas where students can work. They can get a job as foreign language teacher in secondary schools, work for a company or an organisation that has contacts with foreigners or join a translation services company. This is what can be found in the description of the course on its website (DiSLL, Lingue moderne per la comunicazione e la cooperazione internazionale, 2018).

The problem is that it is not so easy to find a job in those specific fields, for various reasons. First, new laws regarding the teaching system in schools were passed. This means that graduates in the last few years are not allowed to become teachers until they get more credits in a given range of subjects. Therefore, students who have graduated before the laws were passed have to take some extra exams at university to have a chance to teach languages. Second, companies and international associations do want to hire people that can speak foreign languages, but these have to be additional skills. This means that companies prefer graduates in other subjects like engineering, economics or law and that can speak a foreign language as well. Many companies, even during the interviews carried out for this project, declared that they would be more willing to offer an internship or a job to modern language students if they had some competence in other fields.

According to many companies, practical skills are not developed during the higher education period and this does not allow students to have the experience required for many jobs. Moreover, modern language students are mostly well prepared when it comes to translation techniques and literature, but they lack communication skills in other languages and do not possess the necessary education on other matters. For instance, subjects like international economy, private and public law, human rights, etc. are very important for a future career in a company and especially in an international organisation. Nevertheless, the study of these subjects in the course of Modern language is not carried out thoroughly, since there are only few classes on this matter and they usually last only

for one semester. If students want to acquire competences in these subjects, they have to choose courses from another degree, which is not always possible since there is a maximum number of "free" credits that students can take. Since some courses require previous knowledge, they cannot be easily attended by students from modern language degrees.

For some companies the use of foreign languages, especially English, is mandatory for *all* the employees that work for them. Not only for modern language students but also for students with a different educational background. This is the case with the Hilti company, which has over 20,000 employers around the world and requires a knowledge of English at least at a B2/C1 level. This is not unusual, since many other large companies have the same requirement. As Hilti is so large, many of its employers come from different countries and speak many languages. Many of them work in a country other than their own and they do not know its language. Therefore, people in this company communicate using English, so that everyone can understand and be able to do all the tasks assigned.

Another important thing to notice is that students of modern languages who want to work in a company will not often be employed as interpreters or mediator. On the website of the University of Padua there are references to many professional activities that modern language graduate will be able to undertake (DiSLL, 2016), and one of them involves the management of branches or subsidiaries of companies abroad. The problem is that, as we have already mentioned, this is not entirely true, since many enterprises nowadays prefer to hire people with other educational backgrounds with some foreign languages skills. Nevertheless, graduates who can speak various foreign languages at high level are appreciated in the business world, and usually these people have had an education in modern languages – whereas the level of knowledge of other students in this field might be less developed.

To conclude, expectations of students and of the course of study do not always match market requirement. Nowadays, thanks to globalisation, more and more people decide to learn a foreign language or to go abroad to study, to include new skill and experience in their curricula. On the one hand, this has allowed people to travel more and to broaden their experience, together with contributing to the development of the modern society towards a more open world. On the other hand, this means that companies and organisations are not as inclined to hire modern language graduates. This does not imply

that students of modern languages do not have a career ahead of them: on the contrary, their knowledge of languages and cultures is most required in various fields, for instance in translation services companies. Moreover, since the knowledge of a foreign language of a student of engineering or economics is normally lower than that of modern language students, companies need them to operate in the international markets. Finally, as mentioned before, proficiency in English can be useful only up to a certain point. If the companies they trade with do not have staff who now foreign languages, then the company will necessarily need to learn their language(s) or hire modern language graduate – hence, the importance of studying modern languages.

3.2.3 The internship as a meeting point between business and university

As shown above, an internship programme could help students in various ways. First, it enables students to keep learning more about what they studied during their higher education years. Second, it allows them to learn new skills and knowledge by doing practical works. Therefore, they are able to gain more experience. Third, people can understand if that is the kind of job they want to do in the future and if not, they still have the chance to make a new internship somewhere else and try out different jobs. This way, students will not need to apply for a job they do not know, and it will be easier to decide where to apply after university. Last, it creates a scenario where students are in direct contact with a company, an association or an office: this is very important, because it offers them the chance of making a network of connections that could be helpful when looking for a future job.

Having said that, it is clear that an internship is not only one of the best ways to get some experience in the business world even before graduating, but also that the connections that students can create thanks to it are extremely valuable. When students prove to be prepared and they are capable of completing the tasks they are assigned, companies may decide to offer them a job or else, they could suggest the names of the students to other firms. Moreover, an internship can take place during university or even after graduation – in Padua, for instance, it is possible to do it up to twelve months after graduation. This enables students to evaluate what kind of activity they want to do in the business world. In this case, an internship is extremely useful also (and mostly) to those people who do not know what to do in their future but that do not want to take a year off between university and the search for a job. This way, they manage to acquire more

practical skills without having to apply for a job that they are not sure it is the right one and they can add work experiences to their curricula.

The internship could be a great advantage for students, but it could also be useless if done without the correct supervision and interest both from the university and from the other institution. (Raineri, 2003, p. 48) If there is no help from both sides, students might find themselves in a company or an organisation where they do not know exactly what they have to do, or in some cases they just have to do minor tasks that are not useful to improve their skills. In these cases, students will not gain any experience from the internship and they will find them useless or boring. This was the case with few students from the University of Padua as well, who wrote in their reports that their tasks were very simple – like making copies – and that even if the environment in the company had been very welcoming, they had not learnt much.

What is very important in the internship program is the possibility for students to build more interpersonal relationships. University students are used to the relationships with their peers and professors, but they do not always know the difference that there is in the relations with other colleagues or with company managers. To clarify, students are aware that relationships will be different, but if they have never experienced them, they will sometimes find it difficult at the beginning to adjust to the new situation and to the different environment. This was also one of the points to be found in the questionnaire for companies, and many of them replied that the students' experience was not enough to begin a work programme straight ahead. 'Experience' is not only the set of skills, practise and expertise of students, but also their ability to adapt to new situations. As can be seen on Table 3.2, many of the companies declared that they did not expect students to be already expert in every field, but they wanted them to be able to adapt quickly, to work in teams, to be quick-learners and to be enthusiastic.

As mentioned before, on one hand, the internship could be a great way to gain more experience and to be introduced to the business world. On the other hand, graduates are faced with a shrinking labour market, since many companies can take advantage of internships to have additional staff for free, so that they do not hire other employees to do the same job (Fana, 2017). This is a serious problem, because at the end of their internship students will just be replaced by other trainees even if they get the chance to gain some experience. For the same reason, it could be difficult to find a paid job in any other

company. Working for free is one of the reasons why many students do not want to do an internship in Italy or elsewhere and prefer to search for a job instead, even if it is more difficult. On one hand, an internship is a period of practice when students or graduates can work to get some experience, and it is understandable that they are not paid, since they so not possess enough practical skills yet. On the other hand, these programmes should be carried out in a more supervised way, so that companies and organisations cannot just exploit students.

To conclude, it can be argued that foreign languages have become more important as a consequence of globalisation. Companies, organisations, offices and credit institutions require knowledge of at least one foreign language. Currently, English is the language in highest demand in almost every field. Nevertheless, other languages are becoming more important, following the shifts in the economy and the markets; among these, German, Russian, Chinese and the Arabic seem to be growing more and more importance in the modern economy. Even if many companies prefer to hire graduates in economics or engineering, the need of modern language graduates is high. High-level language skills can rarely be found in economics and engineering graduates. For this reason, modern languages students are mostly required when it comes to companies trading on international markets. To sum up, internships, when carried out in a responsible and organised way, are the best option for students and graduates in modern languages who have never got the chance to practice what they have learnt and to gain more experience.

4 Chapter 4

This chapter has the goal of analysing foreign languages and their use in modern society, with a focus on the requirements of the markets and of the companies. It will be discussed whether English is more important than other languages for the international business or if there is some interest also for other languages and why. Then, it will be argued that knowledge of one or more foreign languages may help people to find a job more quickly according to the study carried out in the previous chapters. Finally, a comparison will be made between the expectations and requirements of the business world when it comes to the knowledge of foreign languages and the educational programme that is being offered by the department of Modern languages of the University of Padua – with a focus on the course of Modern Languages for International Communication and Cooperation.

4.1 Usefulness of foreign languages

In this section, another important aspect of foreign languages is going to be discussed. The question that is going to be answered is the following: does the knowledge of foreign languages enhance the possibilities to find a job? As was explained in Chapter three, knowledge of languages is a prerequisite for many companies nowadays, English is the most required one. Since the beginning of globalisation, people have felt the increasing need of learning another language together with their native one, in order to communicate with other people from foreign countries. The problem is that often, those second or third languages are only learnt in a superficial way in schools or university. According to the Barcelona Objective that was agreed in 2002 by the EU government, the goal was to "improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age" (European Commission, Presidency Conclusion. Barcelona European Council 15 and 16 March 2002, 2002, p. 44) Even if this applies to in almost all schools in Europe, the level of language knowledge in Italy is still pretty low and the percentage of people who can speak more than one language is quite low.

According to a survey, 66.2% of Italians states that they know at least one foreign language; the problem is that among these, more than 50% declares that their knowledge of it is poor, and another 19% says that it is barely sufficient. (LETitFLY, 2006, p. 39) Unless educational programme also changes in primary and secondary schools, a greater

knowledge of foreign languages will always be limited to students of modern languages that want to improve their written and oral skills, whereas for other degree courses the level will generally be low. Multilingualism is a very important phenomenon in Europe, since in the international markets many different languages are required:

> "English is becoming de facto the first foreign language. It is the most taught foreign language, both in Europe and globally, and it plays a key role in daily life - but: it is proficiency in more than one foreign language that will make a decisive difference in the future" (European Commission, 2012, p. 2)

Therefore, foreign languages have gained great importance over time. As it is necessary to learn them at least at a B2 level to be able to communicate with people from foreign countries, companies too should invest more in foreign languages courses for their employers when they lack language skills. The other option is that they hire modern language graduates that already possess the kind of education they look for. Enterprises that want to invest in foreign markets should be able to communicate both in English and in other languages to improve their chances of economic growth.[15]

Various studies prove that in international markets it is necessary to possess a vast combination of foreign languages, with the cultural aspects that are usually acquired together with linguistic knowledge. The following graphic representation is taken from a study carried out by Count Étienne Davignon on behalf of the European Commission in 2007[16] and it shows the languages that enterprises should have acquired or improved by 2010.

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[15] "A Commission study on the impact on the EU economy of shortages of foreign language skills in enterprise estimated that 11% of exporting EU SMEs may be losing business because of language barriers. Although English has a leading role as the business language of the world, it is other languages that will provide EU companies with a competitive edge and allow them to conquer new markets." (Commission of the European Community, 2008, p. 8)

[16] European Commission. (2007). *Le conoscenze linguistiche migliorano l'efficienza delle imprese. Raccomandazione del Forum delle Imprese sul Multilinguismo.* Luxemburg: Ufficio delle pubblicazioni ufficiali delle Comunità Europee.
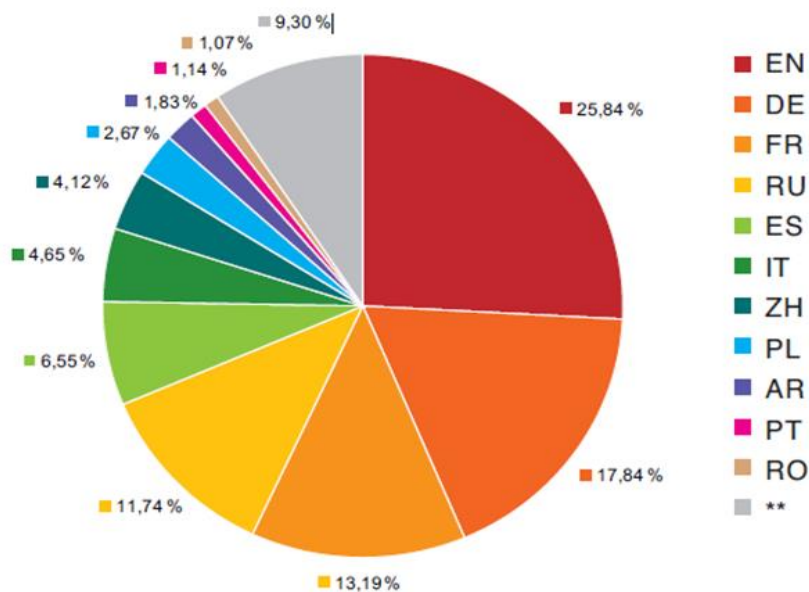
Figure 4.1 Languages that enterprises wanted to improve by 2010

As can be seen, English remains first in the list, followed by German and French. The first six languages are all from American and European countries, and this shows how important these markets are if compared to the ones in other parts of the world. Nevertheless, as we have seen in the previous chapters, languages like Chinese and Arabic have gained in importance over the past few years, together with the Brazilian Portuguese, since the economy of their countries has experienced huge growth and development. This chart is very useful to see which foreign languages are required in the market and their relevance in the business world. At this point, it may seem wrong that the result in the previous chapter was that in almost every company the level of English was crucial, whereas other languages were less important, and that therefore students of other disciplines were preferred to those of modern languages.

However, the result is not entirely wrong: even if companies are aware that other languages are as important as the English one, there is still a sort of reluctance to accept the fact that other languages could be more useful than the knowledge of the English (LETitFLY, 2006, p. 68). Therefore, English is still the most required language for companies. The chart in Figure 4.1 above suggests which languages companies are aware they should improve in, but it does not say which one are actually used in specific transactions or to communicate with their foreign clients or suppliers. For this reason, it is interesting to analyse another chart that can be found in a study carried out by the European Commission and by the National Centre for Languages in London in 2005. This shows the ten most while used foreign languages and markets of companies that have

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decided to hire employees with knowledge of specific languages based on the export market they wanted to operate.
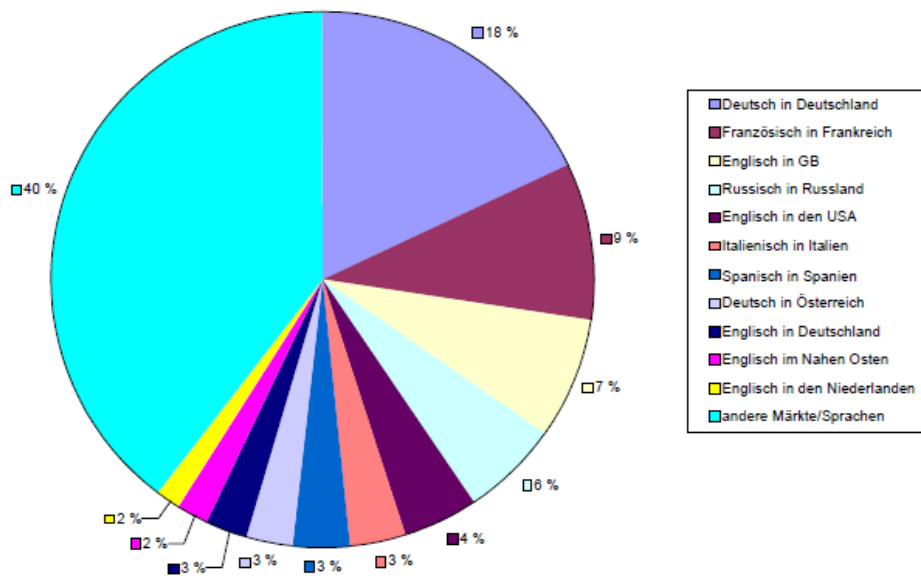
Figure 4.2 Companies that have decided to hire employees with knowledge of foreign languages to operate in a foreign market

The chart enlightens the fact that only 18% of the people were hired because of their knowledge of the English language, and only to export in countries like Germany, the Netherlands, the US, Great Britain and the Middle East. The rest (82%) are workers who can communicate in different idioms like German, Polish, Spanish, Russian, French etc. and that were hired specifically to act as intermediate for transactions between the company and the foreign countries.[17] This is clear proof of the usefulness of languages and not just of English. Companies that realise the importance of languages, are the ones that manage to be more competitive in the market and are more likely to grow fast. Knowing a foreign language, as we have seen, does not only mean learning its grammar and vocabulary, but also its literature, its culture and its traditions. All these elements are extremely helpful when a company decides to deal with firms from another country, since its knowledge of the many factors that can influence a transaction will be useful to create a better working strategy.

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[17] „Im Durchschnitt haben 40 % der Unternehmen Mitarbeiter mit spezifischen Fremdsprachenkenntnissen gemäß ihren Exportbedürfnissen eingestellt. Insbesondere Unternehmen in Ungarn, Rumänien, der Tschechischen Republik, Belgien, Frankreich, Deutschland und Spanien waren am ehesten dazu geneigt, Personal auf dieser Basis einzustellen." (Europäische Kommission, 2006, p. 31) This means that 40% of the companies interviewed for the study reported having hired people with specific linguistic skills and knowledge to export their products to another foreign country.

Important information that can also be found in this study is that many enterprises are *influenced by* the types of languages that their employers can speak when they have to decide in which market they can invest. (Europäische Kommission, 2006, p. 31) For instance, a company whose employers can speak German might in some cases be more willing to export to German speaking countries in order to reduce the cost of hiring more people and to avoid having to pay for language courses. The next chart shows the languages and the corresponding markets that have influenced the decision of the companies interviewed.
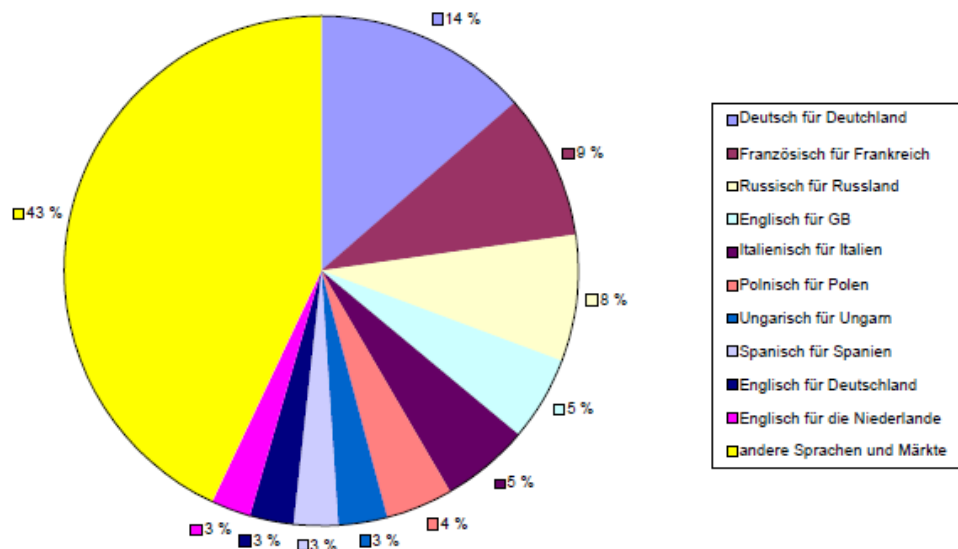
Figure 4.3 Languages that have influenced companies' decisions to invest in a foreign market

As we can see, knowledge of English only influenced 11% of companies' investments, and only concerned export to countries like Great Britain, the Netherlands and Germany. To deal with all the other countries, other languages were much more influential. As concerns Germany, for example, the English language was only crucial for 3% of investments, whereas the rest of the companies that decided to invest in this country (14%) did so because of the employers' knowledge of German language.[18] The chart shows that the companies interviewed, that admitted being influenced by languages

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[18] „Von denen, die beeinflusst wurden, war die am häufigsten erwähnte Sprache und das entsprechende Land ‚Deutsch für Deutschland', danach ‚Französisch für Frankreich'. Es ist wichtig, festzuhalten, dass Englischkenntnisse auch die Entscheidung eines Unternehmens beeinflusst haben, nicht nur nach GB, sondern auch nach Deutschland und in die Niederlande zu exportieren." (Europäische Kommission, 2006, p. 30) The study shows through examples the fact that even if the English language has a great influence on companies, the presence of employers with knowledge of another country's idiom often convince enterprises to invest in the correspondent market.

spoken by employees, have mostly been influenced by languages other than English – 89% of them to be precise. Among these, 43% of the decisions were made based on languages that were different from the most common ones, German, French, Spanish, Russian and Italian. Therefore, the importance of foreign languages, even the less widely used ones, is extremely high in enterprises, who often require proof of knowledge of a foreign language from the future employees. However, this often depends on company size. In the study carried out by LETitFLY, more than 66% of the companies interviewed stated that they do not test the ability of the foreign languages when they interview people for a job. On the contrary, when considering only large companies, it is possible to see that this figure falls to 21%[19]. Seeing these results, it is possible to understand the different importance that is being given to foreign languages in the various markets nowadays: large companies – mostly multinationals – tend to require a higher level of knowledge of foreign languages, because they have greater interest in selling their products abroad or importing raw materials from other countries at a cheaper price. At the same time, large enterprises require them also because their employees often come from different countries, and knowledge of a common language or, even better, of more languages, can help create a better working environment for everyone.

To conclude, knowledge of foreign languages remains one of the crucial factors for companies that want to have business contacts with other countries. Knowledge of English language in itself could be sufficient for enterprises, but, as we have seen in this paragraph, it is only helpful up to a certain point. Whenever both companies only have basic or intermediate knowledge of English – as usually happens in most countries – communication will be difficult, and misunderstandings may follow. Therefore, it is important for companies to hire people who can speak different foreign languages or at least to offer educational programmes with language courses to their employees. Nevertheless, offering language tuition in-company is more expensive and it does not guarantee that people will actually learn the language at a good level. For this reason, it is easier to hire people with language skills, since they will be able to provide the language services required.

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[19] "Nella fattispecie costituisce un fattore dirimente la dimensione aziendale. Infatti, l'assenza di valutazione delle competenze linguistiche risulta essere inversamente proporzionale al numero degli addetti, diminuendo sensibilmente nelle grandi imprese dove solo il 21,9% non compie una valutazione delle conoscenze linguistiche." (LETitFLY, 2006, p. 73)

4.2 University programmes and the world of business

This section concerns the educational offer provided by the University of Padua, and specifically by the course of study in Modern Languages for the International Communication and Cooperation (LCC). In this section, the subjects on offer in this course will be analysed and compared with those of other language courses. A discussion will follow whether the course prepares students for a future job in a company or if more changes need to be made.

4.2.1 LCC: The educational offer

I decided to focus only on the master's course of Modern Languages for International Communication and Cooperation for two main reasons. First, it is the one where I am studying; second, this course should prepare students for the business world. To do this, I used the list of subjects that can be found on the website of the course, in the file called Annex 2 (DiSSL, 2016). First, the syllabus divides topics into two different categories: the subjects that are strictly connected to the objectives of the course of study, which are mandatory, and the ones that can be chosen by students out of the available range. For example, students can choose amongst different courses in economics and law but have to study at least two languages.

Starting with languages, the syllabus is complete and very well structured. Students can study specialised translation of two languages, which are being taught over the two years, one semester per year. Moreover, during the first year, the language course is completed by additional classes of grammar, writing techniques and communication skills. According to the requests of the market and the general opinion of the companies that took part in the various surveys, students who study foreign languages do acquire very good grammar and written skills, but they do not possess the same ability in speaking. Students are too insecure and not well prepared when it comes to a direct communication with foreign people and this does not make a good impression during job interviews. For this reason, changes were introduced in the degree course, and further improvements could come from courses in public speaking.

A wide range of subjects are offered to students. Options range for example from economics through history and geography to law. These are only few of the many options that are offered to students of LCC. Even though these courses can offer people a basic

knowledge of the subject, they are not enough to guarantee their usefulness in the world of business. Instead of having merely theoretical skills, which revolve more around the culture and the history of other countries, they could also gain more experience on other practical matters by making use of the theory they have learnt.

Last but not least, another very important point that should be reconsidered is the organisation of the internship programme. This has proven to be very useful in every study that was carried out, both in this project and in others; for this reason, it should be developed in a more specific way. First, the number of credits and the subsequent total of hours of the internship should be increased: other departments require students to make internships that last at least 150 hours for six or nine credits. In my opinion, this should be introduced in LCC as well, since during the interviews with companies, this was the main suggestion of all the supervisors and chiefs of office. Another option could be the fact of introducing more internships, for example one for each year of study, to be carried out in different sectors every time: in a company, then in an institution and for an association, so that students can have an idea of the kind of jobs that are offered in every market. Taking the Department of Psychology at the University of Padua as an example, students there need to do three internships during their five years of education. The first has to take place during their bachelor's degree and lasts 250 hours (10 ECTS); the second one lasts 400 hours and is worth 16 ECTS, whereas the last one takes 1000 hours of work and is to be done after graduation. For students of modern languages for international communication and cooperation, even the first two would be sufficient. Adding another internship that takes so much time at the end would not bring more knowledge, for 650 hours of training would be more than enough to allow students to gain more experience and familiarity with the type of job and activity.

Finally, something else could be changed in the educational offer: students, based on their future job expectations, should be able to decide whether to take more or less exams with different amounts of credits. For example, we know for sure that students of modern languages need to study the culture of a country, along with its language; this means that history and literature exams could be really helpful and that those subjects need to be studied. What can be changed is the amount of credits given to these exams. For instance, students whose career focuses on getting a job in a cultural association, should take the six-credits class; for the others, there should be the possibility to study these subjects by

choosing to do a three or four-credits exam instead. Students could have the chance to improve their cultural knowledge of a country but at the same time they would have the opportunity to study more subjects and still be able to graduate with 180 (for a bachelor's degree) or 120 (master) credits.

To conclude, it can be argued that the LCC syllabus, at least in the Department of Linguistic and Literary Studies at the University of Padua, is well structured and organised, and that the educational offer that is given to students is diversified. Students have the chance to study many aspects of the economics, legal and the linguistic field, among others, and the possibility to do an internship in a company is an additional value.

4.2.2 Padua and Strathclyde

In this last paragraph the focus will be on how the teaching methods of foreign languages are different in two countries, Italy and Scotland. The latter has been chosen for two reasons: first, due to my Erasmus experience at the University of Strathclyde in Glasgow, I could see directly how the course is structured; second, there are some major differences that are very interesting to analyse and that could serve as inspiration to introduce a few changes that could improve the language syllabus in Padua.

The first important thing to specify is that, in my opinion, the current teaching method regarding foreign languages is more effective in Italy than in Scotland. Education of students of modern languages in Italy is better than in Scotland, since our programme involves both deep analysis and study of the grammar rules and use of the oral language. On the contrary, students in Scotland learn only the basic grammar rules of a language – the same goes for their own native language – and they do not have means of comparison between the new idiom and their mother-tongue. The syllabus is structured as in the Italian system, which means that they also have lectures and language classes. I had the opportunity to study English and French (the latter as an optional language) and in both cases I noticed that studying grammar was pretty alien to their system. For example, of all the students, only few of them declared having studied English grammar thoroughly at school, whereas the majority could speak and write in perfect English but could not explain why they were using the present perfect tense instead of another one. This can also make the process of learning a language different than their own more complicated, since they do not know how to compare the different grammar forms.

Nevertheless, the Scottish system presents some innovations compared to the Italian one. The most important difference is the organisation of the mobility programme: in Italy mobility is possible mainly because of the Erasmus+ programme, with the exception of few others international exchanges, and students can choose whether to apply for it or not. In Scotland, on the other hand, one year abroad is *mandatory* for every student of foreign languages. As can be seen on the website of the University of Strathclyde,

> "Honours students spend a year abroad after Year 3, usually working as an English teaching assistant, gaining work experience in a professional environment or studying at a foreign institution. Students studying two languages may opt to spend third year in one country and a further year in the country of their other language, before returning to Strathclyde for Honours year." (University of Strathclyde, 2018)

This is very important, since even just a year abroad could enhance in a remarkable way the level of spoken language of an individual. People who study or work abroad do not only improve their linguistic skills in every aspect (speaking, writing and comprehension) but they also enhance their professional and personal abilities.[20] Since this program is mandatory, every student of modern languages must adapt to the educational offer and do it. On the other hand, in Italy there is no obligation towards spending a period abroad for students, and the majority of them decides not to do it for various reasons. Many students are just too scared of leaving their own country to go to a new one, whereas others unfortunately cannot afford it. The latter are the ones that should be helped more by the university and the EU, through scholarships and funds. It is true that Erasmus students get a scholarship when they go abroad, but the problem is that the amount of money is too low to allow people to live in another country on their own. I personally did two Erasmus programs, one in Germany and one in Scotland, and both times I had to work throughout the summer, even during the exams period, and also find a job abroad during my stay in the foreign country. It was not easy and for many students this is a great obstacle for their education, since they would like to spend time abroad, but they cannot do it. In this case, since the funds for scholarships are not unlimited, I think that a great solution could be the introduction of a student loan like the one that exists in Germany.

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[20] Quoting from the University of Strathclyde, "This is a central highlight of the course and a major formative experience for students not just in terms of language but on many different levels, personal as well as professional." In fact, the opportunity to live abroad is one of the most important points, since it is only through the contact with foreign people and the direct experience that one person can really learn both the language and the culture.

This loan, called BAfög, helps students in Germany during their university years and its amount depends on the family income. At the end of their studies, students will either pay back the entire sum by instalments, pay only half of it or nothing at all. (Bundesministerium für Bildung und Forschung, 2018) This could also be introduced in Italy, if not to sponsor the entire university career, at least to help those students who want to go abroad to study.

On the other hand, there are many students who can afford to do it and still do not want to go anywhere to study. The problem is that without living abroad for at least 8-10 months, people cannot really learn a new foreign language, even if they have studied it for years. There is a great difference between the language that is taught in university and the one that is actually spoken in a country. Moreover, nowadays is very easy to travel from one country to the other and also communication networks are so advanced, that it almost feels like one person never left the home country. For this reason, I think that the Scottish system is the most interesting one regarding the mobility programme and that this should be an example for universities in Italy. Students who decide to study foreign languages usually do so also because they are fascinated from other cultures and traditions of other countries, and therefore should also be more willing to travel to get in touch directly with them. If this is the case, then why not take this opportunity when it shows itself?

To conclude, Italian universities prove to be academically better than the ones in Scotland – as far as foreign languages are concerned, since I did not inquire on other faculties – and provide a very high level of education to students. Nevertheless, Italian students that study Modern languages are not so willing to move abroad to study, even if only for a year, and this is probably linked to the Italian culture, in which people are more attached to their homes and family and do not welcome changes so gladly. In order to change this phenomenon, universities should learn from the ones in Scotland and start planning a mandatory year abroad for all the students that study foreign languages. This would help students not only to improve enormously their linguistic skills, but it would help them to get closer to a new culture and to improve their interpersonal relationships. Moreover, being abroad alone could be very difficult and people can learn to go on even through hard times, enhancing their problem-solving skills. Finally, working or studying experiences abroad are extremely important for companies and could contribute to make

one's curriculum more interesting, giving one student more chances to get a specific job after graduation.

Conclusion

The goal of this dissertation was to find out the importance of foreign languages and their use in the business world by focusing on the internship programme that is offered by universities. After having analysed both the opinions of the students and the one of companies, institutions and organisations, the result is that foreign languages still represent a great added value for students who learn them. Since the beginning of the globalisation, many changes have occurred in modern society. It has had an incredible influence on the business decisions and on the strategies of companies, which have started to become more and more international to be competitive on the market. In order to operate in foreign markets enterprises are required to have employees with a very good knowledge of the languages and cultures of the countries they trade with. For this reason, there is a growing demand for students graduated in modern languages. Another aspect globalisation has had an impact on is mobility: thanks to new technologies and innovations, it has become much easier to move somewhere else to study or work. This was made possible thanks to the changes in universities throughout Europe since 1999, when European Ministers decided to reform the entire higher education system to better prepare students according to the needs of the modern society.

Thanks to the introduction of these changes, many aspects of the university system have been modified and improved, both in the administration and in educational programmes. First, the division of higher education into three cycles has created a way to compare the degree courses across EU countries. Moreover, shorter courses were set up that can be quickly adapted to the changing labour market. Another important factor that has contributed to the growth of mobility is the improvement of the Erasmus Programme, which has been widely promoted and supported by every university in the European Union, in order to enhance the international exchanges and the cooperation between countries. Therefore, it is necessary to prepare and help students, so that they will be able to travel or move to other countries to study and subsequently to work.

Another element that has convinced European Minister that changes were required is the need of students-future workers to meet the expectations of the business world. Through the development of the internship programme, and its advertisement, it has become easier for students to find a place in a company or institution to work there and

gain more experience. Internships may last from a few hours to one year and are a great opportunity for students who have not decided yet what they want to do in the future or the kind of job that is most suitable to make use of the skills they have acquired during their studies. As was shown in this project, many companies have contacts with universities in Italy to offer internships to students every year; some of them are even foreign institutions. One of the main goal of this study was to find out in which sectors foreign languages are more required, and the outcome was that the textile, the pharmaceutical and the mechanical sectors are the ones that have more interest in investing in foreign markets nowadays. Moreover, thanks to an analysis of the documents received by the University of Padua, it was possible to create different tables, each one of them reporting the most important information about the internships. First, the list was divided into the different courses of study, to allow the reader to understand the general preferences of students regarding a possible future job. Then, it was very interesting to notice how every company mentioned in those documents was located in the Veneto region, probably because of the geographical position of the University of Padua, which makes it easier for enterprises closer to that city to be contacted by its student.

One of the most important point that was analysed was the kind of activities done by students during their internship. These were very different for every company or organisation. They also varied according to the competences of the students and according to the interest of supervisors in teaching their jobs to the trainees. Whenever there was not much cooperation from their side, students happened to find themselves doing a boring or useless activity like making copies or organising bookshelves. On the other hand, more than 90% of the people declared being very satisfied with their activities and with the working environment, with some of them reporting having also carried out tasks that required some responsibilities. Moreover, some students got the chance to actually improve their linguistic skills, since they had to use foreign languages at work. This last point was the most important one for the project, since it showed which kinds of jobs and companies allow people to make use of the foreign languages, written and/or spoken. Not every student reported having used them at work; in fact, as it was possible to see on the tables and on the graphic representations, only one third of the students practiced the spoken language during the activities and only half of them could employ the written form. This shows first, that the internship programme does not always allow students to

practice what they have learnt and to improve it, since the type of activities assigned to them are very different; second, that the use of foreign languages does not have the same level of importance in every company, organisations or institution.

The result suggests that foreign languages were generally most required and used in large companies, since these tend to have more interest in investing in foreign markets and have more chances of getting raw materials or semifinished products from other countries. Moreover, there is a great difference between the activities carried out in a company and the ones done in other institutions, since their goals are different. For this reason, some students were required to use foreign languages only to write emails, others to correct class tests, whereas some people could work on important document and translate them for the company or organisation. The outcome is that, depending on the course of study, an internship in a company proves to be the most interesting experience for students – especially for the ones that study translation, cooperation and communication – because it gives them the chance both to develop a deeper knowledge of the technical language and to increase their ability to communicate with other people. In fact, the relationship between a person and the client is completely different from the one between a teacher and the students, or again between colleagues. Working in a company offers the possibility to improve one's communication and interpersonal skills by being in direct contact with lots of people who play different roles in the company: clients, co-workers, suppliers, supervisors, etc.

After having analysed the outcomes of this first part of the research, another important point was to find out the opinion of the companies or institutions that had offered an internship to those students. The general opinion is that students are well-prepared and that the level of their education is for the most part adequate to the requests of the market. Nevertheless, there were some firms that declared that they were not satisfied with the outcomes of the trainees and that their level of knowledge of foreign languages was barely sufficient. Most companies thought that the communication skills of the students are too low when it comes to speaking with other people in another language, whereas the written skills are often good. Nevertheless, many of the missing competences of the students were acquired during the internship and other skills were also improved. This is a clear sign of the usefulness of the internship, which does not only allow students to get in touch with the business world and to create useful contacts for the future, but it also offers an

environment where people are able to improve their skills and learn new ones. Doing an internship could be a great way both to gain more experience and to improve their linguistic skills. Moreover, the fact of dealing directly with the colleagues, with the supervisors and sometimes even with the clients, is a very useful way to improve the interpersonal relationships and to learn new communicational strategies.

Thanks to the tables and documents analysed in Chapter Two, it was possible to confirm that companies are generally satisfied with the educational level of students from of modern languages from the University of Padua. The outcome of this first survey led to the idea of finding out whether companies outside the Veneto region have the same opinion about people who study foreign languages – both at the University of Padua and other universities – or if there are other standards and expectations. In Chapter Three of this dissertation, the goal of the new study was to define a method with which enterprises could state their opinions and then to analyse these answers. Thanks to the creation of a questionnaire that inquired specifically on trainees that have studied foreign languages, many companies from the Lombardy region agreed to answering various questions that defined their expectations and the kind of activities they could offer. As it turned out, enterprises from this region have contacts with foreign markets. Therefore, they need people who can speak one or more languages.

The main difference is that these companies declared that they prefer to hire people with a technical background like economics, engineering, etc. and that know English rather than on staff with a background in languages. The reason is simple: people still believe that English is the only language that is really useful when it comes to foreign investments and trade with other countries. Therefore, they tend to underestimate the importance of other languages and the added value that students of foreign languages can bring to their firm. There are some problems that come with this decision. First, students in courses other than modern languages tend to learn English at a very basic level; this means that holding a conversation will become extremely difficult when two or more people do not know the language at a high level. This could lead to misunderstandings and it could be particularly difficult to communicate for people from countries that are culturally distant from one another. The syllabi of modern language are meant to prepare students in language, literature and, most importantly, on culture. This means that people, once graduated, should be able to communicate perfectly with students from a specific

country not only because they know their grammar and expressions, but also because they have e deep familiarity with their customs and traditions. Therefore, many companies, even if they still focus on the English language, are starting to hire more people that know different idioms, in order to be more competitive on the market.

The outcome of this second survey partially reflects the one of the first research. On the one hand, enterprises recognise the usefulness of the course in modern languages. On the other hand, and here is the difference between the results, companies from the Lombardy region share the common opinion that students do not possess all the skills that are needed in the business world. To be more specific, they think that students should practice more at university and that the latter should offer them more opportunities to do that. One of the suggestions given by the firms was that students should practice more their communication skills – and so make a wider use of the spoken language – since there are no problems on a written level. Moreover, they all agreed that a 75-hours internship is too short for people to learn every aspect of the job they are supposed to do. For this reason, the suggestion was to either introduce three internship programmes throughout the three years of a bachelor's degree and two for a master's degree, or to change the programme at least into a 150-hours internship. By doing this, students would be "forced" to cooperate for a longer period with companies or organisations and therefore they would also learn better how the business world works.

In Chapter Four, the importance of foreign languages is explained by giving various examples of how enterprises meet market requirements. For instance, the reason why companies decide to hire experts of foreign languages is linked to changes in the economy, and therefore in the market. English is used as a common language for most exchanges, but it often happens that one of the parties – or both – cannot speak it fluently and therefore they rely on the presence of interpreters of other languages. This option was used very often in the past, whereas now interpreters are not so in demand, because more people are learning foreign languages. It follows that it is easier and even cheaper for companies to hire staff who can already speak different languages: they will also be more productive, since they know the firm they are working for and have more interest in succeeding. Another important result was to find out that strategic decisions to invest in one market or another can be driven by the fact that employers speak one specific language.

For all the factors mentioned above, the educational offer by the University of Padua was analysed to find out whether the course of Modern Languages for international Communication and Cooperation is structured in a way that can introduce students to a future job or whether changes should be made. The result is that the course is very well planned and that there is a vast range of subjects that students can choose from. Among these, there are subjects such as economics and law. By offering the possibility to choose, people can decide in which field they want to specialise, and this is always an added value for students and for the companies that will hire them. However, there are some points who might need some improvement, like the way in which foreign languages are taught. Even if classes are well structured and there are plenty of courses for the grammar and the writing skills, there are not enough lessons that can teach students how to communicate in a foreign language. In fact, many people have very good knowledge of a language but, since they are not used to practicing them, they have troubles when they have to express themselves in a language that is different from their own. For this reason, it could be useful to offer more laboratories or extra classes whose goal is to improve the communication skills.

Finally, another way of improvement can be found by making a comparison of the educational offer and the administration of two universities: one in Padua and the other in Glasgow. The University of Glasgow, as we have seen, has many similarities to the Italian one, but there are also some differences that can serve as a very interesting starting point to make some changes. The most important one, in my opinion, is the fact that students in Glasgow, when they decide to study foreign languages, are aware that they will have to spend one year abroad after their third year. Some of them might even do an extra year after graduation to do an internship in another country. This is something that is external to the Italian system; students in Italy *can* decide to study, research or do an internship abroad for one or two semesters, but they do not *have to*. For this reason, many people decide to stay home and graduate without having ever been anywhere else, which does not help at all the improvement of the languages. It is almost always necessary to live in a country for at least ten months to master a foreign language. Moreover, this would also increase their ability to manage interpersonal relationships. Nevertheless, Italian universities are better structured than the ones in Scotland, as far as it concerns the teaching of foreign languages. To conclude, both university systems are well structured,

but both of them could need some changes to improve them: on the one hand, the Italian university should help students to be more open towards the mobility options; on the other hand, Scottish universities should improve their educational offer by taking example from the Italian lessons.

To sum up, even if some aspects can still be improved, students nowadays get more chances of specialising in a subject, since their syllabi have changed and can offer a wider range of possibilities. Thanks to the changes that have occurred since the Bologna Process, students are free to move to another country and improve their communication skills, or they can decide to do an internship in their home country or in the other side of the world. Overall, since a better education and more experience equal more chances of getting a good job, the level of satisfaction in the business world has increased, bringing companies to the decision of hiring more people that can speak foreign languages in order to compete in the international markets. The internship programme proved to be one of the best ways for students to get in touch with the business world even before graduating, and a great opportunity to try out different jobs before deciding what to do in the future.

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Summary in Italian

Il progetto presentato in questa tesi ha lo scopo di definire l'importanza dello stage nell'ambito delle lingue moderne e la sua utilità nell'introdurre lo studente al mondo del lavoro. Nello specifico, l'obiettivo è quello di stabilire se le esperienze di stage svolte dagli studenti dell'Università di Padova – appartenenti al dipartimento di lingue straniere – si sono rivelate utili per il miglioramento delle loro capacità, o se il programma non ha avuto il successo sperato. Inoltre, l'opinione delle aziende presso le quali è stata svolta l'attività ha avuto un ruolo fondamentale per lo svolgimento di questo progetto e per l'analisi dei risultati ottenuti. Al fine di poter comprendere l'esito della ricerca svolta, è necessario menzionare innanzitutto i vari cambiamenti avvenuti nel sistema educativo europeo negli ultimi anni e gli elementi che lo hanno influenzato.

Il sistema universitario non è sempre stato organizzato come al giorno d'oggi. Uno dei primi eventi che hanno contribuito alla sua innovazione è rappresentato dalla Dichiarazione di Bologna (Bologna Declaration), firmata nel 1999, la quale ha dato il via ad una serie di riforme e di decreti che hanno modificato completamente l'organizzazione del sistema universitario europeo. La Dichiarazione, firmata da 29 Stati Europei, aveva come obiettivi la creazione di corsi di laurea comprensibili e comparabili tra di loro, la promozione della mobilità di studenti e laureati, lo sviluppo del sistema universitario in modo da renderlo più competitivo a livello mondiale ed infine l'offerta di un'educazione di alta qualità per assicurarsi lo sviluppo sociale ed economico dell'Europa. Per far ciò, il primo passo effettuato dai Ministri Europei è stato quello di suddividere il sistema universitario in tre cicli di studio principali. Il primo ciclo riguarda l'attuale laurea triennale, ovvero un periodo di studio di tre anni al completamento del quale è possibile accedere ad una laurea magistrale – il secondo ciclo; il terzo ed ultimo periodo di studio è rappresentato dal dottorato o PhD. La suddivisione dei corsi di laurea in cicli più brevi ha portato diversi miglioramenti e vantaggi per le varie università, primo tra tutti la possibilità di modificare prontamente l'offerta educativa e l'organizzazione dei singoli corsi seguendo i cambiamenti repentini del mercato del lavoro. Inoltre, grazie alla successiva creazione del Quadro dei titoli per lo Spazio europeo dell'istruzione superiore (*Qualifications Framework for the European Higher Education Area*), tutto ciò ha reso possibile la comparazione delle diverse lauree ottenute in Paesi diversi: in questo modo,

uno studente con una laurea italiana, potrà avere il riconoscimento di questa anche in un qualsiasi altro Stato europeo. La suddivisione in cicli brevi e la creazione del Quadro dei titoli hanno contribuito allo sviluppo e all'incremento della mobilità degli studenti, ma anche dei laureati e dei professori. Con l'introduzione di questi primi cambiamenti, infatti, andare all'estero per studio, lavoro o ricerca è diventato estremamente più facile e ciò significa anche che gli scambi di culture e di nuove tecnologie sono diventati molto più intensi negli ultimi vent'anni rispetto a come erano nel passato. Questo ha condizionato enormemente le scelte successive dei Ministri dell'Educazione, che hanno deciso di creare altre strutture di supporto agli studenti e di apportare cambiamenti anche al sistema amministrativo, introducendo o ampliando servizi come il tutorato, gli scambi internazionali, lo stage e il job placement.

Il Quadro dei titoli menzionato in precedenza consiste in "uno strumento che descrive in termini di conoscenze e competenze attese i titoli rilasciati dalle istituzioni italiane d'istruzione superiore" (Ministero dell'Istruzione, s.d.). Questo significa che i risultati attesi dalle varie università sono stabiliti dal Quadro dei titoli, e che ogni Stato ha riorganizzato la propria offerta formativa basandosi su quest'ultimo. Una parte fondamentale del Framework è costituita dai Descrittori di Dublino, i quali forniscono cinque punti fondamentali riguardanti le competenze che gli studenti devono dimostrare di possedere per ottenere i titoli finali dei vari cicli. Con l'individuazione e l'introduzione di un sistema di crediti europeo (ECTS), l'UE ha approvato nel 2008 la Raccomandazione 2008/C 111/01/CE, la quale stabilisce l'introduzione di nuovi descrittori per le qualifiche all'interno del Quadro europeo delle qualifiche per l'apprendimento permanente (EQF). "Nel sistema **UE** le qualifiche, o livelli di qualificazione, sono definite tramite le competenze da certificare e non tramite i titoli di studio formali, che possono anche non essere stati acquisiti" (Luzzatto, 2011, p. 3) I vari livelli (8) presenti in questo Quadro sono compatibili con quelli definiti dai Descrittori di Dublino, dal momento che il sesto livello corrisponde al primo ciclo, il settimo al secondo, ecc. La differenza principale consiste nel fatto che i livelli presenti nell'EQF[21] sono riferiti all'apprendimento

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[21] „Il Quadro europeo delle qualifiche e dei titoli per l'apprendimento permanente(EQF) è uno schema di riferimento per 'tradurre' quadri di qualifiche e livelli di apprendimento dei diversi paesi e che agisce come dispositivo per renderli più leggibili. Si tratta di una meta-struttura rispetto a cui gli Stati membri sono chiamati, su base volontaria, a ridefinire i propri sistemi di istruzione e formazione, in modo da collegare i sistemi nazionali di riferimento e l'EQF. Il Quadro si applica a tutte le qualifiche, da quelle

permanente, ovvero non alle competenze che lo studente deve possedere per acquisire un titolo, ma all'insieme di capacità e competenze acquisite con l'esperienza dalla nascita in poi. Ogni Stato e ogni università possono scegliere di adottare il Quadro che più rispetta i loro criteri; i corsi di studio offerti dall'Università degli Studi di Padova, ad esempio, sono stabiliti in base ai Descrittori di Dublino.

Tutte le scelte riguardanti l'università sono state dettate dalle mutevoli realtà lavorative, dal momento che le capacità degli studenti devono rispecchiare le aspettative delle aziende e/o delle istituzioni che potrebbero offrire loro un impiego. Allo stesso tempo, le strategie e le decisioni delle aziende negli ultimi decenni sono state influenzate in gran parte dal fenomeno della globalizzazione, la quale ha avuto vari effetti anche sulla società contemporanea. L'internazionalizzazione delle aziende è un punto fondamentale per capire pienamente la decisione delle imprese di espandersi verso i mercati esteri e soprattutto per soddisfare la richiesta di lingue straniere. Grazie alla globalizzazione, comunicare con l'estero non è mai stato così facile; le nuove tecnologie e i mezzi di trasporto economici e veloci hanno reso possibili gli scambi tra vari Paesi, anche tra i più lontani. La sola conoscenza basilare della lingua inglese può essere sufficiente per un turista che visita uno Stato straniero, ma per gli scambi commerciali e il mondo del lavoro, serve una conoscenza approfondita di determinate lingue. Per questo motivo, l'offerta educativa delle università è stata modificata nel tempo in modo da proporre agli studenti un curriculum che li possa preparare sia in ambito linguistico e di traduzione, sia nell'ambito economico-giuridico e in quello culturale. Ciò che interessa maggiormente per lo svolgimento di questo progetto è la tipologia di richieste delle aziende, ovvero: quali sono le capacità e le competenze che si aspettano da uno studente di lingue moderne, e che tipo di impiego possono offrire ai laureati nel loro settore?

Per trovare una risposta a questa domanda, è stata svolta una serie di analisi all'interno di questo lavoro, partendo inizialmente da alcuni documenti ottenuti dall'Università di Padova e contenenti il programma di stage svolto da alcuni studenti di lingue moderne dal 2012 al 2018. Questi documenti contengono le informazioni riguardanti l'attività e il tipo di stage svolti dagli studenti per ottenere i tre crediti richiesti da tutti i corsi di studio di lingue moderne, e le loro impressioni al riguardo. Per prima cosa, è stata svolta

ottenute in un percorso scolare obbligatorio, ai livelli più alti di istruzione e formazione accademica/professionale." (Ministero del Lavoro e delle Politiche Sociali, 2018)

un'analisi approfondita delle relazioni presentate degli stagisti, nelle quali erano riportate il periodo e la durata del tirocinio, le mansioni assegnate agli studenti e la descrizione dell'utilizzo o meno delle lingue straniere. Successivamente, sono state create 4 tabelle utilizzando il programma Excel, in modo da suddividere i documenti in base al tipo di stage svolto e rendere più semplice il procedimento:

1. Stage in azienda
2. Stage a scuola
3. Partecipazione ad eventi culturali
4. Tirocini vari

Il primo punto, come si può intuire, comprende tutti gli studenti che hanno collaborato con un'azienda, un'associazione o un ufficio (di traduttori, turistico, ecc.); il secondo invece rappresenta gli individui che hanno svolto uno stage in una scuola elementare, media o superiore affiancando uno o più insegnanti durante le lezioni. Il terzo punto riguarda gli studenti che non hanno preso parte ad un programma vero e proprio di stage ma che hanno frequentato diverse lezioni o letture extracurriculari per ottenere i tre crediti formativi; talvolta queste lezioni erano tenute in una lingua straniera, altre volte in italiano. Per ultimo ci sono i tirocini vari, ovvero tutte quelle attività che non rientrano in nessuna delle precedenti categorie e che spaziano dalle partecipazioni ai convegni ai corsi di traduzione ai corsi di lingua e grammatica. Dopo aver effettuato questa prima suddivisione, la formattazione delle tabelle è stata scelta in modo tale da offrire un insieme di dati quali: nome e cognome degli studenti in ordine alfabetico, corso di laurea (triennale prima, magistrale alla fine), anno e luogo di svolgimento del tirocinio, tipo di attività (ovviamente diverso per ogni tabella), e per finire, uso scritto e/o orale della lingua. Quest'ultimo è uno dei punti più importanti per il progetto, perché a seconda delle risposte degli studenti e dell'attività svolta, è possibile capire in quali settori sono più utilizzate e richieste le lingue straniere e in che ambito – se in azienda, a scuola, ecc.

Infine, i dati raccolti nelle tabelle sono stati convertiti in percentuale, in modo tale da rendere più comprensibili i numeri, e successivamente sono state create delle rappresentazioni grafiche che hanno facilitato la spiegazione dei risultati ottenuti. Oltre alle quattro tabelle spiegate in precedenza, sono stati analizzati altri due prospetti ottenuti dall'Università di Padova, i quali contengono le risposte delle aziende, ovvero un elenco delle opinioni offerte da queste ultime riguardanti gli studenti che hanno svolto un

tirocinio formativo presso la loro struttura. Quest'ultima parte è molto interessante e soprattutto necessaria per poter innanzitutto confrontare le aspettative di entrambe le parti coinvolte nel programma di stage, e successivamente per analizzare le richieste degli enti e capire se e come il corso di laurea possa essere migliorato per rispecchiare queste aspettative. Dopo aver svolto questa parte di suddivisione e di rappresentazioni grafiche, è stata presentata un'analisi dei dati ottenuti.

La prima cosa che è stata possibile notare, è che la maggior parte (circa 80%) degli studenti che ha partecipato ad un programma di stage, presentando la relazione finale, frequenta un corso di laurea triennale. Tuttavia, ciò può essere dovuto al fatto che la laurea magistrale ha molti meno iscritti e i corsi sono meno numerosi; inoltre, non tutti gli studenti hanno compilato la relazione di fine stage e quindi alcuni potrebbero non risultare nel conteggio. In secondo luogo, moltissimi individui hanno preferito la partecipazione ai convegni o agli eventi culturali anziché decidere di svolgere un tirocinio in azienda o in una scuola. Ciò non è un fattore positivo, soprattutto per lo studente: l'esperienza di stage, oltre a consentire agli individui di mettersi alla prova e di approfondire le proprie conoscenze, permette di mettere in pratica ciò che si è appreso in classe e di acquisire delle esperienze formative che sono molto utili in futuro. Inoltre, un tirocinio, anche se di poche settimane, può essere utile per decidere su cosa specializzarsi per un'eventuale carriera futura. Per questo motivo l'università dovrebbe promuovere forse in modo diverso il programma di stage, focalizzandosi sul valore aggiunto che questo potrebbe dare allo studente, o in alternativa offrire come opzioni solo il tirocinio in aziende, enti, istituzioni, ecc.

Di tutti gli studenti che hanno preso parte ad un tirocinio, solo la metà ha affermato di aver fatto uso della lingua orale o scritta. Per moltissimi individui che hanno partecipato ad eventi culturali viene indicato nella tabella un uso della lingua scritta; tuttavia, in questi casi si tratta solo della stesura di un breve report finale, che quindi non viene considerato per questo studio. Gli altri studenti, infatti, hanno svolto varie attività che hanno richiesto un uso orale o scritto della lingua, quali traduzioni di contratti, traduzioni di siti web, email, contatti con i clienti, affiancamento dell'insegnante in classe, corsi di traduzione. In tutti questi casi si può notare che più del 50% delle persone ha utilizzato in modo efficace la lingua, a seconda dei loro interessi principali: gli studenti di corsi che preparano all'insegnamento hanno trovato molto più utile un tirocinio a scuola rispetto

ad altre opzioni; al contrario, uno stage in azienda è la soluzione migliore per chi è più indirizzato verso un lavoro nelle associazioni, enti, imprese, ecc. Dall'analisi delle tabelle è risultato che gli studenti che hanno partecipato agli incontri di eventi culturali non hanno fatto uso di lingua scritta o orale né hanno potuto mettere in pratica ciò che hanno appreso in università. L'approfondimento di determinati temi può risultare molto interessante per alcuni studenti, ma, a parità di durata di tirocinio, gli studenti che hanno svolto un periodo di lavoro in azienda o a scuola hanno avuto un vantaggio sugli altri individui poiché hanno potuto utilizzare le lingue studiate nel corso di laurea e apprendere termini tecnici e nuove strategie di comunicazione che sono acquisibili solo tramite l'esperienza diretta.

Le ultime tabelle analizzate sono quelle riguardanti le opinioni delle aziende che hanno offerto uno stage agli studenti di lingue moderne di Padova. Il parere generale delle imprese, delle istituzioni e degli enti che hanno assunto degli stagisti di lingue per almeno 75 ore, è che l'educazione degli studenti ha livello elevato e le aspettative sono generalmente soddisfatte. Nell'80% dei casi, gli stagisti hanno dimostrato una buona conoscenza della lingua straniera e la capacità di svolgere egregiamente ed in poco tempo le mansioni affidate. L'unica nota negativa percepita dai risultati è la mancanza di abilità pratiche degli studenti, i quali acquisiscono una solida base teorica in università ma non hanno la possibilità di metterla in pratica. Ciò è visto come una carenza nel mondo del lavoro, dal momento che l'individuo all'inizio non è in grado di fornire una dimostrazione di abilità complete ma solo parziali.

Infine, si può notare come il grado di soddisfazione delle aziende nei confronti degli studenti sia molto alto (9-10 punti), mentre i laureati in alcuni casi hanno ottenuto solo 6 punti, fino ad un massimo di 8. Questo può essere dovuto al fatto che le aspettative sono più basse quando si assume per un breve periodo uno studente che non ha ancora terminato il proprio ciclo di studi, perché si presuppone che non abbia ancora acquisito tutte le conoscenze e capacità che vengono insegnate in università. Al contrario, nel caso di laureati le aspettative tendono ad essere molto alte, perché si ritiene che al termine del percorso universitario un individuo debba essere pronto per il mondo del lavoro. Ciò non è possibile, perché come si è visto ed analizzato, le università tendono a preparare le persone focalizzandosi più sulla teoria, dal momento che sarebbe difficile e costoso incorporare all'offerta formativa nuovi corsi in grado di offrire anche un percorso in cui mettere in pratica gli insegnamenti teorici.

Dopo aver analizzato i vari aspetti del tirocinio all'Università di Padova, la seconda parte del progetto è stata strutturata in modo da poter offrire un metodo di paragone tra le richieste e le aspettative delle aziende venete, viste in precedenza, e quelle delle imprese situate in Lombardia. Il motivo di questa scelta è dovuto a due fattori: innanzitutto, la possibilità di confrontare le richieste di due mercati vicini ma allo stesso tempo diversi; in secondo luogo, la presenza sul territorio di altre università che collaborano con le aziende, in modo da paragonare anche i risultati degli studenti di lingue provenienti da altri istituti. La prima fase di questa parte del progetto consiste nella creazione di un questionario con circa 20 domande, da proporre alle aziende. Tra i vari quesiti presentati, un'importanza particolare è stata data al tipo di attività svolta all'interno dell'azienda dagli stagisti e all'aspettativa verso le capacità degli studenti; inoltre, obiettivo del questionario era di capire se queste attese vengono soddisfatte o se possono essere fatti dei miglioramenti al sistema universitario.

Per questo studio è stato scelto un campione di 10 aziende della provincia di Brescia, nella quale sono presenti molte imprese e industrie con vari contatti internazionali. Innanzitutto, queste sono state suddivise in base alla loro dimensione: piccole se hanno meno di 50 dipendenti, medie se ne hanno tra 50 e 250, grandi se più di 250. Successivamente è stato elencato il tipo di settore nel quale queste operano; queste prime suddivisioni sono molto utili per capire in quale parte del mercato sono più richieste le lingue straniere e soprattutto quali tipi di aziende commerciano maggiormente con Paesi esteri. I risultati del questionario sono stati raggruppati in una tabella, grazie alla quale è possibile notare come molti degli impresari preferiscano offrire stage o assumere personale proveniente da un ambito tecnico come ingegneria, o da corsi di laurea di economia. Il motivo di ciò è che nel mondo del lavoro è ancora abbastanza diffusa la convinzione che la conoscenza delle lingue non sia particolarmente importante se c'è una conoscenza base della lingua inglese. Per questo motivo, alcune aziende tendono ad assumere chi ha svolto studi diversi da quelli linguistici e che sa comunicare in inglese, anche se ad un livello appena sufficiente. Se da un lato è vero che l'inglese è la lingua più parlata nel mondo, ed una delle più utilizzate negli scambi commerciali tra diversi Paesi, è anche vero che le altre lingue possono assumere un'importanza anche maggiore quando una delle due parti coinvolte non sa esprimersi in inglese perfettamente.

Il risultato più importante di questo studio sulle aziende lombarde mostra come la necessità di un'educazione di alto livello sia sempre presente e come le lingue straniere abbiano un peso maggiore soprattutto nelle grandi aziende e nelle multinazionali, le quali hanno più contatti con l'estero. Inoltre, anche se il livello di conoscenze e abilità degli studenti ha soddisfatto nella maggior parte dei casi le aspettative delle imprese, queste hanno confermato, come accaduto per i colleghi veneti, di trovare gli stagisti impreparati in campo pratico e che l'educazione ricevuta dalle persone in università è troppo teorica e non prepara abbastanza per il mondo del lavoro. La conclusione è stata la seguente: i corsi universitari devono dare più spazio ad attività pratiche, come ad esempio laboratori di lingua parlata, in modo da insegnare agli studenti come poter comunicare al meglio anche in una lingua straniera. Inoltre, uno stage della durata di 75 ore è troppo breve per permettere agli individui di accumulare abbastanza esperienza ed entrare nell'ottica lavorativa. Per questo motivo, il suggerimento dato dalle aziende è quello di organizzare tirocini formativi della durata di almeno 150 ore (ed oltre), o in alternativa di aumentare il numero di tirocini da uno a tre per la triennale e da uno a due per la magistrale.

Per quanto riguarda l'utilizzo delle lingue straniere, nonostante l'inglese sia il metodo di comunicazione preferito dalla maggior parte delle imprese, moltissime sono le compagnie che richiedono un'ottima conoscenza di altri idiomi per poter comunicare con aziende di altri Paesi. In particolare, l'abilità di parlare una lingua straniera comporta la conoscenza della sua cultura, dei suoi usi e tradizioni, dei modi di dire; specialmente quando si cerca di comunicare con persone provenienti da Paesi culturalmente o geograficamente lontani dal proprio, la conoscenza di tutti questi fattori rende lo scambio di informazioni estremamente più facile, veloce e fruttuoso, evitando inoltre inutili rischi di incomprensioni linguistiche. Per questo motivo la richiesta di lingue nel mercato sta crescendo gradualmente a pari passo con il fenomeno della globalizzazione e della conseguente internazionalizzazione delle aziende.

L'ultima parte di questo lavoro si concentra sull'importanza delle lingue straniere e sull'offerta formativa del corso di Lingue moderne dell'Università di Padova, in modo da analizzare se il piano di studi è adatto a formare gli studenti al mondo del lavoro o se sono necessari cambiamenti. A questo proposito, è stato fatto anche un paragone tra il programma universitario di Padova e quello di un istituto in un altro Stato europeo: l'università di Strathclyde a Glasgow, in Scozia. L'obiettivo della ricerca era quello di

scoprire i punti deboli e quelli di forza di entrambe le università e di capire come si potrebbero migliorare a vicenda. Il risultato è che, nonostante il sistema italiano si riveli più efficace nell'insegnamento delle lingue straniere, soprattutto in ambito grammaticale, il sistema scozzese offre più possibilità agli studenti per quanto riguarda la mobilità internazionale e l'opportunità di trascorrere un anno all'estero per studio e tirocinio. Questo viene offerto anche all'Università di Padova, con la differenza che si tratta di un programma scelto volontariamente dagli studenti, al quale quindi solo una piccola parte degli individui decide di partecipare; al contrario, in Scozia agli studenti di lingue moderne l'anno all'estero viene imposto come periodo obbligatorio, pertanto tutti coloro che studiano lingue vi prendono parte. Questo è estremamente utile soprattutto per gli individui di questa facoltà, dal momento che l'apprendimento totale di una lingua avviene generalmente solo dopo aver trascorso un lungo periodo a contatto con la cultura locale e con persone che parlano solo quel particolare linguaggio. I vantaggi di questo programma comprendono un accrescimento culturale e psicologico dello studente, una maggiore indipendenza e capacità di risolvere i problemi, una maggiore padronanza della lingua scritta, orale e della comprensione.

In conclusione, il tirocinio ha dimostrato di essere un'esperienza estremamente utile per gli studenti di lingue moderne che vogliono mettersi in gioco. Oltre ad ampliare le conoscenze teoriche, tecniche e pratiche dello stagista, quest'ultimo può comprendere quali sono le sue lacune e decidere di focalizzare i propri studi in una determinata direzione. Inoltre, gli studenti hanno modo di crearsi una rete di conoscenze che potrebbe essere utile in futuro e soprattutto scoprire se l'attività che stanno svolgendo può essere interessante per una carriera lavorativa o se devono scegliere altre opzioni. Infine, dopo aver analizzato tutti questi dati, si può affermare che il dipartimento di Lingue moderne dell'Università degli Studi di Padova offre agli studenti un'ottima preparazione linguistica, ma che alcuni aspetti andrebbero rivisitati e modificati – come la durata del tirocinio, l'introduzione di corsi di lingua orale per migliorare le capacità comunicative e/o di corsi per poter mettere in pratica la teoria appresa in classe, ed infine più promozione della mobilità internazionale per convincere gli studenti a trascorrere un periodo di studio o ricerca all'estero.

Appendix

1. Tables: Cultural events

COGNOME, NOME	LAUREA T/M	CORSO DI LAUREA	PERIODO DI STAGE	DURATA STAGE (ORE)	ATTIVITà	SEDE	TITOLO EVENTO	RELAZIONE FINALE*	USO LINGUE SCRITTO
AMBR	T	LINGUE, LETTERATURE E CULTURE MODERNE	2012	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Introduzione alla traduzione editoriale	NP	NO
ALBO	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
BABE	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Ciclo seminariale di lingua, cultura e traduzione	NP	NO
FORZ	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	20	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Ciclo di seminari "lettura dei classici"	SI	NO
FRAN	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
GUIZZ SAMA	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	19	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario Divina Commedia	NP	NO
MASI	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
OETTI	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	21	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
PIZZO O	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
SESSO NO	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
SGAR GABR	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
XU, H	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
ZANN SAMA	T	LINGUE, LETTERATURE E CULTURE MODERNE	2013	25	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
BIZZA	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	28	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
BORS MART	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
CONV	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	26	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
GARA MARI	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	26	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
MARI	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	3 giorni	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Workshop AIIG	SI	NO
ROSS	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	26	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
SVAN A	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di ispanica	SI	SI
TESSA MARO	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	26	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
ZARA CRIST	T	LINGUE, LETTERATURE E CULTURE MODERNE	2014	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
AJAH	T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	40	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
ALVE	T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	12	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontrando Dante	NP	NO
ANDO	T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
BERN LISA	T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	31	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Invito alla storia tedesca	NP	NO
BORS	T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	18	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Letterature al centro d'Europa	SI	NO

CHA IFRIK		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
DIRI FRAN		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	24	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Introduzione alla lirica tedesca	NP	NO
GELA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontrando Dante	SI	NO
GRES		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	16	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
MAR FILIP		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
PERA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	4.5	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Esempi di prosa lirica: Betrachtung di F. Kafka	NP	NO
PIVA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
QUA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Invito alla storia tedesca	SI	NO
ROSS		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
SART		T	LINGUE, LETTERATURE E CULTURE MODERNE	2015	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	NP	NO
BASS		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	27	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
BOT	O	T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	SI
CAN		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	31	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario traduzione tedesco	NP	NO
CARA MIHA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	33	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di romeno	NP	NO
COST GIUL		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	31.5	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	NP	NO
GALL		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	NO
LANZ		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
MIRL		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	NP	NO
MUE BRO		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	27	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	NP	NO
OUF CHA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	20	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
PERI		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
PON		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
SOLA		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	31	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	NP	NO
TODI AND		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	SI	NO
VOL/		T	LINGUE, LETTERATURE E CULTURE MODERNE	2016	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	UZ-La Shoah e l'Europa centro - orientale	NP	NO
ALFE		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
BEVI ELEO		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	SI
BORT TERE	A	T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	25.5	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	SI
BORT		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	SI
CACC		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	SI
CALI		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	36	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	NO
DEST		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	23	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di spagnolo	SI	SI
FAG(FRAN		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	NO

FILIA,		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	22	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
FLORI		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario letteratura tedesca	SI	NO
KOVà	NA	T	LINGUE, LETTERATURE E MEDIAZIONE CULTURALE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario traduzione ungherese	SI	NO
LIBER		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	24	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	SI
MICH BEATI		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	28	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
ROSS		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	31.5	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	NP	NO
TONI		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	36	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	NP	NO
VANC		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	25	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	SI
VELU		T	LINGUE, LETTERATURE E CULTURE MODERNE	2017	59	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	AltrEurope 2017	SI	NO
GARD	0	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2011	60	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Ciclo di seminari "lettura dei classici"	SI	NO
BIGIO		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2013	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	NO
CAPU		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2013	14	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario sulle teorie fonologiche e incontri di Orillas	SI	NO
CIRCO	A	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	NP	NO
RAMF	E	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2013	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
VETT SEREN		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2013		EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	SI	NO
MARC JESSIC		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2014	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
RANIC		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2014	32	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
TURE		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2014	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
DALL CHIAR	E,	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2015	12	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontrando Dante	NP	NO
KASA		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2015	26	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	America indigena e Stati nazionali	NP	NO
MINO		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	SI	NO
NICHI FRAN		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	SI	NO
ZUGN TERES		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2015	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Circolo filologico e linguistico padovano	SI	NO
CAST	NA	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2016	24	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Le professioni delle lingue	NP	NO
ZANIC	A	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2016	28	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Incontri di Orillas	NP	NO
CASA ANNA		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	31	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Lectura Petrarce e conversazioni petrarchesche	SI	NO
CECC		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	28	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
CORB		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Seminario di anglistica e americanistica	SI	SI
COSA		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	22.5	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Le professioni delle lingue	NP	NO
PRAV	A	M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Ortega y el Siglo de Oro	SI	SI
ROSS		M	LINGUE E LETTERATURE EUROPEE E AMERICANE	2017	30	EVENTI CULTURALI + RELAZIONE FINALE	PADOVA	Ortega y el Siglo de Oro	SI	SI

LM-38 = LM LCC : Classe delle lauree magistrali
LINGUE MODERNE PER LA COMUNICAZIONE E COOPERAZIONE
PIANO DELLE ATTIVITA' DIDATTICHE 2018-2019

N.B. L'asterisco (*) indica il rapporto di propedeuticità dell'insegnamento rispetto all'insegnamento di livello superiore (qualificato di "approfondimento", "avanzato", "progredito", oppure n. 2, 3)

N° ESAME	ANNO	SSD	INSEGNAMENTO	
			CARATTERIZZANTI	
1	I	ING-INF/05	Tecnologie per la traduzione	6
			1 insegnamento a scelta tra:	
2	I	L-LIN 01	Fonetica e fonologia	6
2	I	L-LIN 01	Morfologia	6
2	I	L-LIN 01	Sintassi	6
2	I	L-LIN 01	Semantica e lessico	6
2	I	L-LIN 01	Pragmatica	6
2	I	L-FIL-LET/12	Metodi linguistici di analisi di testi	6
			2 insegnamenti a scelta tra:	*18*
3-4	I	L-LIN/04-21	LINGUE E LETTERATURE MODERNE- Lingua e Traduzione (I Lingua; II Lingua)	
3-4	I	L-LIN/04	Traduzione specializzata francese 1*	6
3-4	I	L-LIN/07	Traduzione specializzata spagnola 1*	6
3-4	1	L-LIN/12	Traduzione specializzata inglese 1*	6
3-4	I	L-LIN/14	Traduzione specializzata tedesca 1*	6
3-4	I	L-LIN/21	Traduzione specializzata russa 1*	6
			2 insegnamenti a scelta tra:	*18*
		L-LIN/04-21	LINGUE MODERNE -- Lingua e Traduzione (id. come sopra, insegnamento 1)	
5--6	II	L-LIN/04	Traduzione specializzata francese 2	6
5--6	II	L-LIN/07	Traduzione specializzata spagnola 2	6
5--6	II	L-LIN/12	Traduzione specializzata inglese 2	6
5--6	II	L-LIN/14	Traduzione specializzata tedesca 2	6
5--6	II	L-LIN/21	Traduzione specializzata russa 2	6
			1 insegnamento a scelta tra:	6
7	I	L-LIN/04	Teorie e metodi della traduzione (francese)	6
7	I	L-LIN/07	Teorie e metodi della traduzione (spagnolo)	6
7	I	L-LIN/12	Teorie e metodi della traduzione (inglese)	6
7	I	L-LIN/14	Teorie e metodi della traduzione (tedesco)	6
7	I	L-LIN/21	Teorie e metodi della traduzione (russo)	6
			2 insegnamenti a scelta tra:	12
8--9	I	IUS/02	Diritto internazionale delle lingue	6
8--9	II	IUS/02	Diritto privato comparato	6
8--9	I	IUS/13	Diritto internazionale (avanzato)	6

8--9	I	IUS/14	Diritto dell'Unione Europea (avanzato)	6
8--9	I	SECS-P/02	Politica economica internazionale	6
8--9	I	SECS-P/02	Economic Globalization and Human Rights	6
8--9	I	SECS-P/02	Economics of Human Capital	6
8--9	I	SECS-P/01	Economia del lavoro	6
8--9	I	SECS-P/08	Marketing avanzato	6
8--9	I	SECS-P/12	Storia economica del mondo contemporaneo	6
8--9	I	SPS/07	Sociologia progredito	6
8--9	I	SPS/06	Storia delle relazioni internazionali	6
			AFFINI	
			ambito 1	
10	I	IUS/09	Diritto internazionale delle lingue	6
10	II	IUS/13	Diritto internazionale (avanzato)	6
10	I	IUS/14	Diritto dell'Unione Europea (avanzato)	6
10	I	SECS-P/02	Politica economica internazionale	6
10	I	SPS/06	Storia delle relazioni internazionali	6
11	I	SPS/05	Storia dell'America latina (avanzato)	6
11	II	SPS/05	Storia degli Stati Uniti d'America	6
11	I	SPS/13	Storia dell'Asia	6
			ambito 2	
11	I	L-ART/05	Storia della danza	6
11	I	L-ART/05	Filologia dei testi teatrali	6
11	I	L-ART/06	Cinema e psicanalisi	6
11	I	L-ART/06	Cinema contemporaneo e nuove tecnologie	6
11	I	L-ART/07	Analisi delle forme compositive moderne	6
11	I	M-STO/02	Storia globale del lavoro	6
11	I	M-STO/04	Storia comparata dell'Europa contemporanea	6
11	II	SPS/07	Sociologia progredito	6
11	I	SPS/08	Comunicazione sociale	6
11	I	M-DEA/01	Etnologia 2	6
11	I	M-GGR/01	Geografia culturale	6
11	I	M-PSI/01	Psicologia del linguaggio	6
			ambito 3	
11	I	L-LIN/03	Letteratura francese	6
11	I	L-LIN/03	Letterature francofone	6
11	I	L-LIN/05	Letteratura spagnola dei secoli d'oro	6
11	I	L-LIN/05	Letteratura spagnola moderna e contemporanea	6
11	I	L-LIN/05	Letteratura ispanoamericana	6
11	I	L-LIN/09	Lingua portoghese e brasiliana 3	6
11	I	L-LIN/08	Letteratura portoghese e brasiliana	6
11	I	L-LIN/10	Letterature contemporanee in lingua inglese	6
11	I	L-LIN/10	Letteratura inglese del Rinascimento	6
11	I	L-LIN/10	Letteratura inglese medievale	6
11	I	L-LIN/10	Letteratura inglese moderna	6

11	I	L-LIN/11	Letteratura anglo-americana	6
11	I	L-LIN/13	Letteratura tedesca	6
11	I	L-LIN/16	Lingua nederlandese 3	6
11	I	L-LIN/16	Letteratura nederlandese	6
11	I	L-LIN/17	Lingua romena 3	6
11	I	L-LIN/17	Letteratura romena	6
11	I	L-LIN/19	Lingua ungherese 3	6
11	I	L-LIN/19	Letteratura ungherese	6
11	I	L-LIN/20	Lingua neogreca 3	6
11	I	L-LIN/20	Letteratura neogreca	6
11	I	L-LIN/21	Lingua ceca e slovacca 3	6
11	I	L-LIN/21	Letteratura ceca e slovacca	6
11	I	L-LIN/21	Lingua polacca 3	6
11	I	L-LIN/21	Letteratura polacca	6
11	I	L-LIN/21	Letteratura russa	6
11	I	L-LIN/21	Lingua serbo-croata 3	6
11	I	L-LIN/21	Letteratura serbo-croata	6
11	I	L-LIN/21	Lingua slovena 3	6
11	I	L-LIN/21	Letteratura slovena	6
11	I	L-OR/12	Lingua e letteratura araba	6
11	I o II		ESAMI A SCELTA	
	II		PROVA FINALE: tesi di laurea	
	I o II		Approfondimenti linguistici. Stage e tirocini nelle scuole o in istituzioni pubbliche e private. Altre attività approvate dal Corso di Studio.	