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Editors' Introduction

New Voices in Translation Studies is a double-peer reviewed online journal that showcases the innovative work of early career researchers whose diversity of contributions reflect the evolving trends in the field of Translation Studies. In this issue (**Volume 29, Issue Number 2**), we have published contributions from **fourteen** scholars based in **three** different continents working across **ten** different languages (**Arabic, Catalan, Croatian, English, French, Italian, Kazakh, Russian, Spanish, and Ukrainian**): four peer-reviewed articles, one book review and three PhD abstracts. The authors of the four articles are from **eight** different academic institutions based in **Croatia, Switzerland, Spain, and The Republic of Kazakhstan**. The critical focus for each of the four articles is indicative of how new research methodologies and key terminologies within Translation, Interpreting and Intercultural Studies emerge from – and document – the ever-changing ‘lived’ practices of translation and its contexts of development.

The first article titled “**Spontaneous Translating and Translanguaging in a Russian Language Classroom**” brings together a detailed analysis of multilingual classroom discourse across three languages alongside the concept of *interlingual translation* and the more specialised, pedagogical concept of *translanguaging*, the latter of which can undermine the notion of the different languages involved in cross-lingual interactions. As pointed out by the co-authors **Evgeniia Bisiada** and **Mario Bisiada** from the **Universitat Pompeu Fabra, Barcelona, SPAIN**, the concept of translation can also reiterate and reinforce how languages become construed as discrete, mutually unintelligible social practices. Their article contributes new insights to this theoretically charged discussion by the authors conducting a study of translation and translanguaging practices in a Russian language classroom in Catalonia where **Catalan, Russian** and **Spanish** were being used as the languages of pedagogy. Their paper argues that while translating and translanguaging function as separate concepts in theory, the case studies illustrate clearly that acts of translanguaging can complement translation through their creative potential, in practice. While translation and translanguaging have traditionally been avoided in language learning and teaching, the article convincingly demonstrates that translation and translanguaging do indeed have a place in the classroom as a combined practice.

The article “**Designing Multilingual Questionnaires for Translation and Interpreting Studies: A Reflective Paper Based on a Survey of Swiss Federal Translators' Profiles and Needs**”, by Paolo Canavese, from the **University of Geneva, SWITZERLAND**, takes us from

the classroom to the professional contexts of the Swiss Confederation through which he reflects on the processes involved in creating multilingual questionnaires designed specifically for conducting research in Translation and Interpreting Studies (TIS). Canavese articulates the challenges and complexities he faced when conducting small-scale research within Switzerland and explains how they could be overcome via the effective multilingual design of the surveys, the processes of which can involve collaborative and iterative translation practices. His article offers practical strategies for designing effective multilingual questionnaires and makes a convincing argument for the need for academic institutions and funding bodies to support such endeavours. He provides a concrete example of a collaboratively produced questionnaire in the appendix of his article, which, in itself, is an extremely valuable contribution to TIS research.

In the third article we move from contemporary pedagogy and interpreting practices into the world of literature, and specifically the life and contexts of Abai Kunanbayuly, whose works were highly influential in connecting **Kazakh** and **Russian** languages and cultures through literary translation. For their article titled “**Transformation of Literary Translations of the Literary Classics by Abai Kunanbayev**”, the five co-authors **Laura N. Daurenbekova, Saule K. Imanberdiyeva, Karlygash M. Baitanassova, Ozat Akniyet** and **Aslan E. Alimbayev** have collaborated across three universities and institutes – **The Eurasian Humanities Institute (TEHI), S. Seifullin Kazakh Agrotechnical University (SSKAU)** and **L.N. Gumilyov Eurasian National University (LNGENU)** – in **THE REPUBLIC OF KAZAKHSTAN**. In their article, they illustrate how Abai’s successful adaptation of Pushkin’s “Evgeniy Onegin” into the traditional form of Kazakh song opened a multidimensional dialogue via which new national Kazakh literary traditions – previously assumed to be dominated by others – emerged. Instead of retaining the Russian names of the main characters in Pushkin’s classic, Abai used Kazakh analogies instead. This had the effect of displacing and “disorientating” the figure of Pushkin within Kazakh and Russian literary contexts for the first time. Abai’s translation of Krylov’s fables similarly renders Russian landscapes and everyday life-scenes distinctly Kazakh. There were four departments involved in this article – **Department of Kazakh and Russian Philology** and **Department of Kazakh Literature (TEHI); Department of Kazakh and Russian Language (SSKAU); Department of Kazakh Literature (LNGENU)** – testifies to the importance of Abai Kunanbayuly and the key role of translation in co-creating new connections between Kazakh and Russian literary traditions.

The fourth and final article brings us back to the critical impact of reading by investigating the complex relationship between self-revisions and translation quality among trainee translators. In “**The Effect of Self-revision on the Quality of Texts Translated by Trainee Translators**”, **Nikolina Gajić** and **Ana Werkmann Horvat** at **the University of Osijek, CROATIA** share their experience of conducting a study involving nine translator trainees who translated texts from **English** to **Croatian** using Translog II software. Using the TAUS Dynamic Quality Framework model, the authors worked to gauge the extent to which the number of self-revisions made by trainees during translation correlated with the final quality of their translated texts. The study’s key finding revealed that there was no correlation between the quantity of self-revisions and translation quality which suggests that requesting translators to repeatedly re-edit does not necessarily lead to better translation outcomes. As well as having significant implications for translator training programs that teach critical judgment skills to trainee translators, this article contributes to the broader discussion of translation pedagogy and efficiency in professional translation practice. It proposes that quality improvement in translation may be more about making the right revisions rather than making more revisions.

In line with the IATIS principle of promoting multi-lingual knowledge-exchange, this issue presents, for the first time, a book review of a dictionary. The review, written by **Yan Kapranov** from **The University of Economics and Human Sciences in Warsaw, POLAND**, evaluates the *Ukrainian-English Dictionary of Medical Insurance* (UEDMI), published in 2023 by five authors (Nika, Hrytsenko, Korolova, Oleshko, and Mazepova). The reviewer praises the dictionary for incorporating terminologies for current legal frameworks, modern medical insurance terminology and emerging trends in healthcare in Ukraine, including e-health solutions. He explains how the dictionary serves multiple audiences, including insurance specialists, healthcare professionals, translators, and students. He commends the dictionary’s meticulous approach to definitions, its alignment with international standards, and its practical relevance to Ukraine’s healthcare system. Overall, he positions the UEDMI as an invaluable resource that bridges the linguistic gap between **Ukrainian** and **English** in the field of medical insurance while supporting the ongoing development of Ukraine’s healthcare system.

In this issue, we congratulate three scholars who have successfully completed their PhDs whose remits cover five languages: **Arabic, English, French, Italian, and Polish**. Here, we publish the abstracts of their recently defended PhD theses. The titles of the three theses are: “Translators in Fabula: Bridging Transfiction and Translator Studies through a Comparative Analysis of Contemporary Italian Narratives” by **Andrea Bergantino**, Trinity Centre for

Literary and Cultural Translation, Trinity College Dublin, **REPUBLIC OF IRELAND**;
“Revisiting the (Un-)translatability of the Quranic Discourse in Light of the Hermeneutic
Approach to Translation” by **Hicham Ellass**, Ibn Zohr University, Agadir, **MOROCCO** and
“Transfer of Phraseological Units (Collocations) in Literary Translation: Corpus-based
Research in the French Language and Its Equivalents in Italian and Polish” by **Pawel Golda**,
University of Silesia in Katowice, **POLAND**, & Sorbonne Paris North University, **FRANCE**.

In this issue, the editorial team of *New Voices in Translation Studies* expresses its gratitude
once again, to its team of Assistant Editors, **Ziling Bai**, **Fernando Gabarron Barrios**, **Shiyao
Guo**, **Kyriaki Evlalia Iliadou (Coralia)**, **Jiaqi Liu**, **Ye Tian**, **Yang Wu** and **Lin Zhang
(Robin)**. A special thanks to **Fernando**, **Ye** and **Robin** who have been instrumental to making
the technical aspects of this issue and its final copyediting run so smoothly and efficiently.

As ever, we thank all the blind peer reviewers who have been part of **Volume 29, Issue
Number 2** as well as the contributors who have made this issue one of such innovative reach.
We also express our appreciation to Chalermprakiat Center of Translation and Interpretation,
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Spontaneous Translating and Translanguaging in a Russian Language Classroom

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ABSTRACT

While translating and translanguaging, in the broad sense of using multiple languages side by side in a language teaching classroom (García and Li 2014), have received considerable scholarly attention, their mutual relationship has not yet been sufficiently theorized. In recent translanguaging research, carried out in language classrooms, translating and translanguaging are sometimes subsumed into the same practice, as translanguaging undermines the notion of different languages. The present article contributes to this endeavour through a study of translation and translanguaging practices in a Russian language classroom in Catalonia. Based on three examples where the teacher explains the meaning of Russian set phrases to the students through Catalan translations, we argue that translating and translanguaging should generally be maintained as separate concepts, but that in some cases they are a mutually embedded practice, as acts of translanguaging can complement translation through their creative potential. While traditionally, translation and translanguaging have been eschewed in language learning and teaching, we argue that as a combined practice they have a place in the classroom.

KEYWORDS: translanguaging, translation, Russian, language learning, set phrases

1. Introduction

Translanguaging has recently accumulated a sizeable body of research and is quickly becoming an object of study for a range of language scholars across disciplines, including in Translation Studies. As regards language teaching and learning, translation has long been used by some, while others are against its use in the classroom (see Cook 2010, for a survey of arguments). Translanguaging, in the broad sense of using multiple languages side by side in a language teaching classroom (García and Li 2014), whilst a more modern concept, has received a similar uptake: glorified by some, rejected by others (see García and Li 2014, for an overview). While theoretical contributions profess an intent to differentiate the two concepts (García et al. 2020), empirical or practice-oriented work tends to treat translation, when used in classrooms as a scaffolding technique, as a subcategory of translanguaging (Arocena-Egaña et al. 2015; García and Li 2018). Given the contact that both concepts have been having, empirical work is needed to strengthen theoretical and conceptual clarity of the two notions of translating and translanguaging, and to theorize how they are related to each other.

The article attempts to do so through an empirical study of adult learners of Russian in Catalonia. This language combination is interesting due to its typological distance to gauge the effectiveness of both translating and translanguaging techniques, and also because it is an understudied language pair. The object of investigation is specifically translating and translanguaging practices involved in the explanation of set phrases. Based on classroom observations, we argue that translating and translanguaging practices can overlap, for instance, in situations where cultural aspects are involved, but do not necessarily do so in all cases. It is thus important to maintain a theoretical distinction between the two concepts.

2. Theoretical Framework

2.1 Translating and translanguaging in language learning

Cook's metaphorical comparison of translation as "the villain" (2010:9) perhaps best reflects scholars' criticism of translation as a method for language learning in the first half of the 20th century. For example, Gatenby (1948/1967) suggests that translation "should be avoided at all costs" pointing to the fact that "[i]t perpetuates the time-wasting habit of always associating

the new language with the old, and it actually hinders full comprehension” (Gatenby 1948/1967:69–70). A more or less similar view prevailed in Soviet pedagogical thought. The grammar-translation method, one of the most dominant methods when learning languages at Soviet schools, showed positive results in regard to learning grammar and vocabulary, but it was considered of little use in learning how to communicate and think in a foreign language (Belyaev 1965:16).

Empirical studies of the 80s-90s also showed controversial results concerning the role of translation in learning, considering “the nature of translation is frequently misunderstood, and its function in the learning process not specified” (Cordero 1984:352). In the survey conducted by Horwitz (1988) at the University of Texas, for example, when asked about their beliefs concerning language learning, respondents learning German and Spanish mostly agreed that “learning another language is merely a matter of translating from English” (Horwitz 1988:288), while students of French did not share this view. This might be attributed to different teaching strategies they had been exposed to. Those students who considered that translation is a method to learn language had obviously learned languages via translation. This shows that even though translation had been heavily criticized before, it was still implemented in language classrooms. As a case in point in the 1970s and 1980s, interest in translation started to revitalize in studies on language learning, coinciding with the time when pedagogical paradigms underwent significant reconsideration in regard to monolingualism, bilingualism and code-switching, which was followed by the advent of translanguaging. At that time, the main focus in scientific discourse in regard to translation was on its learning effects, the use of the first language in L2 classrooms, and learners’ attitudes to it, among others (Pym et al. 2013:14).

Translanguaging is nowadays generally viewed positively as a method for language learning (Piccardo 2013; Cenoz and Gorter 2020a, b), among other things, as a way “to break traditional boundaries” in a classroom (García and Li 2014:138). Translation is also acknowledged to be “a codebreaking process of acquisition” (Cook 2022:53). Both contribute to language learning since

conceptualisations such as ‘explicative translation’ (or ‘scaffolding’), ‘interior’ (or ‘mental’) translation, ‘linguaging’, ‘translinguaging’, ‘multilingualism’ and ‘plurilingualism’ are all processes that relate to using multiple languages in the classroom and which add new dimensions to translation in the language classroom and to bilingual education. (Pintado Gutiérrez 2018:10)

What is important in this sense is that translation and translinguaging were usually studied separately and regarded either as “epistemologically different” (García et al. 2020:85) or “simply constructs of a different order” (Baynham and Lee 2019:33). For the purposes of this article, we adopt the following operative definitions of translating and translinguaging as acts: we consider translating to be an act whereby discourse content in one language is expressed in another, while acts of translinguaging express discourse content drawing on several languages. Not divisible from this is the critical dimension of the two terms: translinguaging, and linguaging in general, have been theorized from the beginning as concepts that seek to undermine the very notion of separate languages as purely political concepts, seeking to argue that using language really means drawing on repertoires that can be assigned to a range of “named languages” (see Grin 2018). Translation, on the other hand, is an ancient concept whose definition, at least as far as interlingual translation is concerned, must assume separate languages to exist: by saying that there is a translation from Swahili to English, one reaffirms those two languages as languages, in the same way that saying that a Swahili speaker is learning English reaffirms the separate status of those languages.

Recent research started to look more closely at the points of convergence of the two practices (see below), in some cases to the effect that translinguaging is simply seen as a new term to capture the same underlying concept as translation (Blumczynski 2023). Some scholars have started to advocate the inclusion of translinguaging in translation studies to make it “become an object of study in its own right” as proposed in Laviosa (2018:197).

From early on, there have been attempts in translanguaging scholarship to subsume translation into translanguaging through the argument that all communication is somehow a form of translation. Makoni and Pennycook (2006) critique “pedagogical dictates” in language education that “eschewed” translation and argue that seeing language learning as “a form of translingual activism or transidiomatic practice” might achieve more dynamic effects (Makoni and Pennycook 2006:36). Their position is part of a larger critique of “meta-discursive regimes that divided languages into separable entities” (ibid.). Specifically, they reject the boundary between languages that, in their view, makes translation an issue when different languages are involved but not when the same language is involved.

This argument is not elaborated on through references to scholars who take such a position, and it would seem hard to maintain. Foundational work in Translation Studies as early as Jakobson (1959) saw intralingual translating as a central part of translation activity, and the presence of intersemiotic translating shows that translation was never taken to be restricted even to verbal languages. Later, critical revisions of Jakobson’s division maintained a category on translation within the same natural language (Toury 1986, Eco 2001). It can thus be argued that Translation Studies has always taken translation to be a concept that applies irrespective of the perspective one takes on the languages involved. However, since a key aspect of critical translanguaging scholarship is to challenge the notion of separate languages (Makoni and Pennycook 2006), it is easy to see how such scholarship would seek to undermine a notion such as translation, which is built on the very separation of languages between which it mediates. This is a key aspect: while translation is usually considered a bridging activity, it should not be misunderstood as meaning that it builds bridges between people, not between languages. The very job title of “Spanish-to-English translator” would be meaningless if translation did not separate languages.

What is needed, then, is further work that tries to disentangle the concepts of translation and translanguaging to see how they can be operationalized in applied language learning and teaching research. In the next section, we will provide a more detailed overview of existing research on intersections between translation and translanguaging.

2.2 Translation and translanguaging: connections

The (inter)connection between translanguaging and translating is not always explained sufficiently well in literature, and the reader might often be puzzled, finding this connection controversial. While some scholars differentiate between the two practices considering that “translanguaging is not simply the translation from one linguistic code into another” (Adler et al. 2023:138) which goes in line with Baker and Wright’s (2021) argument that “[t]he idea of translanguaging is that movement from one language to another involves much more than translation of words” (Baker and Wright 2021:298), others regard them as interrelated since “[t]ranslanguaging as a universal ability is a skill displayed in natural translation” (Laviosa 2018:184). If the first position advocates that translanguaging represents a more “complex” practice and thus crucially differs from translation, the latter holds that translanguaging is performed in translation, or at least one concept is inevitably subsumed in the other one. Such a position is taken in Baynham and Lee (2019) by stating that “translanguaging can be a way of understanding the moment-to-moment deployment of the multilingual repertoire in the activity of translating” (Baynham and Lee 2019:34). However, here the question arises of where the border between translanguaging and translating is, if there is one at all, and how the two are interrelated.

Answering this question is not as easy as it may seem at first glance. The confusion concerning the interrelationship between translanguaging and translating is readily apparent even in the work of some of the most prominent theoreticians/proponents of translanguaging, García and colleagues. For example, García and Sylvan (2011) state that “[t]ranslanguaging [...] includes translation” (García and Sylvan 2011:389), but they regard translating as a “simple” practice, thus putting translanguaging into a more privileged position. In another publication, however, García and Li (2014) refer to translanguaging card sort activities developed by Daria Witt, which provide different translation practices included in a classroom, but regard them as examples both of translanguaging and as something other than translating at the same time (García and Li 2014:123–4). For example, while the practice by which some key words introduced by the teacher at the beginning of the class are

translated by the students into their home languages is considered to be an example of translanguaging, practically the same practice, when a teacher translates her own words into another language, is not.

An even more intriguing position concerning translation is given in García et al. (2020). They argue that translation “acts as an *over-pass* between two or more languages, cultures, people or identities” that “connects, but keeps worlds and words separate” (García et al. 2020:85) thus acting as a guardian of colonial power differentials. In contrast, they present translanguaging as a decolonial concept, which “is positioned ... in the fluid *corriente* of practices that work within the entanglement of words and worlds” (ibid., italics added). They thus remain rather vague as regards a clear definition of the concept itself or of how it differs from translation, other than that it is somehow inside the fluidness between languages rather than connecting between them.

Moreover, taking into account the political and ideological stance of translanguaging (see e.g. Blackledge and Creese 2014; García and Li 2014), scholars have attempted to establish a semblance to translation arguing that “[t]ranslation not only reflects and transfers existing knowledge, but continuously creates new knowledge, thus revealing its often neglected political and ideological dimension” (Wolf 2011:20). Therefore, “the relationship between translation and translanguaging appears to have more of an enigmatic character” (Bazani 2019:10).

Another important connection between translating and translanguaging appears in regard to these two practices as cultural acts. For example, students who took part in the study by Laviosa (2018) pointed to this connection when applying translation and translanguaging in the class on poetry translation. Some of them noted that translation and translanguaging were of use for them to understand that language and culture are interconnected (Laviosa 2018: 195–6). However, the two practices seem to be regarded and kept separate in this study. A more elaborate account of what the relationship between translation and translanguaging is from Baynham and Lee (2019). They argue that, on the one hand, “the two may be considered

separate language contact phenomena” (Baynham and Lee 2019:53) and, on the other hand, the two are “mutually embedded” (Baynham and Lee 2019:40) due to “an overlapping region between nonsubstantive translation (cultural mediation, diffusion of symbols, transculturation) and translanguaging” (Baynham and Lee 2019:53). They state that

[y]et a translanguaging space emerges from different kinds of mediating procedures, including translation, transliteration, codeswitching/mixing, orthographic morphing, and so forth. Translation can therefore be seen as embedded within a translanguaging space, at the same time as it is composed of successive translanguaging moments. (Baynham and Lee 2019:40)

Developing the idea that translation and translanguaging intersect, the authors come to two concepts as a result of this intersection: “translation-in-translanguaging and translanguaging-in-translation” (Baynham and Lee 2019:40). As a case in point, the authors provide examples from Japanese kanji, where, to render foreign words, language users engage in a combination of translating and translanguaging: they translate part of a stem and add a Japanese suffix in what the authors call an act of “derivation-deviation” (Baynham and Lee 2019:36). This underlines the tension that is created when translation and translanguaging are juxtaposed, as “translanguaging strategically destabilizes language borders” while translation regards them “with absolute seriousness” (Baynham and Lee 2019:40–1).

Baynham and Lee (2019) also draw on Jakobson’s (1959) classification of different types of translation and “provisionally” adapt the same categories interlingual, intralingual and intersemiotic for translanguaging which Jakobson used for translation. The first one “corresponds with that form of translanguaging which draws on different languages available in the repertoire”, the second “corresponds with that form of translanguaging that draws on different registers and varieties, dialects for example, within what is commonly construed as the ‘same’ language” and the third one “corresponds with that form of translanguaging that draws on different semiotics” (Baynham and Lee 2019:22). They further call them *interlingual, intralingual and intersemiotic translanguaging*. They extend this classification

by adding *interdiscursive translanguaging* and *translanguaging at the language-body interface* (Baynham and Lee 2019:24).

The literature on translanguaging and translation reviewed above shows that the interrelation between translanguaging and translation takes a more complex form than might be thought. However, there is still a need to look at this interrelation from a critical point of view, providing a deeper analysis of this interrelation, possible overlaps and differences between the two practices in the context of a language classroom. This study tries to look upon this issue by analyzing the practices of translanguaging and translating in a Russian language classroom when teaching and learning Russian set phrases, which have not yet been considered in studies on translanguaging, as far as we are aware. The next section provides a detailed description of the method of the study.

3. Method

The data presented in this paper comes from an 8-month study which started in October 2021 and finished in April 2022. It was set in a Russian language classroom of one of the official language schools (*escola oficial d'idiomes*) in Catalonia. The focus of the study was on how adult learners of the B1 level Russian language course (4 males and 2 females) and their teacher, who agreed to participate in this study on condition of anonymity (for this reason, they are referred to using pseudonyms), deployed translanguaging practices in the class. All the participants are Catalan and Spanish bilinguals. The students' competence in Russian as they indicated in the online questionnaire about their linguistic profile before the study varies from A2 to B1 level according to CEFR (Council of Europe 2001). The teacher, Aina, is an experienced teacher of the Russian language with competence in Russian as C1–C2. The majority of the participants have a pretty high competence in English. Additional languages they know include French, Italian, Polish and Arabic. Their more detailed profiles are given in Table 1.

Table 1. Participants' profiles

Pseudonym	Sex	Age	Languages
Aina	F	45	Catalan-Spanish bilingual, Russian (C1–C2), English (B2), Polish (A2), French (level not indicated)
Rosa	F	32	Catalan-Spanish bilingual, English (B2), French (B2), Russian (B1)
Anna	F	22	Catalan-Spanish bilingual, English (C1), Russian (level not indicated)
Jaume	M	49	Catalan-Spanish bilingual, English (C1), French (B1), Italian (A2), Russian (B1)
Omar	M	18	Catalan-Spanish bilingual, Arabic (heritage learner), Russian (heritage learner)
Felip	M	49	Catalan-Spanish bilingual, English (B1), French (A2), Russian (A2)
Carles	M	24	Catalan-Spanish bilingual, English (C1), Russian (A2)

What is worth mentioning is that the participants of the study did not get any training on translanguaging since the focus of the study is spontaneous translanguaging occurring in natural settings of a language classroom. During the study, 9 sessions of about 2 hours each were audio recorded and observed. The 9 sessions were transcribed and the transcripts were proofread by a Catalan and Spanish native speaker. Further, the transcripts served as a source of material concerning occurrences of spontaneous translanguaging in the class. For this study, three extracts containing examples of translating and translanguaging practices applied when discussing Russian set phrases were selected for analysis. Since set phrases represent cultural units, the intersection between translating and translanguaging might be more evident. Each extract was carefully read and analyzed for the use of translating and translanguaging practices in the explanation of the meaning of Russian set phrases. The results of the analysis are presented in the next section.

Additionally, several follow-up verbal reports with the students and one with the teacher were recorded to gauge the effectiveness of the use of translanguaging perceived by the participants

of the study. The verbal reports with the students confirmed common sense assumptions that it is easier for them to use their mother tongue, but they did not comment in depth on the creative potential of the use of different languages in the classroom. The interview with the teacher revealed that she finds translation useful to explain grammar and vocabulary, but does not mention translanguaging as a tool in the classroom. Thus, we will not draw on the verbal reports and interview with the participants in the analysis. For future studies, it might be useful to briefly introduce the concept of translanguaging before conducting an interview to increase usefulness of the interviews.

4. Analysis

Observations of the Russian language classroom where data were collected show that a translanguaging space created there facilitated the involvement of other languages than Russian. Translation and translanguaging practices were frequently applied, especially when working on vocabulary. Translation was needed to clarify the meaning of individual words, phrases or even an entire text in some cases. What is worth mentioning here is that translation of general vocabulary was not difficult for students and was usually based on previously acquired knowledge. They easily translated Russian words or expressions into Catalan, the language most frequently drawn on in the classroom after Russian. When the students did not know some words, they checked them in online sources. However, the case of set phrases did not often get special attention or translation was not sufficient to explain their metaphoric meaning and the cultural background they carried as the three examples given below demonstrate.

4.1 First example (“Хочешь жить - умей вертеться”)

In the middle of the class devoted to shopping, the teacher asked the students to listen to a song related to the topic. The song *Плачу* by the music band *Leningrad* represents a kind of satire of the modern model of behavior in society, when a person (in the song this is a young woman), despite financial difficulties, spends money on new clothes. In the beginning, the students listened to the song and filled the gaps in the text with words. Then they looked for unknown words in pairs and finally the entire group discussed the words with the teacher. All

the participants translated words from Russian into Catalan and drew on Catalan when commenting some phrases. The song mentions the expression “*Хочешь жить - умей вертеться*” (“*It's the squeaky wheel that gets the grease*”, “*Only the fast survive*”, “*Fast footwork is the key to success in life*”) which is a set phrase (catchphrase) often used in colloquial speech to emphasize that in order to achieve something, you need to work. The teacher underlines in Russian that “*Хочешь жить - умей вертеться - это выражение, это фразеология*” (“*Хочешь жить - умей вертеться: this is an expression, this is phraseology*”). Then she draws on Catalan as shown in Excerpt 1 (translation into English supplied in all excerpts):

Excerpt 1

- Aina: *Хочешь жить - умей вертеться - это выражение, это фразеология. És una frase feta.*
Да? **Si vols viure, espavila't.** Вертеться **has de saber com espavilar-te.**
[*It's the squeaky wheel that gets the grease. This is an expression, this is phraseology. It's an idiom.*
Yes? If you want to live, wake up. Move it, you have to know how to wake up.]
- Omar: **Moure.**
[*Move.*]
- Aina: **Moure, exacte.** Да? Хм. Женская такая доля.
[*Move, exactly. Yes? It's a woman's fate.*]

What happens here is that Aina, turning to Catalan and resorting to translation, wants to emphasize that the phrase *Хочешь жить - умей вертеться* is a set phrase, which presumably aids students to remember it or at least draw their attention to it. The literal translation of the set phrase into Catalan intends to catch the literal meaning of the phrase. However, this particular case does not give the impression that translation really helps to reveal the underlying meaning. Additional explanation of the set phrase or alluding to a phrase equivalent in Catalan through translanguaging might have served better for the students to understand the set phrase.

This example shows that the literal translation of a set expression, of course, makes sense to some extent, but does not fulfill the entire function in the transfer of both the cultural component of the phrase and its metaphorical meaning. Translanguaging may have helped do this. At the very least, if the discussion in this case had taken place regarding similar or equivalent expressions in Catalan, Spanish or any other languages in their linguistic repertoire, it would be clear that students understand the meaning of the phrase and can relate it to the equivalent in their native languages.

4.2 Second example (“Я не настолько богат, чтобы покупать дешевые вещи”)

At the end of the same class, students listened to the audio twice and then read the text based on the audio dealing with the problems of modern society in relation to consumerism. According to it, people produce too many low-quality clothes that wear out quickly and end up in landfills, thus polluting the planet. The main idea of this was that when buying something, a person should think about the environmental impact. When listening to the audio and reading the text afterwards, the students had to answer the questions related to the information presented in the audio. During the discussion of the answers and unknown words, the teacher asked whether all the words were clear. Jaume wanted to clarify the word *богатый* (*rich*) and a phrase *настолько богат* (*rich enough*), the beginning of a quote mentioned in the audio in which a young man talking about consumerism cites Nathan Rothschild “*Я не настолько богат, чтобы покупать дешевые вещи*” (“*I’m not rich enough to buy cheap things.*”) which is frequently used in everyday Russian to refer to a more reasonable approach when buying things.

Excerpt 2

- Aina: Хм. Хорошо. Все понятно? Есть слова, которые вы не поняли? Или все понятно?
 [*Hm. Okay. Everything is clear? Are there any words that you haven’t understood? Or e v erything is clear?*]
- Jaume: Богат. Настолько, настолько богат.

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- [Rich. So, so rich]
- Aina: Богатый, богатый человек.
[A rich, rich person.]
- Jaume: Богатый, богатый.
[Rich, rich.]
- Aina: Да, богатый – это богатый.
[Yeah, rich is rich.]
- Jaume: Sí.
[Yeah.]
- Aina: Ты знаешь. Бедный и богатый человек. Богатый человек – это человек, у которого много денег.
[You know. A poor and a rich man. A rich man is a man who has got a lot of money.]
- Jaume: Ah, vale.
[Ah, OK.]
- Aina: Как *Росшильд. Да? Как раз Ротшильд. Вам не говорила мама: «У меня нет...»
[Like *Roschild. Yeah? Just like Rothschild. Your mother has not told you: "I haven't got..."]
- Felip: Да, да.
[Yes, yes.]
- Aina: «Кармана Ротшильда», да?
[“Rothschild's pocket”. Yeah?]
- Felip: Да, да. Это сказала мама.
[Yes, yes. This is what [my] mother said.]
- Aina: Моя мама всегда говорила. Нет, вам не говорили?
[My mother always said [that]. No, they did not tell you?]
- Anna: [inaudible].
- Aina: “У меня нет кармана Ротшильда”, когда я просила: «Ну, купи мне это, купи мне это», она мне говорила: «**No tinc la butxaca de Rothschild, yo**».
[“I haven't got Rothschild's pocket” when I asked: “Well, buy me this, buy me this,” she told me: “I don't have Rothschild's pocket, I.”]
- Jaume: У меня нет...
[I haven't got...]
- Aina: Кармана. Ну, это перевод такой у них. Да?
[Pocket. Well, it's their translation. Yes?]
- Felip: **Butxaca, butxaca de Rothschild.**
[Pocket, Rothschild's pocket.]

As seen in Excerpt 2, the teacher explained the phrase *богатый человек* (*a rich man*) providing its definition in Russian and then she alluded to the Catalan set phrase which was used by her mother when Aina was a child. At the beginning, the teacher gives this set phrase translated into Russian. Felip reacts to it, confirming that he heard such an expression from his mother too. Then the teacher translates it into Catalan so that everyone could understand its meaning. Felip also repeats this expression in Catalan. What is interesting about this example is that Rothschild's name is referred to both in Catalan and Russian set phrases. In contrast to the previous example, here we have not just a literal translation, but also a sense equivalent in Catalan, though in this particular example the two happen to almost coincide. Thus, in this case, resorting to translanguaging does not only illustrate the set phrase, but also attempts to build up intercultural connections. At least one student, Felip, reacted to it. It might be the case that not all the students were aware of the Catalan set phrase due to the age gap between Felip, who is a bit older than the teacher, as well as Jaume, and the rest of the class who are much younger.

4.3 Third example (“Сажа бела”)

At one of the lessons, students watched an episode from the famous film *Brother*, in which the song *Крылья* (*Wings*) by the group *Nautilus-Pompilus* was played. The teacher wanted the students to find unfamiliar words in the lyrics of the song in online dictionaries. After several minutes of search they discussed these words in group. Then the students listened to the song twice and put the verbs from the song in the correct form. This was followed by students reading the text of the song aloud one by one, while the teacher corrected the students in some cases regarding the placement of stress and the pronunciation of individual words. Reading the song aloud created a situation where, in addition to the Russian language, Catalan was also involved with a small inclusion of Spanish words (not shown in the excerpt below). The translanguaging space seemed to favor the understanding of the content of the song. The translation of the song itself could potentially help students once again understand the meaning of both individual lexical units and the entire text of the song as a whole. The teacher emphasized that the students themselves should understand what this song is about. She also

pointed out the philosophical nature of the song and the historical context that the song came out during the years of the Chechen war. However, she clarified that she was not sure about this. Perhaps her interpretation could have resonated with students if they had known about that period of Russian history.

In general, the very title of the song is metaphorical, which can be interpreted in different ways from the image of a girl/young woman who lost something (in the lyrics of the song, these are her wings), which was very important to her, to the image of Russia, which at that time was experiencing transition from one political and ideological system to another, and so on. This metaphorical meaning of the song received no interest from the students and was not commented further by the teacher. Interestingly, the Russian expression "сажа бела" was also mentioned in the lyrics of the song and was translated by the teacher literally as Excerpt 3 shows:

Excerpt 3

- Jaume Оказывается, что сильный...
- [reading]: [It turns out that the strong...]
- Aina: Сильный [correcting the pronunciation].
 [The strong] [correcting the pronunciation].
- Jaume: **És que...I aquesta és** [inaudible], [laughing]
 [It's that... And this is it...] [inaudible], [laughing]
- Aina: Кто написал? Жрет, жрет. Жрать, да.. Хм. Но это потому что не знаете. Да? Очень часто, когда не знаешь слово, ты его не слышишь. Да? Правда? Жрать, жрет слабых.
 [Who has written? [He] eats, eats. Eat, yes.. Hmm. But that's because you don't know. Yes? Very often, when you don't know a word, you don't hear it. Yes? Is it true? Eat, [he] eats the weak.]
- Jaume Слабых. Доказывать, что...
- [reading]: [The weak. To prove that...]
- Aina: Доказывать [correcting the pronunciation].
 [To prove [correcting the pronunciation].]
- Jaume Доказывать, что сажа белый.

- [reading]: *[To prove that soot is white.]*
- Aina: Бела [correcting]. **Demostrar que el fort es menja els dèbils.** Сильный жрет слабого.
Demostrar que la cendra és blanca. Сажа бела. Карлас.
[White [correcting]. To prove that the strong eats the weak. The strong eats the weak. To prove that ash is white. Soot is white, Carles.]
- Carles Мы все потеряли.
- [reading]: *[We all have lost].*
- Aina: Потеряли [correcting].
[Lost] [correcting]
- Carles Что-то.
- [reading]: *[Something.]*
- Aina: Что-то.
[Something.]
- Carles Что-то на этой безумной войне. Кстати, где твои крылья?
- [reading]: *[Something in this crazy war. By the way, where are your wings?]*
- Aina: Крылья.
[Wings.]
- Carles Крылья, которые так нравились, нравились мне.
- [reading]: *[Wings which I liked so much, I liked]*
- Aina: Мы все потеряли что-то. Что-то? Потеряли что-то... **Què vol dir** что-то? **Una cosa**
Tots hem perdut alguna cosa en aquesta guerra. Безумная **és com..**
[We all have lost something. Something? Have lost something... What does it mean something? A thing... We all have lost some thing in this war. Crazy is like...]
- Felip: **Sense sentit..**
[Without sense.]
- Aina: **Exacte.** Очень хорошо. Хм. Наверно, я не знаю, но это время чеченской войны. **era l'època de la guerra txetxena. No sé si és... que hi ha alguna cosa més,** Роза.
[Exactly. Very well. Hm. Maybe, I don't know, but this is the time of the Chechnya war, it was the epoque of Chechnya war. I don't know if it's... that there is something else. Rosa.]

This set phrase is often used as a playful and ironic response to the question “Как дела?” (“How are you?”) – “Как сажа бела” (“Could be better / Don’t ask / lit. Like soot is white”). In the song it was meant that the character had to prove that *сажа бела* (*soot is white*) which in itself is unattainable, but on the other hand he speaks of some kind of conflict in society

due to losses of the war. The teacher translated the song lines from Russian into Catalan to provide students with its meaning and then repeats once more the set phrase *сажа бела* in Russian. Although translation was needed to comprehend the song and repeat or learn some vocabulary, it is completely unclear whether the meaning of the set phrase was understood by the students since no discussion or questions followed the song translation. Translation seems to serve to transmit the meaning of the lyrics of the song but it does not seem to be sufficient to understand its metaphoric meaning. At least the students did not express any ideas about it.

5. Discussion and Conclusion

The three examples analysed above show that the use of another language than the target language in the classroom is exploited by the teacher to get students to understand the meaning of Russian set phrases, and it is the use of another language that has a clear pedagogical effect. Having established that, the next question is about the exact difference between translation and translanguaging.

As discussed above, some authors equate translation and translanguaging so that repetition of a phrase or sentence in another language is regarded as a case of translanguaging whose function is to reinforce or clarify the meaning (e.g. Baker and Wright 2021:112). Thus, all the three excerpts we have analysed above would represent translanguaging since the teacher repeats the Russian set phrases in Catalan to clarify their meaning to the students. Other authors consider translating and translanguaging as separate in multiple publications on translanguaging as mentioned above. In this view, all the excerpts analysed above would not be considered as examples of translanguaging, but of translation.

We believe that, in our case, repetition is not an instance of translanguaging but one of translation, even though in the examples given in Baker and Wright (2021:112) this term is avoided. We favour the position expressed in Baynham and Lee (2019) because it provides a more nuanced differentiation between translation and translanguaging. Applying this view to our data, we can assume that the only example of when translating from one language into another actually also plays the role of translanguaging in our sample is Excerpt 2. Here, the

teacher's phrase "I don't have Rothschild's purse" exhibits creative potential, forming a bridge between two cultures by invoking a phrase that is known by one older student and thereby explaining the meaning of the Russian set phrase. It is thus an example of how translation and translanguaging are mutually embedded even as they exist as separate concepts. Excerpts 1 and 3 are different because they are simply acts of word-by-word translation with no deviation from the original set phrase.

Radical positions on translanguaging seem to make the concept of translation superfluous, as all communication somehow involves several languages, especially if we understand "languages" in the Bakhtinian sense, that is, not restricted to national languages but in the broad sense, including idiolects, sociolects, jargons, dialects, etc. At the same time, a range of critics depreciates translanguaging as simply a new coinage for an existing concept (Blumczynski 2023) or even as an "[ally] of linguistic imperialism and linguistic injustice" (Grin 2018:260). We believe that it is important to maintain and theorize translation and translanguaging each as concepts in their own right. As we argued above, Makoni & Pennycook's (2006) suggestion that "all communication involves translation" (p. 36) is not new or extraordinary, but has always been held by translation scholars. At the same time, though they specifically claim that their view "does not dissolve translation into a meaningless activity" (2007:36), it is hard to see any other outcome of a consequent application of their rejection of separate languages, as is often the case with positions that reject languages as separable entities from a translanguaging perspective. If there are no separate languages, and communication is always also translation, then translation would lose its value as a concept because there is no longer any need to distinguish translating from general language activity. Or, as put by Baynham & Lee (2019:41), "whereas the irreconcilability of languages represents the central problem of translation, translanguaging subsists on such irreconcilability, turning it into a site of creative and critical potentialities". One pedagogical implication this study possibly addresses is that drawing exclusively on translation when introducing Russian set phrases in a classroom can create the risk of confusion among students learning them and their metaphorical meanings. Translanguaging can serve as a better means to capture the meaning of a set phrase through establishing a link

between cultures. The examples discussed above can also warn teachers to introduce set phrases carefully, balancing between translation and translanguaging in order to explain thoroughly the meaning hidden behind set phrases. The use of translation or translanguaging, or a combination of the two in some cases, should be preplanned to create a sufficiently good basis to teach and learn set phrases which are necessary to master a language at high levels.

To sum up, the nature of the relationship between translating and translanguaging should be further investigated to arrive at a more nuanced picture of their relationship as mutually embedded and as sites of creative possibilities. We also believe it is necessary to empirically apply the concept of translanguaging to actual data and classroom situations to drag it out of its existence in so far predominantly theoretical and ideological circumstances and give it more weight as a tool to explain discursive reality, as we have attempted in this article. We have argued that translation and translanguaging should be considered separate concepts as their nature is fundamentally different, but we also believe they exist in a common space and can often exhibit overlapping characteristics.

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Designing Multilingual Questionnaires for Translation and Interpreting Studies: A Reflective Paper Based on a Survey of Swiss Federal Translators' Profiles and Needs

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ABSTRACT

Questionnaire translation has mostly been theorised about outside translation and interpreting studies (TIS). While solid academic work on effective cross-national and cross-cultural social science questionnaires has flourished over the last decades, little attention has been paid so far to small-scale questionnaires for TIS purposes. After reviewing the main approaches to questionnaire translation and framing this practice from a TIS perspective, this paper reports on the multilingual design process of a questionnaire distributed to translators working for the Swiss Confederation. It focuses on some key challenges that TIS scholars may face, such as budget and time constraints. Despite limited resources, however, some strategies for designing good multilingual questionnaires are proposed. Overall, translation proves to be an invaluable tool to improve the quality of a survey. In this respect, it is important to raise awareness among universities and funders of the importance of supporting quality questionnaire translation to ensure quality research.

KEYWORDS: cross-national and cross-cultural surveys; equivalence; fit-for-purpose solution; multilingual survey design; pre-testing; SWIFT project; translator's competence

1. Introduction

When conducting a multilingual survey, it is essential to ensure that the full meaning of the questions is consistent across all language versions. This will make it possible to collect

comparable responses and produce robust and valid results (Harkness et al. 2010). An extensive literature exists on how to design effective multilingual surveys. However, although multilingualism is impossible without translation, the topic has received little attention in the field of Translation and Interpreting Studies (TIS). Most of the existing studies, models, and guidelines on questionnaire translation have been rather developed in other disciplines, such as psychology, education, medicine and health studies, as well as business and marketing studies (Behr 2018:5-6; International Test Commission 2017:5; Przepiórkowska 2016:120). What all these disciplines have in common is a long tradition of using questionnaires as a research method. This real need for multilingual surveys explains why questionnaire translation has mostly been theorised in the social sciences rather than in TIS.

Recently, however, successful attempts have been made to bring questionnaire translation into the orbit of TIS and to strengthen the theoretical contribution that TIS can provide. The special issue of *Translation & Interpreting (T&I)* edited by Behr and Sha (2018) on questionnaire translation in large-scale cross-national and cross-cultural research is a case in point. As Przepiórkowska (2016:119) puts it, questionnaire translation in cross-national social surveys, which broadly focuses on “survey projects involving more than one surveying language and a translation process” (ibid.), can indeed be considered an interdisciplinary niche today. Although TIS are increasingly concerned with questionnaire translation, research has not yet focused specifically on translating questionnaires for TIS purposes. For example, none of the papers in the pioneering T&I special issue mentioned above, which apply TIS theories (Section 3) to the study of questionnaire translation in other disciplines, deal with multilingual TIS questionnaires.

TIS scholars are still unfamiliar with advanced techniques for multilingual questionnaire design, as emphasised by Behr and Sha (2018:1). This may be due to several factors. First, questionnaires as a social research method have a relatively short tradition in translation studies, at least compared to other social sciences. In this respect, Saldanha and O’Brien (2014:151) noted that examples of good questionnaires in TIS were still rare. Along the same lines, Kuznik et al. (2010) reviewed a sample of questionnaire-based TIS studies and found that this social science method, which was mostly employed for qualitative, exploratory purposes, tended to be used in a simple way. Secondly, this may also depend on the different scale of questionnaires in TIS compared to

the disciplines from which the reflections on multilingual questionnaires originate, as will be discussed in more detail further below.

This reflective paper reports on the translation of a questionnaire developed as part of the year-long research project “The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore” (SWIFT). It was distributed to the various federal language services of the Swiss Confederation in their main working languages, i.e. the three official languages (German, French and Italian) and English. After a brief review of the main techniques for translating questionnaires in large-scale social science surveys (Section 2) and a selection of TIS studies using monolingual and multilingual questionnaires, some background information on the SWIFT project is presented (Section 4). The aim of this paper is to show that “gold standards” in multilingual questionnaire design are not always applicable and that seemingly “suboptimal” solutions are sometimes unavoidable, mostly due to budget and time constraints (Section 5). Another aim, however, is to reflect on how even these seemingly suboptimal solutions can actually be leveraged to ensure quality in multilingual questionnaires (Section 6). Although the reflections are based on a single case study, this paper will try to highlight problematic aspects that are potentially common to a much wider range of TIS projects, especially those carried out by young scholars. In this respect, some of the lessons learned will be highlighted in an attempt to sensitise universities and funders to the practical needs associated with multilingual TIS surveys (Section 7).

2. Approaches to Questionnaire Translation

There is a large body of literature on questionnaire translation and translation assessment, which can be seen as an integral part of the survey design process. Usually, a final version is created in a procedural language, which is typically English in large multilingual projects, and piloted monolingually before being finalised and translated. This version serves as a reference throughout the translation process, although it can still evolve during the subsequent multilingual design phase. Depending on the specificities of each survey, very different approaches to translation can be adopted, ranging from elaborate committee translation methods involving a number of experts and multilingual draft questionnaires to “on the fly” translations, where a

questionnaire is administered orally and translated on the spot by the interviewer; the same diversity of approaches also applies to the assessment phase (see Harkness and Schoua-Glusberg 1998:97-117 for an overview).

A comprehensive state-of-the-art model for questionnaire translation is the TRADP team approach, which stands for “Translation, Review, Adjudication, Pretesting, and Documentation” (Harkness et al. 2010). According to this model, two (possibly trained) translators per target language work independently and each produce a target version of the questionnaire; both versions are then checked in a review session. A final version is then approved by one or more adjudicator(s). This version is then pre-tested with a sample of the target population. This may lead to further changes before the final instrument is administered on a large scale. All the phases are carefully documented to inform the next ones and to monitor quality. The profile of the professionals involved in the different phases of the process may vary considerably depending on the language combination and the context of the survey.

Similar to the pilot stage during the monolingual design phase, translations are pre-tested to check their validity. Different pre-testing methods are reported in the literature. Back-translation (Brislin 1970) was one of the first methods used to ensure the quality of multilingual questionnaires. It consists of translating a questionnaire into the target language and then having another translator translate it back into the source language to check if the meaning has been preserved. Today, it is no longer considered a reliable and cost-effective method (Harkness 2003; Douglas and Craig 2007; Behr 2017). In fact, it privileges literal translation and does not allow for the detection of flaws in the target version, such as typos or grammatical mistakes. However, it can still be useful for documentation purposes, e.g. to illustrate intended deviations between language versions and make them understandable to people who do not speak the target language, or to keep track of the evolution of the source version (Son 2018).

A much more powerful assessment method is cognitive testing, which involves conducting interviews with representatives of the target population to gain insight into potential comprehension barriers. An example of this type of linguistic validation is reported by Goerman et al. (2018), who applied cognitive testing to the Spanish version of a set of education-level questions included in the US Census Bureau’s American Community Surveys (ACS). This survey is administered annually to a large sample of 3.5 million people from a wide range of

backgrounds. By interviewing 46 Spanish speakers in two rounds, it was possible to improve the wording of some questions and resolve terminological mismatches that could have affected the accuracy of the data collected. Even within cognitive testing, different verbal probes can be used to elicit feedback. This is convincingly demonstrated by Mneimneh et al. (2018), who compared proactive direct, proactive indirect and general probes to test the Arabic version of the Saudi National Mental Health Survey. They showed that very different feedback can be elicited depending on the type of probe and also suggested that the best probe may depend on cultural norms within the target populations.

Statistical tests (Harkness and Schoua-Glusberg 1998:115-117) can also be useful to assess whether two language versions of the same question elicit different responses, possibly due to their linguistic formulation. This can be done either in a pilot phase or as a post-hoc analysis based on the actual data collected from the surveyed population. In the latter case, the aim is not to adjust the questionnaire, but rather to consider language differences as a confounding variable in the analysis and interpretation of the results.

Concretely, different methods for multilingual survey design are often mixed. An example is the European Company Survey (ECS) conducted by the European Foundation for the Improvement of Living and Working Conditions in 2013 (Curtarelli and van Houten 2018). An adapted version of the TRAPD model was used to translate the questionnaire into 34 languages and language variants. For example, it was translated into German and French, tested in Germany, France, and Ireland and improved before being translated into all the other target languages. The multilingual design of the ECS reinforces the importance of carefully documenting translation, and instructing and training translators on specific requirements (see also Behr and Scholz 2011; Upsing and Rittberger 2018). At the same time, it should be stressed that providing instructions does not always lead to the expected quality standards (Kleiner et al. 2009).

These techniques for ensuring translation quality apply not only to cross-national and cross-cultural surveys, but also to large-scale international assessment studies, such as PISA (the Programme for International Student Assessment) and PIAAC (the Programme for the International Assessment of Adult Competencies). Indeed, it is crucial to ensure that items have the same level of complexity in each language (Upsing and Rittberger 2018) in order to make sound comparisons across countries. In this respect, detailed guidelines have also been developed

to specifically support the implementation of successful multilingual tests (International Test Commission 2017).

The brief overview of different approaches to questionnaire translation and assessment presented in this section has revealed two key takeaways. First, it is neither possible nor potentially desirable to define a universal strategy, as each survey has specific characteristics and constraints that require different processes. Second, the key element of a sound approach to questionnaire translation is the collaboration of several minds with different specialisations. These takeaways will serve as a basis for the rest of the article to reflect on the implications of questionnaire translation in TIS research.

3. Translating Questionnaires from a TIS Perspective

As already emphasised in Section 1, there have been few attempts to bring the TIS perspective to the field of questionnaire translation. So far, two central TIS notions have been most widely discussed in relation to this specific form of translation, namely “equivalence” and “competence”.

The pursuit of equivalence between different language versions of the same questionnaire often requires going beyond literal translation and adopting some form of adaptation (Harkness and Schoua-Glusberg 1998, 93-95; Przepiórkowska 2016). Unsurprisingly, there seems to be a consensus that translation should ensure consistency between the language versions of the same questionnaire item, so that a given phenomenon, dimension or construct is surveyed in the same way across different groups of respondents. This need is even more pronounced when not only different languages, but also different cultures are involved. To this end, it is also crucial to check the quality and translatability of the original version. Recently, the usefulness of “advance translation” has been demonstrated, i.e. using translation as a means to improve the comprehensibility of the source text, which in turn improves the translatability of the final survey in the source language (Dorer 2015; 2023).

In terms of competences, Behr (2018) drew on the ISO 17100 standard on requirements for translation services to reflect on the multiple competences needed for questionnaire translation.

Her work shows not only that specific training in translation is crucial, but also that questionnaire translation is a field of specialisation in its own right. In fact, questionnaires are a specific text genre with specific text functions that deserve appropriate training (for a genre-based description, see Gonzales Darriba's 2018 corpus-based investigation into Patient's Personal and Medical Information Forms).

In recent years, TIS have been extensively concerned with accessibility (Neves 2022), building on the idea of translation as a means of overcoming barriers (Maaß 2019:292-293). First studies of this kind have also appeared in questionnaire translation. One example is the contribution by Napier et al. (2018) on the use of video technology as a form of intersemiotic translation to better include deaf signers in respondent cohorts, who are otherwise often marginalised. In terms of increasing representativeness by including social categories that are often excluded from surveys, Sha et al. (2018) show how translation combined with improved user experience can increase access to US surveys for respondents with limited English proficiency.

Not only have TIS concepts recently been adopted to describe optimal processes in large-scale social science surveys, but also TIS as a discipline has begun to use survey methods more extensively. Since TIS have begun to engage more with sociology (see Wolf and Fukari 2007 and the concept of the "sociological turn"), the use of questionnaires has been gaining strength. At the same time, only a minority of TIS studies using this social research method include multilingual surveys. Even fewer are the studies that employ multilingual questionnaires and discuss the translation process in a specific section. Of course, a broad systematic literature review covering all fields of TIS would be needed to fully support this hypothesis. Although this would be a valuable contribution to mapping existing practice, it falls outside the scope of this paper. Instead, the reflections presented in the remainder of this section are based on a review of previous studies on the topics covered by the SWIFT project, in particular institutional translation and translation dynamics in Switzerland, without claiming to be exhaustive.

The simplest and probably most common reason for distributing a monolingual TIS questionnaire is that all respondents share the same main language. This is the case, for example, in Koskinen's (2008) ethnographic study of the Finnish translation unit at the European Commission's Directorate-General for Translation. In her work, the author includes a "documentary translation" (Behr 2018:9) into English to ensure comprehension for readers who do not understand Finnish.

The present paper, however, focuses on “instrumental translation” (ibid.), i.e. translating questionnaires in order to elicit responses in several languages. Another monolingual survey is the one by Vecchione (2014) on in-house institutional translators working for the Italian government. Her rather short and practice-oriented questionnaire was distributed in Italian only, the first language of all respondents. In other cases, such as Dam and Zethsen’s (2012) paper on the status of Danish EU translators, no language other than Danish is mentioned, which – also considering the target population – can be interpreted as a sign of monolingualism. In these three cases, there was simply no need to develop a multilingual questionnaire due to the respondents’ profiles. Similarly, Moorkens’ (2020) survey of Irish-language translators was distributed in English only. As confirmed in a private communication with the author, this was due to practical constraints related to the small scale of the project. Again, translation was not necessary as the target population is proficient in English, although an Irish version might have been appreciated by some respondents due to the sensitive and political implications of translating into a minority language.

In other cases, despite a multilingual and sometimes international cohort, a questionnaire is administered in a single language. This is the case of Lafeber’s (2012; 2023) studies on institutional translators’ competences, where the questionnaires were distributed in English only. The cohort consisted of translators and revisers working in any language combination in several member organisations – 20 in the 2012 iteration, 40 in the 2022 iteration – of the International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP). Similarly, Rossi and Chevrot’s (2019) work on the use and perception of machine translation across the European Commission Directorate-General for Translation was tested in French and then translated into English to collect data from 15 language departments. In both works, there is a strong practical justification for a monolingual questionnaire or a multilingual questionnaire that covers only some of the respondents’ first languages. Translators are multilingual by nature and are likely to feel comfortable completing a questionnaire in English, especially if it is in their language combination. The need for translation is less pronounced than for surveys of the general population. At the same time, it should be borne in mind that participation in large-scale cross-national TIS surveys benefits from multilingual translation. This was the assumption of the interdisciplinary and multi-method Ergotrans project (Ehrensberger-Dow et al. 2015; O’Brien et

al. 2017) on ergonomic concerns in the translation profession. The use of a multilingual survey avoids the over-representation of professionals who are fluent in English and ensures that the widest possible and most diverse cohort of respondents is represented, thus going beyond Anglocentrism in research.

If we look at previous TIS questionnaires distributed in Switzerland, we find that most of them are multilingual. For example, Girletti's (2022) work on post-editing and revision practices in different Swiss corporate in-house language services included a questionnaire in four languages. The same applies to Porro-Rodríguez et al.'s (2017) smaller study on machine translation in Swiss-based language service providers, which was distributed in English, German and French. Similarly, Canavese et al.'s (2023) research on plain and easy language practices at the Swiss Federal Statistical Office collected data from a rather small sample of mostly French- and German-speaking writers and translators, who received a questionnaire in these two languages.

In the above-mentioned projects involving multilingual questionnaires, reflections on the difficulties, choices, and implications of translating the questionnaire are sparse or non-existent. This is probably due to the limited space available in the research papers, and even more so in the conference proceedings, where the results of these projects are published. An example of such considerations can be found in De Camillis' (2021) PhD thesis on paraprofessional institutional translation in the bilingual provincial administration of South Tyrol, which included a bilingual Italian-German questionnaire. The author discusses the translation process and the cross-language improvement stimulated during the translation and the multilingual pretesting phase (De Camillis 2021:195-198, 200), thus providing useful insights for better framing the results of her work and stimulating reflections on the development of similar surveys.

4. Case study

This reflective paper builds on the rich literature outlined in the previous sections to reflect on the multilingual design process of a TIS questionnaire created within the SWIFT project. The aim of this project was to increase our knowledge of the production of multilingual texts within the language services of the Swiss Confederation, focusing on the actors involved, i.e. the translators. The specific objectives were to paint a comprehensive overview of the profiles and needs of

federal translators, and to develop potential solutions to the problems they encounter in their daily practice.

This project adopts the mixed methods paradigm (Creswell and Plano Clark 2018), according to which different data sources are collected, combined and analysed using different quantitative and qualitative methods in order to gain a rich understanding of the phenomenon under analysis. This project consists of three main stages, namely (i) the analysis of an ad hoc corpus of job announcements for the recruitment of federal translators, (ii) a questionnaire distributed to all in-house federal translators working for the Swiss Confederation, as well as (iii) interviews. The results of each stage were intended to feed into the others. In particular, the questionnaire was designed to elicit background data on the institutional context and to identify relevant themes to be discussed in more detail during the interviews. It contained both close-ended and open-ended questions divided into five sections: (i) general questions about the respondent, (ii) questions on profiles and competences, (iii) questions on common tasks within the language service, (iv) questions on the use and perception of currently used translation technologies, and (v) questions on pain points encountered in daily practice.

Methodologically, this paper is based on a qualitative document analysis, which includes the following materials:

- All drafts of the questionnaire, from the first to the final version, in all four languages. The final versions can be consulted in Appendix 1.
- Comments collected during the pilot phase and the translation revision phase.
- Notes made by the author throughout the process of creating and translating the survey.

5. Juggling Ideal Models and Real Constraints

This section first reports on the design and translation process of the questionnaire presented in Section 4, against the background of the best practices in multilingual survey design discussed in Section 2. Four main constraints and specificities of this project – and arguably of many other TIS projects – are then presented to explain the need to move away from consolidated techniques used in other social sciences.

5.1 Questionnaire design and translation

For the design of the questionnaire, I adopted the technique of preparing and finalising a source language questionnaire prior to translation (Harkness and Schoua-Glusberg 1998:88-91), with the possibility of making subsequent changes throughout the translation process. This practice, which is also common in larger-scale social science questionnaires, involved producing a number of drafts in English and discussing them with the project supervisor until a satisfactory result for a pilot was achieved.

Piloting the questionnaire to test its usability and clarity, and to check the time required to complete it is a common practice in TIS (Saldanha and O'Brien 2014:158). However, I decided not to test it on a real sample drawn from the population. As the cohort consists of institutional translators with a heavy workload, I deemed it more appropriate to involve them in the actual data collection phase only. Instead, a cohort of six colleagues was formed, representing different competences and experiences: expertise in questionnaire design, knowledge of the Swiss Confederation and institutional translation, knowledge of the topics covered by the questionnaire (e.g. translation technologies), experience in research and translation practice. The testing phase is resource-intensive, and even in larger surveys it is sometimes relegated to samples of selected target group respondents (see e.g. Curtarelli and van Houten 2018).

After integrating the input received during the pilot phase and proofreading the final version, I moved on to the translation phase. As is arguably often the case in other research contexts as well, I translated the questionnaire myself into Italian, my first language (L1), and into French and German, my two second languages (L2). The three translations were then revised by three L1 speakers, one for each language. In addition to language skills, one of the criteria for selecting the revisers was their knowledge of the institutional setting, both from an academic and an institutional perspective. As there was no further piloting of the three translated versions, this ensured a form of small-scale pre-testing. Comments received at this stage allowed for changes that could improve comprehension by the target audience. These changes (see Section 6) were then implemented in all language versions, where necessary, thus stimulating rich cross-language

improvements. The finalised multilingual questionnaire was uploaded to the LimeSurvey platform and distributed to the various language services of the Swiss Confederation.

If we compare the process that I adopted for this research project with best practices in large-scale cross-national, cross-cultural social studies (see Section 2), major differences emerge. For example, according to the TRAPD model, the questionnaire designer should not also be the translator. In addition, the translation phase should have involved a longer process with two versions per language and a review and adjudication phase. Finally, all target versions should have been piloted. However, as emphasised in Section 2, even in the case of better-resourced, larger-scale social science surveys, it is not always possible to adopt a design that closely reflects the ideal TRAPD model (see Curtarelli and van Houten 2018 on the ECS experience). The idea of the TRAPD model, and the literature on questionnaire translation in general, is rather to rely on a heterogeneous project team with different subject and language expertise. This idea has been retained in this project, but adapted to its smaller scale, time and budget constraints, and to account for a number of language implications. These four aspects will now be discussed in more detail.

5.2 Scope

A striking difference between the SWIFT questionnaire and the social science surveys that underpin the models described in section 2 pertains to their scope. The focus of the SWIFT project is not on a *cross-national* level, as it was only administered in one country, and only to a limited extent on a *cross-cultural* level. One could argue that Switzerland being a *Willensnation* (Kreis 2011), i.e. a political organisation made up of different linguistic and cultural communities that have decided to join forces to pursue a common interest, there is a *cross-cultural* component in any questionnaire distributed to representatives of the different communities. However, the respondents were not the general population, but institutional translators sharing the same institutional culture. Although the majority vs. minority dynamics that characterise Swiss society are also reflected in the institutional context (Canavese 2021), the need for cultural adaptation within the survey was very low. Institutional terminology is consolidated in all official languages and in English, and few questions posed a problem at this level.

Comparing the challenges faced by TIS and large-scale social science surveys, this aspect is probably one of the few where the former are less constrained than the latter. Indeed, TIS surveys tend to target more homogeneous groups of professionals, albeit sometimes scattered across different countries or linguistic regions, who are questioned about similar work experiences. This explains why, as described in Section 3, in some TIS studies the decision is taken not to translate the questionnaire if the population is considered to be proficient in a majority language or *lingua franca* (as is the case in Moorkens's 2020 and Lafeber's 2012 and 2023 questionnaires), or to translate it only into selected languages (Rossi and Chevrot 2018). When designing large social science surveys that target much more diverse populations in different countries, the requirements for neutralising the cultural boundedness of specific questions are necessarily higher in order to ensure data comparability (see e.g. Goerman et al. 2018).

5.3 Time constraints

As the survey was only one component of the multi-method SWIFT project (see Section 4), the time allocated to its design, validation, translation, administration and analysis was necessarily limited. Indeed, the aim was to collect background data, to be followed by fieldwork within a 12-month project. It goes without saying that a much more complex design and translation protocol would have been incompatible with the project deadlines. This aspect is potentially well represented in other TIS projects, where questionnaires are sometimes one of the components of a multi-method design. This challenge is probably less pressing in large-scale social surveys, where the questionnaire is the main data collection method and more time can be devoted to its design, even if the time for translation is not unlimited due to other project deadlines.

5.4 Budget constraints

Financial bottlenecks are often a reason to opt for cheaper solutions to produce a multilingual questionnaire even in large-scale social surveys, such as assigning the translation phase to team members without translation training (Przepiórkowska 2016:127). Financial constraints are even more of a reality in smaller TIS surveys. In this specific case, the SWIFT project was funded by

the generous Postdoc.Mobility fellowship of the Swiss National Science Foundation (SNSF). In addition to the grant, it also covers research costs up to 5000 Swiss francs. However, proofreading and translation services are explicitly listed as “ineligible costs” in the grant regulations (SNSF 2023:13). This is one of the main reasons why I decided to opt for a self-translation even in the two L2s. The linguistic implications of this choice are discussed in Section 5.5.

For the same reason, the questionnaire was not translated into the “fourth national language” of Switzerland, i.e. Romansh. Given my limited knowledge of Romansh, it would have been necessary to hire a professional translator. Moreover, the Swiss Federal Administration employs only one Romansh translator out of a pool of approximately 480 language experts. Finally, the LimeSurvey platform used to distribute the survey does not support Romansh.

This problem is common to most undergraduate and postgraduate students conducting a survey as part of an MA dissertation or PhD thesis without specific research funding. However, more advanced researchers may also face this difficulty, as applying for research funding, if available, is often a tedious task that encourages finding other shortcuts to avoid losing valuable research time. This difficulty does not only concern the design of multilingual questionnaires, but is more generally encountered by all researchers writing in a foreign language, who are constantly confronted with the editorial requirement to have their work proofread by a L1 speaker of that language before submission. Due to similar financial constraints, this is often done informally by colleagues or paid for by the researchers themselves.

5.5 Language implications

The decision to design the questionnaire in a foreign language and to self-translate it into the L1 and in two L2s raises a number of methodological considerations. In terms of source language, English was an obvious choice, although only a minority of respondents would complete the questionnaire in English. In fact, most of the relevant literature reviewed to design the questions was in English, both in terms of methodology and previous similar studies. Moreover, the project

was conducted in an Anglophone university, and discussions with the project supervisors were in English. Finally, as already emphasised in the previous section, it is not uncommon for L2 English speakers to conduct their research in English.

The issue of translation is slightly more complex. According to the ITC Guidelines for Translating and Adapting Tests (International Test Commission 2017:11-12), translation should be carried out by L1 speakers of the target languages who have a good knowledge of the culture, or locale, of the survey content, and of assessment principles, or at least have been trained in the latter. Even in the absence of the financial constraints described above, the ideal of finding two translators per language who meet this profile is rather optimistic. The choice of self-translation was the best way to break the deadlock, because all requirements set by the ITC were met, except for the L1 condition. This was easily compensated in the revision phase. Self-translation prevented the problem of the source questions not being fully understood by the translator (Behr 2018:11). This is another reason why, even in broader social surveys, team members without translation training are sometimes entrusted with translation (Przepiórkowska 2016:127). Finding the right profiles for translators (as described in Behr 2018) to be entrusted with the translation of a questionnaire is always a challenge, whether it is a small-scale TIS survey or a large social science survey. Therefore, regardless of the size of the project, the aim should be to find the most pragmatic solution, considering the competences of the project members and the potential limitations described above, which may come into play to a different extent in a specific project.

6. Some Benefits of Translating a TIS Questionnaire

Compared to the “gold standards” of large-scale questionnaire translation, the multilingual questionnaire design process described in the previous section might be considered “suboptimal”, mainly because of the self-translation into the L2s, the limited space for the pilot phase, the voluntary participation of colleagues in the testing and revision phase, and the time and budget constraints imposed by the project itself. However, even this seemingly suboptimal solution can have its advantages if it is planned and implemented with care and awareness. In particular, the iterative approach used to develop this questionnaire allowed for an incremental improvement. The pilot phase revealed a number of shortcomings that could be improved, and the same applies

to the translation revision phase. Indeed, the feedback from the reviewers included not only surface-level corrections, e.g. to improve style and correct typing errors, but also reflections on the content and structure of the questionnaire, as well as on the equivalence between the language versions. For the purposes of this paper, I will mainly discuss some examples of comments made during the revision phase that led to changes in the other language versions as well. To better understand the examples, it is useful to look at the survey, which is reported in Annex 1.

6.1 Improvements in content and design

This first category of changes suggested during the revision resulted in improved questions that are better suited to elicit the intended responses and/or made it possible to streamline the questionnaire. They relate, for example, to formulating specific questions in a semantically broader way. This is the case of questions B6.1-B6.3 on translators' competences and, in particular, the following item to be rated on a 5-point importance scale:

- (1) Familiarity with the specific thematic field of your unit.

Here, the French reviser suggested referring to “thematic fields” in the plural. Some language services do indeed cover a number of fields. For example, the Federal Department of the Environment, Transport, Energy and Communications (DETEC) General Secretariat, as its name suggests, deals with a wide range of fields. This change allowed for a formulation that better reflects the respondent's mental representation of the reality being surveyed and was adopted in the four language versions.

Other changes were made to improve the logic and conciseness of the questionnaire. This was the case with question C1, where a series of tasks had to be rated on a 5-point frequency scale. One of the items in the first version of the questionnaire was:

- (2) Post-editing of machine-translated texts

This item was problematic in two ways. On the one hand, respondents might have different definitions of post-editing (PE) in mind; for some, PE might only be the correction process of a fully machine-translated text; for others, it might also include the use of machine translation (MT) integrated into computer-assisted translation (CAT) tools as a source of inspiration.

Including a definition of PE at this stage would have increased the cognitive load on respondents too much and may have led to drop-outs. On the other hand, a full section on “Translation technologies” (Section D) was included in the survey, with both open-ended and close-ended questions that allowed for a more detailed understanding of the frequency and ways in which MT is used and, consequently, PE is carried out. For these reasons, I decided not to include the item “Post-editing of machine-translated texts” in the final version of question C1.

Another aspect concerns the equivalence of the measurement scales in the four languages. In particular, the translation of the following frequency scale into German:

- (3) 1 = Not Important → Nicht wichtig
- 2 = Slightly Important → Weniger wichtig
- 3 = Moderately Important → **Ziemlich** wichtig
- 4 = Important → Wichtig
- 5 = Very Important → Sehr wichtig

Although *ziemlich wichtig* lies between *weniger wichtig* and *sehr wichtig*, it may not be the best solution to ensure equivalence with the other language versions. According to the German reviewer, the intensity of *ziemlich* (quite) can be perceived differently by different respondents, which is already problematic in itself. Furthermore, it is stronger than *moderately*, which could lead German-speaking and English-speaking respondents to rate the same item differently, thus affecting the quality and comparability of the data collected. For these reasons, I changed the wording to *eher wichtig*. The French (*assez important*) and Italian (*abbastanza importante*) versions were considered adequate.

6.2 Terminological improvements

In question A4, which asked about the respondents’ position within their language service, one option was *legal linguist* (EN), *Jurilinguist/-in* (DE), *jurilinguiste* (FR), *giurilinguista* (IT). This option was included for the translators of the Federal Chancellery, who also have legal drafting tasks. Their job title in the Italian Division of the Federal Chancellery is *giurilinguista*. However, in the French and German Divisions, the same position is called *rédacteur/rédactrice* and

Gesetzesredaktor/-in respectively. Although the terms *Jurilinguist/-in* and *jurilinguiste* exist, they are not used to describe the intended position within the Federal Chancellery. Accordingly, the English version has also been changed to *legal drafter*. This calque from Italian was noted by both revisers. This confirms the importance emphasised in the guidelines and literature of relying on revisers (or translators) who are not only L1 speakers, but also familiar with the specific target context.

In some cases, terminological changes can improve respondents' comprehension. The first version of question B3 read:

- (4) Since you have started working for the Swiss Confederation, have you completed relevant training, seminars, classes etc. to enhance your competences and acquire new skills?

The French reviser suggested using an umbrella term, i.e. *formation continue* (*continuing education*), and placing the non-exhaustive list in brackets. Moreover, this is a common term in Switzerland and within the federal institutions, and using it in this question improved the precision and overall clarity of the question; naming a referent with the word that is normally used within the population surveyed increases its recognisability by respondents.

6.3 Adherence to language uses

In addition to precision and clarity, the revision phase was also an opportunity to check the adherence of the questionnaire to common language standards followed by the respondents in their daily work. An example of this is the use of gender-neutral language. While this aspect was clearly not an issue when drafting the English source version, it became an important issue in the translation. The three official languages deal with gender-neutrality in different ways. In official texts in German, it is not allowed to use the masculine form to refer to all genders (Bundeskanzlei 2023:4), whereas this solution is tolerated in French (Chancellerie fédérale 2023:3-4), and also in Italian, where it is even mandatory in legislative texts (Cancelleria federale 2023:9-12). For the German version, all references to persons were introduced in both the masculine and feminine forms, and the revision phase helped to ensure that this was done systematically. However, this

choice would probably have been considered syntactically too heavy by Italian- and French-speaking respondents. In these two languages, the gender pairing strategy was only used for references to the respondents themselves, such as in question A4:

(5) DE	FR	IT	EN
<ul style="list-style-type: none"> • Leiter/-in oder stellvertretende/-r Leiter/-in • Übersetzer/-in • Terminologe/-in • Gesetzesredaktor /-in • Praktikant/-in • Andere: 	<ul style="list-style-type: none"> • Chef/cheffe ou chef suppléant/cheffe suppléante • Traducteur/traductrice • Terminologue • Rédacteur/rédactrice • Stagiaire • Autre: 	<ul style="list-style-type: none"> • Responsabile o vice responsabile • Traduttrice/traduttore • Terminologa/terminologo • Giurilinguista • Praticante • Altro: 	<ul style="list-style-type: none"> • Head or vice-head of service • Translator • Terminologist • Legal drafter • Trainee • Other:

However, references to human referents other than respondents were introduced in the masculine form only, such as the items in question E1:

(6) DE	FR	IT	EN
<ul style="list-style-type: none"> • Schwierige Interaktionen mit den Autorinnen oder Autoren der Ausgangstexte 	<ul style="list-style-type: none"> • Interactions difficiles avec les auteurs des textes sources 	<ul style="list-style-type: none"> • Interazioni difficili con gli autori dei testi di partenza 	<ul style="list-style-type: none"> • Difficult interactions with source text authors

Wherever possible, gender-neutral words were used in all languages in order to be as concise as possible. Of course, the questionnaire is not an official text and there was no need to adhere to

these institutional language standards. At the same time, I deemed that the closer the language of the questionnaire to the respondents' habits, the greater its acceptability. This is particularly true when surveying a population of translators, who are naturally very sensitive to language issues.

7. Lessons Learned and Conclusions

Most of the literature on questionnaire translation focuses on large-scale social science projects outside the field of TIS, and there has been no in-depth reflection so far on how to optimally approach the production of good multilingual surveys for TIS purposes. The existing models for large-scale questionnaires are hardly applicable to smaller TIS projects, but some of their underlying assumptions and processes can certainly be a source of inspiration. This paper has refrained from proposing an alternative model for TIS because each project using questionnaires has its own specificities, including size; populations; number, profiles, and language skills of the researchers involved; weighting of the questionnaire within a larger project; and funding (Harkness and Schoua-Glusberg 1998:119). Moreover, before attempting to propose a model for TIS, more data is needed on other multilingual TIS questionnaires, both in terms of design processes and outcomes. Instead, the intention was to promote the idea that a “fit for purpose” solution is often the best option.

The ultimate aim of questionnaire translation in multilingual and/or multicultural studies is to ensure that a construct is measured in the same way and that attitudes and opinions are elicited consistently across different populations. An in-depth reflection based on a multilingual TIS questionnaire developed by the author of this paper has identified a number of lessons learned, or potential pitfalls to avoid, to achieve this goal even in smaller studies.

As the use of articulated models such as the TRAPD is hardly possible, it is important to aim for the widest possible range and balance of different profiles of people providing feedback throughout the whole design process, from discussions of initial drafts through to piloting and translation checks. Experts in the target language and culture, in questionnaire design, in the specific areas covered by the survey and in the area in which the data will be collected, can provide rich and varied insights. Ideally, one expert should work on the questionnaire at a time to ensure that each feedback is based on the latest version of the questionnaire, thus allowing for

incremental improvement. This is particularly important at the translation phase. As translation often stimulates changes in the other versions as well, it is ideal to translate into one language at a time. This requires some time management, including recruiting pilot participants and revisers early enough to ensure a quick turnaround.

In addition to proposing a methodological reflection on questionnaire translation in TIS, this paper also serves as documentation for the SWIFT project (see the TRAPD model, section 2, on the place of “documentation” within the multilingual questionnaire design process). More generally, it is intended to stimulate further reflection by TIS scholars facing the same or similar methodological challenges in the design of multilingual questionnaires. To this end, it is crucial to share not only the results of a survey but also the questionnaire itself with the research community (Kuznik et al. 2010). This seems to be an increasingly common trend in the discipline. Not only can it inspire similar work and increase comparability between studies of different populations, but it can also serve as a translation aid. This is even more effective if a section is included, either directly in the research outputs or, if space does not allow, in the documentation accompanying the survey, which reports on the translation process.

In conclusion, researchers can certainly deploy an array of strategies to ensure good multilingual surveys. However, this paper also aims to raise awareness among universities and funders of the importance of quality translation to ensure quality data and research outputs, not only in TIS, and of the requirements needed to achieve this. Integrating specific incentives into existing grants and funding mechanisms or creating new funding instruments for this purpose is of paramount importance. Entrusting the translation of questionnaires to professionals is in line with what is commonly taught in translation courses, i.e. that high quality translation cannot be improvised and requires trained experts. This also applies to the translation of questionnaires (Dorer 2015). In an era of evolving language professionals’ profiles, this would indeed allow for the emergence of a new specialisation for translators, which could become an integral part of translation curricula.

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Appendix 1. SWIFT questionnaire.

	EN	FR	DE	IT
TITLE	The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore	La voix multilingue des institutions fédérales suisses: état des lieux des profils et des besoins des traductrices et des traducteurs	Die mehrsprachige Stimme der Schweizer Bundesinstitutionen: Eine Untersuchung der Profile und Bedürfnisse der Übersetzerinnen und Übersetzer	La voce multilingue delle istituzioni federali svizzere: un'indagine sui profili e sulle esigenze delle traduttrici e dei traduttori
INTRO	<p>Dear participant, Thank you for your interest in the research project “The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore”. The research is conducted by:</p> <ul style="list-style-type: none"> • Dr Paolo Canavese (Co-Principal Investigator), Postdoctoral Researcher, University of Geneva and Dublin City University (paolo.canavese@unige.ch, paolo.canavese@dcu.ie) and • Dr Patrick Cadwell (Co-Principal Investigator), Assistant Professor, Dublin City University (patrick.cadwell@dcu.ie) <p>This research is funded by the Swiss</p>	<p>Chère participante, cher participant, Merci de votre intérêt pour le projet de recherche «The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore», qui est mené par:</p> <ul style="list-style-type: none"> • D^r Paolo Canavese (co-chercheur principal), post-doctorant, Université de Genève et Dublin City University (paolo.canavese@unige.ch, paolo.canavese@dcu.ie) et • D^r Patrick Cadwell (co-chercheur principal), professeur assistant, Dublin City University (patrick.cadwell@dcu.ie) <p>Financé par le Fonds national suisse (FNS), ce projet vise à améliorer notre connaissance de la</p>	<p>Liebe Teilnehmerin, lieber Teilnehmer Vielen Dank für Ihr Interesse am Forschungsprojekt «The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore». Das Projekt wird geleitet von:</p> <ul style="list-style-type: none"> • Dr. Paolo Canavese (Co-Hauptforscher), Postdoktorand, Universität Genf und Dublin City University (paolo.canavese@unige.ch, paolo.canavese@dcu.ie) und • Dr. Patrick Cadwell (Co-Hauptforscher), Assistenzprofessor, Dublin City University (patrick.cadwell@dcu.ie). <p>Dieses Forschungsprojekt wird vom Schweizerischen Nationalfonds (SNF) gefördert. Es zielt darauf ab, unser Wissen über die Produktion</p>	<p>Gentile partecipante, grazie dell'interesse per il progetto di ricerca «The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore», realizzato da:</p> <ul style="list-style-type: none"> • Dr. Paolo Canavese (co-coordinatore scientifico), ricercatore post-doc, Università di Ginevra e Dublin City University (paolo.canavese@unige.ch, paolo.canavese@dcu.ie) e • Dr. Patrick Cadwell (co-coordinatore scientifico), Professore assistente, Dublin City University (patrick.cadwell@dcu.ie) <p>Questo progetto è finanziato dal Fondo nazionale svizzero (FNS). L'obiettivo è</p>

	<p>National Science Foundation (SNSF). It aims to increase our knowledge of the production of multilingual texts within the language services of the Swiss Confederation, by focusing on the actors involved, i.e. the translators. The specific objectives are to paint a comprehensive overview of the profiles and needs of federal translators, and to develop potential solutions to the problems encountered in their daily practice.</p> <p>Your participation in this online questionnaire is crucial to the success of this project. You will be asked close-ended and open-ended questions on your profile, your experience, the daily work you carry out in your language service and the challenges you face, for example in coping with translation technologies. This should take about 15 minutes. You can complete this questionnaire directly on your computer. You may withdraw from it by simply typing “I withdraw” in any free text field. If you withdraw, no data will be stored.</p> <p>Your answers to the survey will be collected completely</p>	<p>production de textes en plusieurs langues dans les services linguistiques de la Confédération suisse, en mettant l’accent sur les acteurs impliqués, à savoir les traductrices et les traducteurs. Plus spécifiquement, l’étude a pour objectif de dresser un bilan complet de leurs profils et de leurs besoins, et d’élaborer des solutions aux problèmes rencontrés dans leur quotidien professionnel.</p> <p>Votre participation est essentielle à la réussite du projet. Les questions ouvertes et à choix multiple qui vous seront posées portent sur votre profil, votre expérience, vos tâches quotidiennes et les défis auxquels vous devez faire face, notamment concernant les technologies de la traduction. Remplir ce questionnaire devrait vous prendre environ 15 minutes. Vous pouvez le faire directement sur votre ordinateur. Vous pouvez décider de vous retirer de l’étude en tout temps en tapant simplement «Je me retire» dans n’importe quel champ libre. Dans ce cas, aucune donnée ne sera stockée.</p> <p>Vos réponses seront récoltées de manière totalement anonyme. Nous n’avons aucun moyen d’associer vos réponses à votre identité. En effet, nous</p>	<p>mehrsprachiger Texte innerhalb der Sprachdienste der Schweizerischen Eidgenossenschaft zu erweitern. Dabei wird der Fokus auf die beteiligten Akteurinnen und Akteure gelegt, d. h. die Übersetzerinnen und Übersetzer. Konkret beabsichtigt das Projekt, einen umfassenden Überblick über die Profile und Bedürfnisse der Bundesübersetzerinnen und -übersetzer zu erstellen und mögliche Lösungen für die Probleme zu entwickeln, die sich ihnen in ihrer täglichen Arbeit stellen.</p> <p>Ihre Teilnahme an diesem Online-Fragebogen leistet einen entscheidenden Beitrag zum Erfolg dieses Projekts. Es werden Ihnen offene und geschlossene Fragen zu Ihrem Profil, Ihren Erfahrungen, der täglichen Arbeit in Ihrem Sprachdienst und den Herausforderungen, mit denen Sie konfrontiert sind, z. B. im Umgang mit Übersetzungstechnologie n, gestellt. Dies sollte ungefähr 15 Minuten in Anspruch nehmen. Sie können diesen Fragebogen direkt an Ihrem Computer ausfüllen. Wenn Sie Ihre Teilnahme abbrechen möchten, tippen Sie einfach «Ich breche ab» in ein beliebiges Freitextfeld. Wenn Sie</p>	<p>investigare i meccanismi del multilinguismo istituzionale, facendo luce in particolar modo sugli attori coinvolti, vale a dire le traduttrici e i traduttori impiegati nei servizi linguistici della Confederazione Svizzera. Nello specifico, si intende tracciare un bilancio dei loro profili e delle loro esigenze e sviluppare potenziali soluzioni ai problemi che riscontrano nella prassi quotidiana.</p> <p>La sua partecipazione a questo sondaggio online è essenziale per la riuscita del progetto. Le verranno poste domande aperte e chiuse sul suo profilo, la sua esperienza, il lavoro quotidiano che svolge all’interno del suo servizio linguistico e le sfide che affronta, per esempio per quanto riguarda le tecnologie per la traduzione. Il tempo di compilazione è di circa 15 minuti. Può completare il sondaggio direttamente sul suo computer. Se decide di ritirarsi, può digitare «Mi ritiro» in qualsiasi campo di testo libero. In tal caso non verrà registrato alcun dato.</p> <p>Le sue risposte saranno raccolte in modo completamente</p>
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	<p>anonymously. We have no way of linking your answers to your identity. In fact, we do not record any personal data that could identify you. As a result, once the answers have been recorded, we will no longer be able to destroy them if you so request. They are analysed in an aggregate manner, so as to make it impossible even for people familiar with your organisation or institutional context to guess your identity.</p> <p>The data will be safely stored and archived under the responsibility of Dr Paolo Canavese for an unlimited period of time. After completion of the project, the data may be reused in other research projects conducted by the same researchers indicated above. It will also be deposited on an “open science” platform, so that it can be shared with other researchers.</p> <p>If you are interested in taking part in future interviews to explore the issues raised in this questionnaire in greater depth, if you would like to be informed on the results of the research, or if you have any questions, please contact Dr</p>	<p>n’enregistrons aucune donnée personnelle qui permettrait de vous identifier. Ceci implique que, une fois les réponses enregistrées, nous ne serons plus en mesure de les détruire si vous en faites la demande. Elles seront analysées de manière agrégée, de sorte qu’il sera impossible de retrouver votre identité, même pour des personnes connaissant votre organisation ou votre contexte institutionnel.</p> <p>Les données récoltées seront conservées et archivées de manière sécurisée sous la responsabilité de Paolo Canavese, sans limite de temps. Elles pourront être réutilisées pour d’autres recherches menées par les chercheurs cités ci-dessus. Elles seront également déposées sur une plateforme de partage de données afin d’être mises à la disposition de la communauté scientifique.</p> <p>Si vous êtes intéressé-e à participer à un entretien futur pour approfondir les thématiques abordées dans ce questionnaire, si vous souhaitez être informé-e sur les résultats de cette recherche, ou si vous avez des questions, vous pouvez contacter Paolo Canavese. Une synthèse des résultats ne pourra être envoyée qu’une fois que le</p>	<p>abbrechen, werden keine Daten gespeichert.</p> <p>Ihre Antworten werden völlig anonym erfasst. Wir speichern keine persönlichen Daten, mit denen man Sie identifizieren könnte. Somit haben wir keine Möglichkeit, Ihre Antworten mit Ihrer Identität in Verbindung zu bringen. Folglich können wir Ihre Antworten nach der Speicherung nicht mehr vernichten. Die Antworten werden in aggregierter Form ausgewertet, sodass selbst Personen, die mit Ihrer Organisationseinheit oder Ihrem institutionellen Umfeld vertraut sind, Ihre Identität nicht ableiten können.</p> <p>Die gesammelten Daten werden unter der Verantwortung von Paolo Canavese zeitlich unbegrenzt sicher aufbewahrt und archiviert. Sie können im Rahmen anderer künftiger Forschungsarbeiten der oben genannten Forscher wiederverwendet werden. Sie werden auch auf eine Open-Science-Plattform hochgeladen, um sie mit anderen Forschern zu teilen.</p> <p>Wenn Sie daran interessiert sind, an möglichen künftigen Interviews teilzunehmen, um die in diesem Fragebogen behandelten Themen zu vertiefen, wenn Sie über die Ergebnisse dieses</p>	<p>anonimo e non avremo modo di risalire alla sua identità. Infatti, non registriamo alcun dato personale che potrebbe renderla riconoscibile. Ne consegue che, una volta che avrà inviato le sue risposte, non saremo più in grado di cancellarle se ne farà richiesta. I dati raccolti saranno analizzati in forma aggregata, rendendo impossibile anche a coloro che conoscono la sua unità o il contesto istituzionale di risalire alla sua identità.</p> <p>I dati raccolti saranno registrati in modo sicuro e per un periodo di tempo illimitato sotto la responsabilità di Paolo Canavese. Al termine del progetto, potranno essere riutilizzati dai ricercatori sopra indicati per altri progetti di ricerca. Saranno anche depositati su una piattaforma di «open science» per renderli accessibili ad altri ricercatori.</p> <p>In caso di interesse a partecipare a future interviste per affrontare più nel dettaglio le tematiche trattate in questo sondaggio, se intende ricevere informazioni sui risultati della ricerca o per qualsiasi domanda, può contattare Paolo</p>
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	<p>Paolo Canavese. A summary of the results can only be sent after the end of the project, i.e. starting from August 31, 2024.</p> <p>The researchers confirm that this page accurately describes the project. This study was reviewed and approved by the University of Geneva’s Committee for Ethical Research (CUREG) and by the Dublin City University’s Faculty of Humanities & Social Sciences Research Ethics Committee (F-REC). It will be conducted in compliance with the ethical standards for research projects involving human participants, in application of the University of Geneva’s <i>Directives relatives à l’intégrité dans le domaine de la recherche scientifique et à la procédure à suivre en cas de manquement à l’intégrité</i>. Your consent does not relieve the researchers of their responsibilities. The participant retains all rights guaranteed by law.</p> <p>By clicking on “Next”:</p> <ul style="list-style-type: none"> • You confirm your consent to take part in the research project 	<p>projet sera terminé, à savoir à partir du 31 août 2024.</p> <p>Les chercheurs confirment que les informations qui figurent sur cette page décrivent le projet avec exactitude. Ce projet de recherche a été évalué et validé par la Commission universitaire pour une recherche éthique à l’Université de Genève (CUREG) et par le Faculty of Humanities & Social Sciences Research Ethics Committee de la Dublin City University (F-REC). Il sera mené conformément aux normes éthiques concernant les projets de recherche impliquant des participants humains, en application des <i>Directives relatives à l’intégrité dans le domaine de la recherche scientifique et à la procédure à suivre en cas de manquement à l’intégrité</i> de l’Université de Genève. Votre consentement ne décharge pas les chercheurs de leurs responsabilités. Vous conservez tous les droits qui vous sont garantis par la loi.</p> <p>En cliquant sur «Suivant»:</p> <ul style="list-style-type: none"> • Vous confirmez que vous êtes d’accord de participer à la recherche «The multilingual 	<p>Forschungsprojekts informiert werden möchten oder wenn Sie Fragen haben, können Sie Paolo Canavese anschreiben. Eine Zusammenfassung der Ergebnisse kann erst nach Abschluss des Projekts, d. h. ab dem 31. August 2024, zur Verfügung gestellt werden.</p> <p>Die Forscher bestätigen, dass diese Seite das Projekt genau beschreibt. Das Projekt wurde von den Ethikkommissionen Commission universitaire pour une recherche éthique à l’Université de Genève (CUREG) und Faculty of Humanities & Social Sciences Research Ethics Committee der Dublin City University (F-REC) geprüft und genehmigt. Es wird unter Einhaltung der ethischen Standards für Forschungsprojekte mit menschlichen Teilnehmerinnen und Teilnehmern durchgeführt, in Anwendung der <i>Directives relatives à l’intégrité dans le domaine de la recherche scientifique et à la procédure à suivre en cas de manquement à l’intégrité</i> der Universität Genf. Ihr Einverständnis als Teilnehmerin oder Teilnehmer entbindet die Forscher nicht von deren Verantwortung. Sie als Teilnehmerin oder Teilnehmer behalten alle vom Gesetz garantierten Rechte.</p>	<p>Canavese. Potrà ricevere un riassunto dei risultati soltanto dopo la fine del progetto, vale a dire dopo il 31 agosto 2024.</p> <p>I ricercatori confermano che le informazioni contenute in questa pagina descrivono accuratamente il progetto. Questo studio è stato analizzato e approvato dalla Commission universitaire pour une recherche éthique à l’Université de Genève (CUREG) e dal Faculty of Humanities & Social Sciences Research Ethics Committee della Dublin City University (F-REC). Sarà realizzato in conformità agli standard etici per i progetti di ricerca che coinvolgono partecipanti umani, in applicazione delle <i>Directives relatives à l’intégrité dans le domaine de la recherche scientifique et à la procédure à suivre en cas de manquement à l’intégrité</i> dell’Università di Ginevra. Il suo consenso non solleva i ricercatori dalle loro responsabilità e lei conserva tutti i diritti garantiti dalla legge.</p> <p>Clickando su «Avanti»:</p>
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	<p>“The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore”.</p> <ul style="list-style-type: none"> • You authorise the use of the data for scientific purposes and the publication of the results of the research project in scientific journals or books, on the understanding that the data will remain anonymous. • You confirm that your participation in this research is voluntary. 	<p>voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore».</p> <ul style="list-style-type: none"> • Vous autorisez l’utilisation des données à des fins scientifiques et la publication des résultats de la recherche dans des articles scientifiques, étant entendu que les données resteront anonymes. • Vous confirmez que vous participez à cette recherche sur une base volontaire. 	<p>Wenn Sie auf «Weiter» klicken:</p> <ul style="list-style-type: none"> • bestätigen Sie Ihr Einverständnis, an dem Forschungsprojekt «The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore» teilzunehmen. • stimmen Sie der Verwendung der Daten für wissenschaftliche Zwecke und der Veröffentlichung der Ergebnisse des Forschungsprojekts in wissenschaftlichen Publikationen zu, unter der Voraussetzung, dass die Daten anonym bleiben. • bestätigen Sie, dass Sie freiwillig an dieser Umfrage teilnehmen. 	<ul style="list-style-type: none"> • Conferma il suo consenso a partecipare al progetto di ricerca «The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore». • Autorizza l’uso dei dati raccolti per scopi scientifici e la pubblicazione dei risultati del progetto di ricerca in articoli scientifici, fermo restando che i dati rimarranno anonimi. • Conferma che ha deciso volontariamente di partecipare al sondaggio.
A	Section A: General questions	Section A: Questions générales	Teil A: Allgemeine Fragen	Sezione A: Domande generali
A1*	<p>You work for:</p> <ul style="list-style-type: none"> • The Central Language Services of the Federal Chancellery • A General Secretariat’s language service • A Federal Office’s translation service 	<p>Vous travaillez pour:</p> <ul style="list-style-type: none"> • Les Services linguistiques centraux de la Chancellerie fédérale • Le service linguistique d’un Secrétariat général • Le service de traduction d’un office fédéral • Le domaine Traduction des 	<p>Sie arbeiten für:</p> <ul style="list-style-type: none"> • die zentralen Sprachdienste der Bundeskanzlei • den Sprachdienst eines Generalsekretariats • den Übersetzungsdienst eines Bundesamtes • das Ressort Übersetzung der Parlamentsdienste • Sonstiges: 	<p>Lavora per:</p> <ul style="list-style-type: none"> • I Servizi linguistici centrali della Cancelleria federale • Il servizio linguistico di una Segreteria generale • Il servizio di traduzione di un Ufficio federale • Il settore Traduzione dei

	<ul style="list-style-type: none"> The Parliament's translation service Other: 	<p>Services du Parlement</p> <ul style="list-style-type: none"> Autre: 		<p>Servizi del Parlamento</p> <ul style="list-style-type: none"> Altro:
A2*	<p>In what language do you translate (target language)?</p> <ul style="list-style-type: none"> German French Italian Romansh English Other: 	<p>Dans quelle langue traduisez-vous (langue cible)?</p> <ul style="list-style-type: none"> Allemand Français Italien Romanche Anglais Autre: 	<p>In welche Sprache übersetzen Sie (Zielsprache)?</p> <ul style="list-style-type: none"> Deutsch Französisch Italienisch Rätoromanisch Englisch Sonstiges: 	<p>In quale lingua traduce (lingua di arrivo)?</p> <ul style="list-style-type: none"> Tedesco Francese Italiano Romancio Inglese Altro:
A3	<p>What is your working time percentage?</p>	<p>Quel est votre taux d'occupation?</p>	<p>Wie hoch ist Ihr Beschäftigungsgrad?</p>	<p>Qual è il suo grado di occupazione?</p>
A4*	<p>What is your position within your language service?</p> <ul style="list-style-type: none"> Head or vice-head of service Translator Terminologist Legal drafter Trainee Other: 	<p>Quelle est votre fonction au sein de votre service linguistique?</p> <ul style="list-style-type: none"> Chef/cheffe ou chef suppléant/cheffe suppléante Traducteur/traductrice Terminologue Rédacteur/rédactrice Stagiaire Autre: 	<p>Welche Funktion haben Sie in Ihrem Sprachdienst?</p> <ul style="list-style-type: none"> Leiter/-in oder stellvertretende/-r Leiter/-in Übersetzer/-in Terminologe/-in Gesetzesredaktor/-in Praktikant/-in Sonstiges: 	<p>Qual è la sua funzione all'interno del servizio linguistico? *</p> <ul style="list-style-type: none"> Responsabile o vice responsabile Traduttrice/traduttore Terminologa/terminologo Giurilinguista Praticante Altro:
B	<p>Section B: Profiles and competences</p>	<p>Section B: Profils et compétences</p>	<p>Teil B: Profile und Kompetenzen</p>	<p>Sezione B: Profili e competenze</p>
B1*	<p>How long have you been working in translation (in years)?</p>	<p>Depuis combien de temps travaillez-vous dans le domaine de la traduction (en années)?</p>	<p>Wie lange sind Sie schon im Übersetzungsbereich tätig (in Jahren)?</p>	<p>Da quanto tempo lavora nel settore della traduzione (in anni)?</p>
B2*	<p>What was/were your areas(s) of study? (e.g. B.A. in literature, M.A. in translation)</p>	<p>Quelle est votre formation? (par exemple: bachelor en littérature, master en traduction)</p>	<p>Welches Studium haben Sie absolviert? (z. B.: B.A. in Literaturwissenschaft, M.A. in Übersetzung)</p>	<p>Qual è stato il suo percorso di studio? (p. es.: triennale in lettere, specialistica in traduzione)</p>
B3	<p>Since you have started working for the Swiss Confederation, have</p>	<p>Depuis que vous travaillez pour la Confédération suisse, avez-vous suivi des</p>	<p>Haben Sie seit Ihrem Dienstantritt beim Bund relevante Weiterbildungen</p>	<p>Da quando ha iniziato a lavorare per la Confederazione</p>

	you completed relevant continuing education training (seminars, classes, workshops etc.) to enhance your competences and acquire new skills? Yes / No	formations continues (séminaires, cours, atelier, etc.) pour améliorer vos compétences et en acquérir de nouvelles? Oui / Non	(Seminare, Kurse, Workshops usw.) absolviert, um Ihre Kompetenzen zu erweitern und neue zu erwerben? Ja / Nein	Svizzera, ha seguito formazioni continue (seminari, corsi, workshop ecc.) per migliorare le sue competenze e acquisirne di nuove? Sì / No
B3.1 (if B3 = yes)	Can you name the most relevant ones to your career? (e.g. seminar on gender-inclusive language, training on machine translation)	Pouvez-vous nommer les plus pertinentes pour votre carrière? (par exemple: séminaire sur le langage inclusif, formation à la traduction automatique)	Können Sie die wichtigsten für Ihre Karriere nennen? (z. B.: Seminar zur geschlechtergerechten Sprache, Weiterbildung zur maschinellen Übersetzung)	Può citare quelle più rilevanti per la sua carriera? (p. es.: seminario sul linguaggio di genere, formazione sulla traduzione automatica)
B4	Do you have more than one main language (also referred to as “mother tongue” in general language)? Yes / No	Avez-vous plus d’une langue principale (également appelée «langue maternelle» dans le langage courant)? Oui / Non	Haben Sie mehr als eine Hauptsprache (im allgemeinen Sprachgebrauch auch «Muttersprache» genannt)? Ja / Nein	Ha più di una lingua principale (definita anche «lingua madre» nel linguaggio comune)? Sì / No
B4.1 (if B4 = yes)	What are your main languages?	Quelles sont vos langues principales?	Welche sind Ihre Hauptsprachen?	Quali sono le sue lingue principali?
B5	Do you take part in the recruitment of new translators (excluding trainees)? Yes / No	Participez-vous au recrutement de nouveaux traducteurs/de nouvelles traductrices (hormis stagiaires)? Oui / Non	Sind Sie an der Einstellung neuer Übersetzerinnen und Übersetzer (ausgenommen Praktikantinnen und Praktikanten) beteiligt? Ja / Nein	Partecipa al reclutamento di nuove traduttrici e nuovi traduttori (escluso il reclutamento di praticanti)? Sì / No
B6.1 (if B5 = yes)	How important are the following aspects and competences for recruiting new translators? 1 = Not important 2 = Slightly important 3 = Moderately important 4 = Important 5 = Very important	Évaluez l’importance des aspects et compétences suivants dans le recrutement de nouveaux traducteurs/de nouvelles traductrices: 1 = Pas important 2 = Peu important 3 = Assez important 4 = Important 5 = Très important	Wie wichtig sind die folgenden Aspekte und Kompetenzen für die Einstellung neuer Übersetzerinnen und Übersetzer? 1 = Nicht wichtig 2 = Weniger wichtig 3 = Eher wichtig 4 = Wichtig 5 = Sehr wichtig • Abschluss in Übersetzen	Quanto sono importanti i seguenti aspetti e competenze per il reclutamento di nuove traduttrici e nuovi traduttori? 1 = Non importante 2 = Poco importante 3 = Abbastanza importante 4 = Importante 5 = Molto importante

	<ul style="list-style-type: none"> • A degree in translation • Previous working experience in translation • Comprehension of source texts • Proficiency in writing elegantly in the target language • Knowledge of the Swiss Confederation • Familiarity with the specific thematic fields of your unit • Familiarity with translation technologies • Competence in sourcing reliable information • Revision skills • Interpersonal skills (e.g. collaborating with colleagues, communicating with text authors) • Other (please, specify below) <p>Other:</p>	<ul style="list-style-type: none"> • Diplôme en traduction • Expérience professionnelle dans le domaine de la traduction • Compréhension des textes sources • Compétence à rédiger de manière élégante en langue cible • Connaissance de la Confédération suisse • Connaissance des domaines spécifiques de votre unité • Compétence en technologies de la traduction • Compétence à trouver des sources d'information fiables • Compétence en révision • Compétences sociales (par exemple: aptitude à collaborer avec des collègues ou à communiquer avec les auteurs de textes) • Autre (veuillez préciser ci-dessous) <p>Autre:</p>	<ul style="list-style-type: none"> • Berufserfahrung im Übersetzungsbereich • Verständnis der Ausgangstexte • Fähigkeit, in der Zielsprache elegant zu schreiben • Kenntnisse über den Bund • Kenntnisse der spezifischen Themenbereiche Ihrer Organisationseinheit • Vertrautheit mit Übersetzungstechnologien • Kompetenz bei der Recherche von zuverlässigen Informationsquellen • Revisionskompetenz • Soziale Kompetenzen (z. B.: bei der Zusammenarbeit mit Kolleginnen und Kollegen und in der Kommunikation mit Textautorinnen und Textautoren) • Andere (bitte unten angeben) <p>Andere:</p>	<ul style="list-style-type: none"> • Diploma in traduzione • Esperienze lavorative nel campo della traduzione • Comprensione dei testi di partenza • Capacità di redigere in modo elegante nella lingua di arrivo • Conoscenze della Confederazione Svizzera • Conoscenze degli ambiti tematici specifici della sua unità • Familiarità con le tecnologie per la traduzione • Competenza nel reperire fonti di informazioni affidabili • Competenza nella revisione • Competenze sociali (p. es.: predisposizione a collaborare con i colleghi e a comunicare con gli autori dei testi) • Altro (specificare sotto) <p>Altro:</p>
<p>B6.2 (if A4 = Head or vice-head of service)</p>	<p>How much do you agree with the following statement? “The following aspects and competences are well represented within my translation service.”</p> <p><i>1 = Strongly disagree</i> <i>2 = Disagree</i></p>	<p>Dans quelle mesure êtes-vous d'accord avec l'affirmation suivante? «Les aspects et compétences suivants sont bien représentés au sein de mon service de traduction.»</p> <p><i>1 = Pas du tout d'accord</i></p>	<p>Wie stark stimmen Sie der folgenden Aussage zu? «Die folgenden Aspekte und Kompetenzen sind in meinem Sprachdienst gut vertreten.»</p> <p><i>1 = Stimme überhaupt nicht zu</i> <i>2 = Stimme nicht zu</i></p>	<p>Quanto è d'accordo con la seguente affermazione? «I seguenti aspetti e competenze sono ben rappresentati nel mio servizio di traduzione.»</p> <p>1 = Del tutto in disaccordo 2 = In disaccordo</p>

	<p>3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree</p> <ul style="list-style-type: none"> • Comprehension of source texts • Proficiency in writing elegantly in the target language • Knowledge of the Swiss Confederation • Familiarity with the specific thematic fields of your unit • Familiarity with translation technologies • Competence in sourcing reliable information • Revision skills • Interpersonal skills (e.g. collaborating with colleagues, communicating with text authors) • Other (please, specify below) <p>Other:</p>	<p>2 = Pas d'accord 3 = Ni d'accord ni en désaccord 4 = D'accord 5 = Tout à fait d'accord</p> <ul style="list-style-type: none"> • Compréhension des textes sources • Compétence à rédiger de manière élégante en langue cible • Connaissance de la Confédération suisse • Connaissance des domaines spécifiques de votre unité • Compétence en technologies de la traduction • Compétence à trouver des sources d'information fiables • Compétence en révision • Compétences sociales (par exemple: aptitude à collaborer avec des collègues ou à communiquer avec les auteurs de textes) • Autre (veuillez préciser ci-dessous) <p>Autre:</p>	<p>3 = Stimme weder nicht zu noch zu 4 = Stimme zu 5 = Stimme voll und ganz zu</p> <ul style="list-style-type: none"> • Verständnis der Ausgangstexte • Fähigkeit, in der Zielsprache elegant zu schreiben • Kenntnisse über den Bund • Kenntnisse der spezifischen Themenbereiche Ihrer Organisationseinheit • Vertrautheit mit Übersetzungstechnologien • Kompetenz bei der Recherche von zuverlässigen Informationsquellen • Revisionskompetenz • Soziale Kompetenzen (z. B.: bei der Zusammenarbeit mit Kolleginnen und Kollegen und in der Kommunikation mit Textautorinnen und Textautoren) • Andere (bitte unten angeben) <p>Andere:</p>	<p>3 = Né d'accordo né in disaccordo 4 = D'accordo 5 = Del tutto d'accordo</p> <ul style="list-style-type: none"> • Comprensione dei testi di partenza • Capacità di redigere in modo elegante nella lingua di arrivo • Conoscenze della Confederazione Svizzera • Conoscenze degli ambiti tematici specifici della sua unità • Familiarità con le tecnologie per la traduzione • Competenza nel reperire fonti di informazioni affidabili • Competenza nella revisione • Competenze sociali (p. es.: predisposizione a collaborare con i colleghi e a comunicare con gli autori dei testi) • Altro (specificare sotto) <p>Altro:</p>
<p>B6.3 (if A4 = Translator, Terminologist, Trainee or Legal drafter)</p>	<p>How important are the following aspects and competences in your work?</p> <p>1 = Not important 2 = Slightly important 3 = Moderately important 4 = Important 5 = Very important</p>	<p>Évaluez l'importance des aspects et compétences suivants dans votre travail:</p> <p>1 = Pas important 2 = Peu important 3 = Assez important 4 = Important 5 = Très important</p> <ul style="list-style-type: none"> • Compréhension des textes sources 	<p>Wie wichtig sind die folgenden Aspekte und Kompetenzen in Ihrer Arbeit?</p> <p>1 = Nicht wichtig 2 = Weniger wichtig 3 = Eher wichtig 4 = Wichtig 5 = Sehr wichtig</p> <ul style="list-style-type: none"> • Verständnis der Ausgangstexte 	<p>Quanto sono importanti i seguenti aspetti e competenze nel suo lavoro?</p> <p>1 = Non importante 2 = Poco importante 3 = Abbastanza importante 4 = Importante 5 = Molto importante</p>

	<ul style="list-style-type: none"> • Comprehension of source texts • Proficiency in writing elegantly in the target language • Knowledge of the Swiss Confederation • Familiarity with the specific thematic fields of your unit • Familiarity with translation technologies • Competence in sourcing reliable information • Revision skills • Interpersonal skills (e.g. collaborating with colleagues, communicating with text authors) <p>Other:</p>	<ul style="list-style-type: none"> • Compétence à rédiger de manière élégante en langue cible • Connaissance de la Confédération suisse • Connaissance des domaines spécifiques de votre unité • Compétence en technologies de la traduction • Compétence à trouver des sources d'information fiables • Compétence en révision • Compétences sociales (par exemple: aptitude à collaborer avec des collègues ou à communiquer avec les auteurs de textes) • Autre (veuillez préciser ci-dessous) <p>Autre:</p>	<ul style="list-style-type: none"> • Fähigkeit, in der Zielsprache elegant zu schreiben • Kenntnisse über den Bund • Kenntnisse der spezifischen Themenbereiche Ihrer Organisationseinheit • Vertrautheit mit Übersetzungstechnologien • Kompetenz bei der Recherche von zuverlässigen Informationsquellen • Revisionskompetenz • Soziale Kompetenzen (z. B.: bei der Zusammenarbeit mit Kolleginnen und Kollegen und in der Kommunikation mit Textautorinnen und Textautoren) • Andere (bitte unten angeben) <p>Andere:</p>	<ul style="list-style-type: none"> • Comprensione dei testi di partenza • Capacità di redigere in modo elegante nella lingua di arrivo • Conoscenze della Confederazione Svizzera • Conoscenze degli ambiti tematici specifici della sua unità • Familiarità con le tecnologie per la traduzione • Competenza nel reperire fonti di informazioni affidabili • Competenza nella revisione • Competenze sociali (p. es.: predisposizione a collaborare con i colleghi e a comunicare con gli autori dei testi) • Altro (specificare sotto) <p>Altro:</p>
C	Section C: Tasks	Section C: Tâches	Teil C: Aufgaben	Sezione C: Attività
C1*	<p>How often do you carry out the following tasks?</p> <p><i>1 = Never</i> <i>2 = A few times a year</i> <i>3 = A few times a month</i> <i>4 = A few times a week</i> <i>5 = Every day</i></p> <ul style="list-style-type: none"> • Translating • Revision of internal translations 	<p>À quelle fréquence effectuez-vous les tâches suivantes?</p> <p><i>1 = Jamais</i> <i>2 = Quelques fois par an</i> <i>3 = Quelques fois par mois</i> <i>4 = Quelques fois par semaine</i> <i>5 = Tous les jours</i></p> <ul style="list-style-type: none"> • Traduction • Révision de traductions internes 	<p>Wie oft führen Sie die folgenden Aufgaben aus?</p> <p><i>1 = Nie</i> <i>2 = Ein paar Mal pro Jahr</i> <i>3 = Ein paar Mal pro Monat</i> <i>4 = Ein paar Mal pro Woche</i> <i>5 = Täglich</i></p> <ul style="list-style-type: none"> • Übersetzen • Revision von internen Übersetzungen 	<p>Con quale frequenza svolge le seguenti attività?</p> <p><i>1 = Mai</i> <i>2 = Qualche volta all'anno</i> <i>3 = Qualche volta al mese</i> <i>4 = Qualche volta alla settimana</i> <i>5 = Ogni giorno</i></p> <ul style="list-style-type: none"> • Traduzione • Revisione di traduzioni interne

	<ul style="list-style-type: none"> • Revision of external translations • Proofreading of original texts • Dealing with technical aspects of translation technologies • Creating entries for terminological databases • Project management tasks (including assigning translation tasks within the team) • Legal drafting • Writing texts (excluding legal texts) • Language consultancy • Creating standards and guidelines on specific language aspects (e.g. gender-neutral language, use of foreign words) <p>Other frequent tasks:</p>	<ul style="list-style-type: none"> • Révision de traductions externes • Relecture de textes originaux • Gestion des aspects techniques des technologies de la traduction • Création d'entrées pour une banque de données terminologiques • Gestion de projets (y compris répartition des mandats dans l'équipe) • Rédaction législative • Rédaction de textes (hors textes législatifs) • Conseil linguistique • Élaboration de normes et de guides sur des aspects linguistiques spécifiques (par exemple: langage inclusif, utilisation des anglicismes) <p>Autres tâches fréquentes:</p>	<ul style="list-style-type: none"> • Revision von externen Übersetzungen • Korrekturlesen von Originaltexten • Umgang mit den technischen Aspekten von Übersetzungstechnologien • Erstellung von Einträgen für Terminologie-Datenbanken • Projektmanagement (einschliesslich der Mandatsverteilung innerhalb des Teams) • Gesetzesredaktion • Verfassen von Texten (ausgenommen Gesetzestexte) • Sprachliche Beratung • Erstellung von Normen und Leitfäden zu spezifischen sprachlichen Aspekten (z. B. zur geschlechtsgerechten Sprache, zur Verwendung von Anglizismen) <p>Andere häufige Aufgaben:</p>	<ul style="list-style-type: none"> • Revisione di traduzioni esterne • Correzione di testi originali • Gestione degli aspetti tecnici delle tecnologie per la traduzione • Creazione di schede per banche dati terminologiche • Gestione di progetti (inclusa la ripartizione dei mandati nel team) • Redazione di atti normativi • Redazione di testi (esclusi i testi normativi) • Consulenza linguistica • Creazione di standard e linee guida su aspetti linguistici specifici (p. es.: sul linguaggio inclusivo, sull'uso di anglicismi) <p>Altre attività frequenti:</p>
C2*	<p>How often do you translate these text genres?</p> <p><i>1 = Never</i> <i>2 = A few times a year</i> <i>3 = A few times a month</i> <i>4 = A few times a week</i> <i>5 = Every day</i></p> <ul style="list-style-type: none"> • Acts, ordinances and other documents 	<p>À quelle fréquence traduisez-vous les types de textes suivants?</p> <p><i>1 = Jamais</i> <i>2 = Quelques fois par an</i> <i>3 = Quelques fois par mois</i> <i>4 = Quelques fois par semaine</i> <i>5 = Tous les jours</i></p> <ul style="list-style-type: none"> • Lois, ordonnances et autres 	<p>Wie oft übersetzen Sie die folgenden Textsorten?</p> <p><i>1 = Nie</i> <i>2 = Ein paar Mal pro Jahr</i> <i>3 = Ein paar Mal pro Monat</i> <i>4 = Ein paar Mal pro Woche</i> <i>5 = Täglich</i></p> <ul style="list-style-type: none"> • Gesetze, Verordnungen und andere Dokumente 	<p>Quanto spesso traduce questi generi testuali?</p> <p><i>1 = Mai</i> <i>2 = Qualche volta all'anno</i> <i>3 = Qualche volta al mese</i> <i>4 = Qualche volta alla settimana</i> <i>5 = Ogni giorno</i></p> <ul style="list-style-type: none"> • Leggi, ordinanze e altri documenti relativi alla

	<p>related to the legislative procedure</p> <ul style="list-style-type: none"> • Parliamentary procedural requests and answers of the Federal Council • Materials for elections and votes • Official speeches • Reports • Press releases • Web pages • Social media posts • Internal documents • Job vacancy notices <p>Other frequent text genres:</p>	<p>documents liés à la procédure législative</p> <ul style="list-style-type: none"> • Interventions parlementaires et réponses du Conseil fédéral • Matériel pour les élections et les votations • Discours officiels • Rapports • Communiqués de presse • Pages Internet • Posts pour les médias sociaux • Documents internes • Offres d'emploi <p>Autres types de textes fréquents:</p>	<p>im Zusammenhang mit dem Gesetzgebungsverfahren</p> <ul style="list-style-type: none"> • Parlamentarische Vorstösse und Antworten des Bundesrates • Materialien für Wahlen und Abstimmungen • Offizielle Reden • Berichte • Medienmitteilungen • Webseiten • Beiträge für soziale Medien • Interne Dokumente • Stellenausschreibungen <p>Andere häufige Textsorten:</p>	<p>procedura legislativa</p> <ul style="list-style-type: none"> • Iniziative parlamentari e risposte del Consiglio federale • Materiali per elezioni e votazioni • Discorsi ufficiali • Rapporti • Comunicati stampa • Pagine web • Post per i social media • Documenti interni • Bandi di concorso <p>Altri generi testuali frequenti:</p>
D	Section D: Translation technologies	Section D: Technologies de la traduction	Teil D: Übersetzungstechnologien	Sezione D: Tecnologie per la traduzione
D1*	<p>How often do you use the following translation technologies in your work?</p> <p>1 = Never 2 = A few times a year 3 = A few times a month 4 = A few times a week 5 = Every day</p> <ul style="list-style-type: none"> • Translation memories/computer-assisted translation tools • Machine translation tools • Project management tools 	<p>À quelle fréquence utilisez-vous les technologies suivantes dans votre travail?</p> <p>1 = Jamais 2 = Quelques fois par an 3 = Quelques fois par mois 4 = Quelques fois par semaine 5 = Tous les jours</p> <ul style="list-style-type: none"> • Mémoire de traduction/outil de traduction assistée par ordinateur • Outil de traduction automatique • Outil de gestion de projets • Système de gestion terminologique <p>Autres technologies utilisées fréquemment:</p>	<p>Wie häufig verwenden Sie bei Ihrer Arbeit die folgenden Übersetzungstechnologien?</p> <p>1 = Nie 2 = Ein paar Mal pro Jahr 3 = Ein paar Mal pro Monat 4 = Ein paar Mal pro Woche 5 = Täglich</p> <ul style="list-style-type: none"> • Translation Memories/computer gestützte Übersetzungstools • Tools für die maschinelle Übersetzung • Projektmanagement-Tools • Terminologieverwaltungssysteme 	<p>Quanto spesso utilizza le seguenti tecnologie per la traduzione nel suo lavoro?</p> <p>1 = Mai 2 = Qualche volta all'anno 3 = Qualche volta al mese 4 = Qualche volta alla settimana 5 = Ogni giorno</p> <ul style="list-style-type: none"> • Memorie di traduzione/programmi di traduzione assistita • Traduzione automatica • Software per la gestione dei progetti

	<ul style="list-style-type: none"> Terminology management systems <p>Other frequently used translation technologies:</p>		Andere häufig verwendete Übersetzungstechnologien:	<ul style="list-style-type: none"> Software per la gestione terminologica <p>Altre tecnologie per la traduzione utilizzate di frequente:</p>
D2.1 <i>(if D1, item Translation memories/computer-assisted translation tools = 1)</i>	Can you briefly explain why you do not use “Translation memories/computer-assisted translation tools”?	Pouvez-vous expliquer brièvement pourquoi vous n’utilisez pas de «Mémoire de traduction/outil de traduction assistée par ordinateur»?	Können Sie kurz erläutern, warum Sie keine «Translation Memories/computergetützten Übersetzungstools» verwenden?	Può spiegare brevemente perché non utilizza «Memorie di traduzione/programmi di traduzione assistita»?
D2.1 <i>(if D1, item Machine translation tools = 1)</i>	Can you briefly explain why you do not use “Machine translation tools”?	Pouvez-vous expliquer brièvement pourquoi vous n’utilisez pas d’«Outil de traduction automatique»?	Können Sie kurz erläutern, warum Sie keine «Tools für die maschinelle Übersetzung» verwenden?	Può spiegare brevemente perché non utilizza la «Traduzione automatica»?
D2.3 <i>(if D1, item Translation memories/computer-assisted translation tools = 2 or 3)</i>	Can you briefly explain why you rarely use “Translation memories/computer-assisted translation tools”?	Pouvez-vous expliquer brièvement pourquoi vous utilisez rarement des «Mémoires de traduction/outils de traduction assistée par ordinateur»?	Können Sie kurz erläutern, warum Sie «Translation Memories/computergetützte Übersetzungstools» selten verwenden?	Può spiegare brevemente perché utilizza di rado «Memorie di traduzione/programmi di traduzione assistita»?
D2.4 <i>(if D1, item Machine translation tools = 2 or 3)</i>	Can you briefly explain why you rarely use “Machine translation tools”?	Pouvez-vous expliquer brièvement pourquoi vous utilisez rarement des «Outils de traduction automatique»?	Können Sie kurz erläutern, warum Sie «Tools für die maschinelle Übersetzung» selten verwenden?	Può spiegare brevemente perché utilizza di rado la «Traduzione automatica»?
D3.1 <i>(if D1, item Machine translation tools = 4 or 5)</i>	Can you briefly explain how you use machine translation?	Pouvez-vous expliquer brièvement comment vous utilisez la traduction automatique?	Können Sie kurz erläutern, wie Sie die maschinelle Übersetzung verwenden?	Può spiegare brevemente come utilizza la traduzione automatica?

D3.2 (if D1, item Machine translation tools = 2, 3, 4 or 5)	What machine translation tool(s) do you use?	Quel(s) outil(s) de traduction automatique utilisez-vous?	Welche(s) Tool(s) für die maschinelle Übersetzung verwenden Sie?	Quale/i sistema/i di traduzione automatica utilizza?
D4.1 (if D1, item Machine translation tools = 1, 2 or 3)	In your opinion, how will machine translation impact on your work over the next few years?	Selon vous, quelles seront les répercussions de la traduction automatique sur votre travail dans les prochaines années?	Welche Auswirkungen wird die maschinelle Übersetzung Ihrer Meinung nach in den nächsten Jahren auf Ihre Arbeit haben?	Secondo lei, che impatto avrà la traduzione automatica sul suo lavoro nei prossimi anni?
D4.2 (if D1, item Machine translation tools = 4 or 5)	In your opinion, how is machine translation impacting on your work?	Selon vous, quelles sont les répercussions de la traduction automatique sur votre travail?	Welche Auswirkungen hat die maschinelle Übersetzung Ihrer Meinung nach auf Ihre Arbeit?	Secondo lei, che impatto ha la traduzione automatica sul suo lavoro?
E	Section E: Pain points and needs You are almost done! This is the last section.	Section E: Défis et besoins C'est presque terminé! Vous êtes à la dernière section.	Teil E: Herausforderungen und Bedürfnisse Sie sind fast fertig! Dies ist der letzte Teil.	Sezione E: Difficoltà ed esigenze Ha quasi finito! Questa è l'ultima sezione.
E1	Based on your experience within your language service, please select the three main challenges you encounter in your work from the following list: <ul style="list-style-type: none"> • High volume of texts compared to available capacity • Time pressure (short deadlines) • Poor quality of source texts • Amendments to translation jobs in process • Difficult interactions with colleagues • Difficult interactions with 	Sur la base de votre expérience au sein de votre service linguistique, veuillez sélectionner dans la liste suivante les trois principaux défis que vous rencontrez dans votre travail: <ul style="list-style-type: none"> • Volume élevé de textes par rapport aux ressources disponibles • Pression temporelle (délais courts) • Mauvaise qualité des textes sources • Modifications des textes sources durant la traduction • Interactions difficiles avec les collègues 	Bitte wählen Sie auf der Grundlage Ihrer Erfahrung in Ihrem Sprachdienst aus der folgenden Liste die drei grössten Herausforderungen bei Ihrer Arbeit aus: <ul style="list-style-type: none"> • Hohes Textvolumen im Vergleich zur verfügbaren Kapazität • Zeitdruck (kurze Fristen) • Schlechte Qualität der Ausgangstexte • Änderungen an Ausgangstexten während der Übersetzung • Schwierige Interaktionen mit Kolleginnen oder Kollegen 	In base alla sua esperienza nel suo servizio linguistico, selezioni dal seguente elenco le tre difficoltà principali che incontra nel suo lavoro: <ul style="list-style-type: none"> • Elevato volume di testi rispetto alle capacità disponibili • Mancanza di tempo (scadenze brevi) • Scarsa qualità dei testi di partenza • Modifiche ai testi di partenza durante la traduzione • Interazioni difficili con i colleghi

	<p>source text authors</p> <ul style="list-style-type: none"> • Absence of contact with field experts who have your target language as their main language • Difficult relationships with external translators • Feeling that you lack crucial competences • Lack of efficient translation technologies • Other: 	<ul style="list-style-type: none"> • Interactions difficiles avec les auteurs des textes sources • Absence de contact avec des experts dont la langue principale est la langue dans laquelle vous traduisez • Relations difficiles avec les traducteurs externes • Impression de manquer de compétences qui sont essentielles pour effectuer votre travail • Absence de technologies de la traduction efficaces • Autre: 	<ul style="list-style-type: none"> • Schwierige Interaktionen mit den Autorinnen oder Autoren der Ausgangstexte • Fehlender Kontakt zu Fachleuten, die Ihre Zielsprache als Hauptsprache haben • Schwierige Beziehungen zu externen Übersetzerinnen oder Übersetzern • Das Gefühl, dass Ihnen Kernkompetenzen fehlen • Mangel an effizienten Übersetzungstechnologien • Sonstiges: 	<ul style="list-style-type: none"> • Interazioni difficili con gli autori dei testi di partenza • Mancanza di contatti con esperti del settore che hanno come lingua principale la sua lingua di arrivo • Rapporti difficili con traduttori esterni • Sensazione di non disporre di competenze cruciali • Mancanza di tecnologie per la traduzione efficienti • Altro:
E2	Would you like to provide comments on any of the challenges mentioned above?	Souhaitez-vous commenter un ou plusieurs des défis mentionnés ci-dessus?	Möchten Sie sich zu einer oder mehreren der oben genannten Herausforderungen äussern?	Desidera commentare una o più difficoltà indicate sopra?
FINAL	Do you have any additional comments on the topics covered in this questionnaire?	Souhaitez-vous ajouter quelque chose sur un ou plusieurs des sujets abordés dans ce questionnaire?	Haben Sie zusätzliche Anmerkungen zu den in diesem Fragebogen behandelten Themen?	Desidera esprimere qualche altro commento sugli argomenti trattati in questo sondaggio?
END	Thank you for taking part in this survey!	Merci de votre participation!	Vielen Dank, dass Sie an dieser Umfrage teilgenommen haben!	Grazie di aver partecipato a questo sondaggio!

Transformation of Literary Translations of the Literary Classics by Abai Kunanbayev

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ABSTRACT

Kazakh poet Abai Kunanbayuly has a dualistic heritage as the father of modern Kazakh literature, and as an educator who translated Russian literary classics into Kazakh language and performed as a vital bridge between the two cultures. The Abai's reputation was built primarily due to the writer, critic and scientist of the 20th century Mukhtar Auezov, whose biographical works about the poet created the standard narrative about his life and work.

The objective of the article is to examine the life, work, and enduring influence of Abai

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Kunanbayuly, with a focus on his efforts to connect Kazakh and Russian cultures through his literary contributions and translations. Additionally, it aims to analyse the changing understandings of his significance in Kazakh literature and cultural history. It was established that Abai's efforts led to the discovery of a real Kazakh literary voice, as evidenced by his successful adaptation of Pushkin's "Evgeniy Onegin" into the traditional form of Kazakh song. The "conquest" of Central Asia by Russian literature was, in fact, a multidimensional dialogue, where writers founded distinctive national literary traditions by appropriating of its literature, and, by reading, translating, displacing, domestication and "disorienting" the figure of Pushkin in particular. It has been established that Abai does not retain all the names of the main characters but uses Kazakh analogies. The Abai's translation of Krylov's fables is associated primarily with elements of creativity such as landscapes, everyday life pictures and scenes.

KEYWORDS: fiction; genre scenes; translations by Abai Kunanbayuly; adaptations; Krylov's fables; Kazakh literature

1. Introduction

Abai Kunanbayuly, a seminal figure in Kazakh culture, is renowned for his dual role as the progenitor of modern Kazakh literature and a crucial link between the Kazakh oral tradition and its subsequent written form (Khammatova and Ibyatova 2019). His significance lies in his ability to bridge Kazakh and Russian cultures during the late 19th century, a period marked by Russian expansion into Central Asia. This essay explores Abai's life and work, his impact on Kazakh literature, and his translation efforts, with a particular focus on the evolution of his legacy and the scholarly debate surrounding his relationship with Russian culture.

Abai's literary and philosophical contributions are often characterized as a reflection of the Kazakh people's mentality and their struggle for independence (Witt 2017; Sadykova et al. 2018; Bayekeyeva et al. 2021). Post-Soviet assessments, such as those by former President of Kazakhstan Nursultan Nazarbayev, emphasize Abai's embodiment of Kazakh national pride

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and resistance to rule (Rarenko 2020). However, pre-Stalin era evaluations offer a contrasting perspective, with Soviet scholar Akhmetov in 1923 attributing Abai's poetic awakening to Russian cultural influence (Asemzhan 2016; Urazaeva and Rakhymbai 2020).

Abai's literary contributions, including his poetry and philosophical writings, significantly shaped Kazakh literature. His work is notable for its exploration of modernization and enlightenment themes, challenging traditional Kazakh norms (Asemzhan 2016). The debate surrounding Abai's exposure to Russian literature and culture highlights the complex dynamics of influence and indigenous agency.

Some critics, like Akhmetov, argue that Abai's achievements were contingent upon Russian cultural exposure (Akhmetov and Myrzakhmetov 1995). This perspective, however, has been challenged by later scholars who emphasize Abai's agency in appropriating and transforming external influences to serve Kazakh cultural needs (Asemzhan 2016). The comparison of Abai to Pushkin, for instance, reflects a hagiographic narrative that connects Abai's genius to his engagement with Russian literature, exemplified by his translation of *Evgenii Onegin* (Asemzhan 2016).

Abai's translation of fables into Kazakh is a notable aspect of his literary legacy. These translations served a dual purpose: they enriched Kazakh literature and functioned as a vector for cultural modernization. By translating foreign literary works, Abai facilitated the transfer of new ideas and genres into Kazakh culture, fostering its evolution and adaptation in the face of pressures.

Abai Kunanbayuly's legacy is marked by a complex interplay between Russian cultural influence and Kazakh agency. While his work faced criticism from both Soviet and traditionalist quarters during his lifetime, his contributions to Kazakh literature and culture are now widely celebrated (Rarenko 2020; Tazhitova et al. 2024). The changing interpretations of Abai's legacy mirror the wider socio-political transformations in Kazakhstan, encompassing governance, Soviet assimilation, and, ultimately, post-Soviet autonomy. Further research could explore the nuances of Abai's engagement with Russian

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culture, the agency of peoples in cultural exchange, and the role of literary figures in cultural modernization and resistance.

In this essay, we have employed a chronological and thematic approach to analyse Abai's life, work, and legacy. By contextualizing Abai within the broader framework of nationalism, and cultural exchange, we aim to provide a more nuanced understanding of his significance in Kazakh cultural history.

By integrating a thorough analysis of his life, work, and legacy, with a specific emphasis on his role as a cultural bridge between Kazakh and Russian traditions, this research provides a unique and pertinent perspective on Abai Kunanbayev. The study's originality resides in its multidisciplinary methodology, which integrates historical background, literary examination, and cultural studies to offer a sophisticated comprehension of Abai's profound importance. Its significance is emphasised by the current focus on cultural interchange, and the processes of national identity development, making Abai's narrative a relevant case study for comprehending the intricate interaction between Indigenous autonomy and external forces in shaping contemporary cultural environments.

2. The life and work of Abai Kunanbayev in the literature of Mukhtar

Auezov

Abai was born into an aristocratic Kazakh family in 1845 in the countryside outside the Russian outpost of Semipalatinsk, where Fyodor Dostoevsky spent several fateful years in exile in the 1850s. Abai received a regular Islamic education, first from a village mullah, then at the Akhmet-Riza madrasah in Semipalatinsk, before enrolling in a city Russian school for a short period (Khlebnikov 2019). Here, according to the testimony of his Soviet biographers, he first felt a taste for the Russian classics, even though he achieved fluent Russian only later in life, after many years of independent study (Info-Tses 2018). Like his father before him, Abai spent most of his adult life as an administrator for the tsarist government in the Semipalatinsk district, rising to the ranks of the volost chief and then the governor.

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Soviet biographers emphasise his involvement in the Russian cultural life of Semipalatinsk, especially his acquaintance with exiled Russian intellectuals Yevgeny Petrovich Michaelis (1841-1893) and Nifont Ivanovich Dolgoplov, who allegedly encouraged Abai in his studies and work. In his 40s, he began a career as a writer and akyn (poet-improviser and singer among the Turkic-speaking peoples of Central Asia), and became known for his contributions to the Kazakh oral song tradition (Ayagan 1995). However, during his lifetime, Abai published only a few works in the bilingual Russian-Turkish bulletin of the tsarist administration “*Kirghiz Stepnaya Gazeta*” (“*Kirghiz Stepnaya Gazeta*”/“*Dalaywalyayati Gazeta*”). Only after his death, the pre-revolutionary Kazakh intelligentsia, and then Soviet folklorists and literary critics, took upon themselves the task of rewriting, editing and publishing his most famous works in Kazakh language, including the philosophical treatise “*Words of Edification (Qara sozder)*”, lyric poems and long poems, compositions in oral song tradition, translations and adaptations of Goethe, Schiller, Pushkin, Lermontov, Tolstoy, Krylov (Musabekova 2016). Starting with his contemporaries in the Kazakh intelligentsia and continuing to the present day, scientists (such as Akhmetov and Myrzakhmetov 1995; Zhumay et al. 2020; Akkaliyeva et al. 2021) attribute to Abai’s works significant innovations of modern, written Kazakh literature, with their introduction of Russian themes and poetic forms, the philosophical preponderance of the value of the Russian language in Kazakh society and, above all, the spread of Russians and Westerners progressive ideas in the steppe. Abai advocated for the importance of education and literacy among the Kazakh population (Lee and Chung 2025). He believed that access to knowledge and modern education was crucial for the intellectual and social development of his people. He emphasized the preservation and promotion of Kazakh language and culture while embracing elements of modernity. He encouraged the revival of traditional Kazakh poetry, music, and storytelling, contributing to a cultural renaissance. Abai encouraged critical thinking and enlightenment among his fellow Kazakhs. He believed that questioning traditional beliefs and embracing new ideas were essential for societal advancement.

The legend of Abai and the origins of the Kazakh literary tradition as it is known today was carefully cultivated in the early Soviet period by the Kazakh writer and literary critic Mukhtar

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Auezov, who was a younger distant relative from the same region. The main episodes of Abai's life, as well as most of the published editions of his works, were the result of Auezov's resourceful efforts to document, preserve and disseminate the legacy of his ancestor (Kunanbaev 1945). Auezov began this project in the pre-revolutionary era, but his work became widely known only in the late 1930s. In 1937, at the height of the Stalinist repressions and the all-Union Pushkin jubilee, Auezov again turned to the Soviet literate audience with an article titled "How Tatiana sang in the steppe", in which Abai's translations of excerpts from Pushkin's "*Evgeniy Onegin*" into Kazakh were presented. Auezov portrayed these translations as an awakening of Kazakh culture to the majestic potential and universal appeal of Russian literature, as well as a turning point in the development of the Kazakh literary tradition (Satpayeva and Auezova 1988). "How Tatiana Sang in the Steppe" became a background for Auezov's longest-lasting contribution to the legend of Abai: a semi-fictionalised multivolume biographical novel called "*Abai's Way*" ("*Abai Zholy*"). From 1942 to 1959, it was published in both Kazakh and Russian, and in 1948 it received the Stalin Prize. Described by Auezov himself as an epic novel, the work brings Abai's life story to mythical proportions, leading the reader through a dramatic story about the victories and hardships of the emerging Kazakh people from the perspective of their most famous son (Khasanov 2000). The work is also highly regarded as a repository of Kazakh cultural information, since Auezov's prose is intertwined with fragments from traditional songs, poetry and stories, which are filled with geographical and ethnographic details (Dadebaev 2015; Cüme 2019; Cüme 2019). This work emerged as a prototype for subsequent narratives about Abai's life and is regarded as the definitive depiction of Kazakh life during the significant transition at the close of the 19th century, when Russian influence intensified and instigated irreversible cultural, social, and economic transformations.

The success of "*Abai Zholy*" in the Kazakh and Russian languages, both within the Kazakh SSR and at the All-Union level, gave Auezov the status of a national representative. According to M. Ruland, he became "the main mediator for Kazakh culture" (Ruland 1975:123).

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Abai was fluent in both Kazakh and Russian, a rare skill during his time. His proficiency in both languages allowed him to bridge the linguistic and cultural gap between Kazakh and Russian-speaking communities. This made him uniquely positioned to communicate and collaborate with individuals from both linguistic backgrounds. Abai was deeply committed to preserving and promoting Kazakh culture, language, and traditions. He used his bilingualism and familiarity with Russian literary forms to create works that appealed to both Kazakh and Russian-speaking audiences. Abai actively engaged in cultural exchanges between the Kazakh and Russian communities. He facilitated communication and understanding between these two groups by translating Russian literary works into Kazakh and vice versa. This helped to bridge cultural gaps and promote mutual appreciation.

Contemporaries during Abai's time were engaging with literature in both Russian and Kazakh, but there were challenges and complexities in these interactions. The language barrier between Russian and Kazakh speakers often limits direct communication and mutual acknowledgement between writers of each language (Nusubalieva et al. 2023). This was especially true for those who were not bilingual like Abai. Russian-speaking and Kazakh-speaking literary circles tended to operate separately due to differences in language and cultural context. This separation sometimes hindered recognition and appreciation of each other's works. The Russian influence in Kazakhstan created a complex backdrop. While it facilitated exposure to Russian culture and literature, it also posed challenges to the preservation of Kazakh identity and the development of Kazakh literature. Abai Kunanbayev's role as a mediator and cultural bridge was instrumental in fostering understanding and cooperation between these distinct linguistic and cultural communities. He not only promoted Kazakh culture but also helped Russians gain insight into Kazakh traditions and perspectives. Through his efforts, Abai played a pivotal role in shaping the literary landscape of the steppe region and advancing the cause of cultural exchange and mutual acknowledgment between Kazakh and Russian writers (Doszhan 2023).

Ruland also notes that "*Abai Zholy*" was more than just a biography, since Auezov "saw his own life through the experience of his predecessor" (Orynbekov 1995:112). Thus, the epic novel simultaneously functions both as a Soviet rewriting of the modern cultural history of

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Kazakhstan and as a self-portrait of its author. The focus of this study is Auezov's portrayal of one of the key moments that ties together all the disparate functions of the novel, which is Abai's discovery of the Russian language and literature through the works of A.S. Pushkin. Several excerpts from "*Abai Zholy*" that focus on Abai's emerging fascination with Russian culture are contrasting with the conservative and reactionary views of his family and friends. In one of the early exchanges, a friend jokingly suggests that Abai's mastery of the Russian language emasculates: "So, perhaps, having immersed yourself in Russian books, you yourself became Russian? You know they cannot have two wives" (Trakhtenberg 2019:43). But an even greater subtext of this struggle is contained in another memorable passage detailing the conflict between Abai and his conservative father, who warns him that "clinging to the Russians" (Anastasiev 2008:78) will lead to his rejection from the Muslim community: "If your soul goes to them, [...] every Muslim will be a stranger to you" (Anastasiev 2008:78). In an impassioned response, Abai defends his decision to learn Russian in terms of his all-encompassing pursuit of enlightenment and learning. He describes enlightenment as a "treasure" that only Russians can bestow upon him.

3. Abai Kunanbayev's creativity and his role in Kazakh literature

The most valuable thing for me and for our people is knowledge and enlightenment... And all this is in the hands of the Russians. And if the Russians give me that treasure that I have been looking for all my life in vain, how can they be far from me, how can they be strangers? (Auezov, 2004:137).

Making the alien to the familiar and the distant to the loved ones, the "treasure" of enlightenment causes, in his view, a personal transformation of Abai. The Russian language as a means of education makes this transformation possible. Auezov spends several chapters, describing Abai's learning of the Russian language in detail, as well as the significant change in consciousness that occurs as a result of his contact with the Russian literature. While books in Chagatai, Persian, and Arabic transport Abai to the enchanting landscapes of historical Islamic centers, including lush gardens, scholarly madrassas, majestic mosques, fairy-tale

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palaces, and repositories of knowledge, Russian literature provides him with a fresh and contemporary outlook on these regions (Kaliyen 2023). Kazakh intelligentsia at the beginning of the twentieth century was in search of national identity and prospects for cultural survival of the Kazakh people in Central Asia and offered useful information about the region (Zhumatay et al. 2024).

Abai Kunanbayev freely studied Chagatay, along with books in Arabic and Persian that presented significant challenges in comprehension. Surprisingly, it was Russian literature, the most challenging for him to grasp, that unveiled the hidden mysteries of Middle and Central Asia, Arabia, and the vibrant existence within bustling trading cities. Abai studied the modern life of these countries. While studying, he made notes about trade routes on land and water, and cities and markets. This was valuable information for a traveller going to distant lands (Tukeyev and Karibayeva 2020). Although Abai was dissatisfied with him missing the opportunity to learn Russian as a child, Russian books soon became his “inseparable friends”, and he began to collect them carefully, despite the reaction of his fellow villagers, who react to the strange, impenetrable Russian writing with superstitious fear (Tukeyev and Karibayeva 2020).

4. Translating Fables into Kazakh

In the process of searching for poetic forms, Abai came close to translating fables by I.A. Krylov such as “The Crow and the Fox” and “The Wolf and the Lamb”, which were a standard for the disclosure of new social concepts and morality. Folk art of Kazakhstan is rich in fairy tales and fables about animals. During Abai’s life, the works of Arab and Persian medieval poets were very popular, which prompted Abai to use plots from the famous collection *A Thousand and One Nights* and many others in Kazakh translation. This approach did not quite correspond to the “educational” tasks of Abai. Therefore, in his further work he uses Krylov’s fables (originally written in Russian) as a standard of “everyday poetry of a universal language” (Tukeyev and Karibayeva 2020:747).

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V.G. Berlinsky provided insightful commentary on Abai's translations from Russian into Kazakh, which sheds light on Abai's approach to this task. Berlinsky noted the challenge of translating Krylov's fables into Kazakh due to the presence of numerous linguistic idioms in the Russian text. However, it's important to understand that Abai did not merely aim for a literal translation. His primary objective was to convey the fable's ideological meaning by adapting the text and moral lessons to align with the Kazakh worldview at that time (Tukeyev and Karibayeva 2020). Abai accomplished this by using allegorical imagery to personify human qualities and behaviors. For instance, in the fable "Eagle," Abai adapted it to reflect the lifestyle and values of the Kazakh people. In comparison to Krylov's version, where the Donkey becomes arrogant after donning an official order and wreaks havoc in the garden until being driven away, Abai's rendition presents the Donkey as envisioning himself as an honorable figure solely because he carried gold. However, when the Donkey delivers the gold, he reverts to being an ordinary and foolish creature—essentially, a donkey. This approach allowed Abai to make Krylov's fables resonate with Kazakh audiences by aligning them with the cultural and moral context of the time. Abai's adaptations of these fables served as a bridge between Russian and Kazakh literature, offering valuable moral lessons that could be readily understood and appreciated by the Kazakh people of his era.

Abai Kunanbaev began translating the fables of I.A. Krylov in 1882. Abai valued Krylov's fables for their deep wisdom and easy creative adaptability, even though he was not himself an admirer of this genre. He said that although he loved fables, he would not write them himself. The interpretation of Krylov's fable "A peasant in trouble" by Abai is worth mentioning. In the original, the main character was an ordinary Russian man, while in Abai's version he was a rich merchant. The moral that Abai concluded in the translation is the severity of loneliness when getting into trouble, being rich, with contextual condemnation of greed. Abai successfully translated and adapted such fables as "The Eagle and the Kite", "The Poor Rich Man", "The Crow and the Fox", "The Oak and the Cane", "The Donkey", "The Dragonfly and the Ant", "The Donkey and the Nightingale", "The Musicians", "The Frog and the Ox", "The Motley Sheep", and "The Elephant and the Pug".

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The conversations between the Reed and the Oak are an interesting part of the translation of the fable “The Oak and the Cane”. After all, it conveys the idea of juxtaposing pride and modesty, boasting and virtue. And in Abai’s work, this motive is often encountered. In Abai’s creative work, philosophical and enlightening ideas were expressed. The repeated appeals to Allah and condemnation of the Cane by calling it “poor” and “sinful” are introduced into the conversation by the Oak. In the end of the fable, Abai mentions God as the source of life and death. Then, the oak falls after a strong hurricane, and the Cane is saved by bending down to the ground. Most of the borrowed ideas in the Krylov’s fables by Abai are rooted in Greek or French epics and are Kazakh adaptations of folk motives. The fables “The Crow”, “The Donkey”, “The Dragonfly and the Ant”, and “The Fox” are specific examples in this case. In the fable “The Elephant and the Pug” Abai did not use a reference to journalistic relations of the late 18th–early 19th century. Instead, the theme of arrogance and empty talk was used. It should be noted that Abai’s adapted fables are aimed not at criticising the social conditions of their time but at general and important issues of the Kazakh people, as well as at the everyday and interpersonal problems. M. Auezov explains it this way: “Abai, who always tried to reveal the immoral actions of people, used fables for doing this” (Auezov 2004:84).

According to T. Rysaev (2010), Abai has adapted thirteen fables. However, the scholars such as M. Khasanov say that they are still more adaptations than a translation. Using the core of the content, Abai processed it in the manner and life of the Kazakh people, using a consonant translation and adding criticism of the Kazakh people through allegorical images. The characters of the heroes are revealed due to recognizable images, familiar to the Kazakh mentality. 13 fables were published in 1933 and 1957 under Auezov’s leadership. It was thanks to Abai that Krylov became known to the Kazakh people (Khasanov 2000).

Abai also castigated arrogant ignoramuses and braggart-overheads in his verses:

Russian version:

Не хвастайся, коль не учен,
Будь скромностью наделен,
Зачем походить на тех,

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Кого зовем; «Пустозвон»? (Kunanbaev 1945:53)

English version (authors' translation):

Do not brag, if you are not educated,
Be endowed with modesty
Why be like those
Whom are we calling; “Windbag”?

Kazakh literature, as well as Russian, has its own features of folklore connected with the fables of the animal epic. In Kazakhstan, similar analogues are known among parables about a marmot, a bear, a hedgehog, a fox, a magpie, a donkey, etc. Due to this pastoralist life in the past Kazakhs understood allegories in the form of animals and people. The preservation of the metaphorical meaning in these images goes back to the animal epic of Greece and France, where the wolf is a predator, the fox is a symbol of deception and cunning, the bear is a simpleton, and the magpie is a gossip (Volkov 2017; Revita et al. 2024). We can say that these analogies are observed among other nations. Through Krylov's fables Abai presents these analogies as realistic as possible within social motives, introducing the people to the realistic tradition of the Russian fable at the same time, so that they are easy to understand and assimilate by the Kazakh people.

Abai also translated the literary works of some other Russian authors. Abai frequently translated from Russian the works of Bunin. For example, he performed the translation of Bunin's poem “Do not frighten me with a thunderstorm.” The translation of Abai created a lyrical image of the poet who is seeking painfully a way out of the hostile situation that emerged around him. Bunin wrote:

Russian version:

Не пугай меня грозою:
Весел грохот внешних бурь!
После бури над землею
Светит радостней лазурь (Bunin 1956:46)

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Abai translated these lines from Russian as follows:

Қорқытпа мені дауылдан
Дүрілдеп тұрса тау мен сай,
Шатырлап тұрған жауыннан,
Жарқылдап тұрса түскен жай (Kunanbayevich 2005:26)

English version (authors' translation):

Do not frighten me with a thunderstorm:
Merry roar of spring storms!
After the storm over the earth
The azure shines more joyfully.

Abai also translated the works of Lermontov. Abai translated Lermontov's poem "The Demon". In "The Demon", Abai selected verses that depict the confession of the demon Tamara. Abai's demon does not deny earthly life, does not condemn the rebellious land and its attractions. This is the image of a rebel, a proud, strong man, who is looking for a truth. In this regard, the image is close to Abai himself, who experienced significant worries and anxieties during those years. The poet almost does not endure the blows of fate, doubts the correctness of life, shows interest in the demonic image with his romantic aspirations. Abai is worried about the Demon's tragedy.

Abai's translation is very close to the original. In Lermontov's poem:

Russian version:

Печальный Демон, дух изгнания,
Летал над грешною землей,
И лучших дней воспоминанья
Пред ним теснились толпой (Lermontov 1936:74)

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Translated by Abai:

Мұңды шайтан – құдайдың қуған жаны,
Күнәлі жер кез келіп бір ұшқаны.
Өткен жақсы дәурені ойында оның,
Сондағы не көргені, не қылғаны (Kunanbayevich 2005:82).

English version (authors' translation):

Sad Demon, spirit of exile,
I flew over the sinful land
And better days of remembrance
They were crowded in front of him.

Abai in his translations uses epithets that are very close to the epithets of Lermontov, which were not previously encountered in Kazakh poetry. In Lermontov's lines:

Russian version:

Печальный Демон, дух изгнания.
Душа моя мрачна... (Lermontov 1936:74).

Translated by Abai:

Мұңлы шайтан – құдайдың қуған жаны.
Көңілім менің қараңғы... (Kunanbayevich 2005:82).

English version (authors' translation):

Sad Demon, spirit of exile.
My soul is gloomy ...

When considering the kinship of motives and views on life that can be traced in the works of Lermontov and Abai, it is important to note the visible similarity of the personalities of the two poets. The idea of a kinship or similarity between Mikhail Lermontov and Abai Kunanbayev, despite their different cultural backgrounds, has been explored by scholars such as E. Canetta (2015), and N. B. Caffee (2013). Both Lermontov and Abai were seen as having a rebellious spirit in their respective contexts. Lermontov, in Russian literature, was known for his defiance of social norms and his criticism of the Russian aristocracy (Volkov 2012). Abai, on the other hand, challenged traditional Kazakh customs and advocated for social and cultural change within the Kazakh society. Despite their cultural differences, Lermontov and Abai addressed universal themes in their poetry, such as love, the human condition, and the search for meaning in life. This universality in their themes allowed their works to resonate with audiences beyond their own cultural contexts. Both poets were intellectuals who engaged in intellectual exploration. Lermontov's poetry often delved into philosophical and existential themes, while Abai's works explored philosophical questions and the relationship between tradition and modernity. It's important to note that the comparison between Lermontov and Abai is not without its complexities, as they belonged to different cultural and historical contexts. However, scholars have recognized similarities in their literary and philosophical approaches, suggesting that certain themes and motifs transcend cultural boundaries and resonate with a broader human experience. This recognition of kinship between the two poets is often seen as a testament to the universality of literature and the power of poetry to transcend cultural and linguistic differences.

Lermontov's strong poetry touched Abai by close and dear motives. In his adaptations, Abai does not preserve the Russian names of the main characters but uses Kazakh local analogs. For example, instead of a godfather, a neighbour, a matchmaker, Abai uses the common nouns "*doszharyn*", "*aqaiynyn*". What's even more interesting is the adaptation of Zhuchka to the Kazakh idiom Moinaktan.

The translation of Krylov's fables by Abai is primarily associated with elements of creativity such landscapes, everyday life pictures and scenes. For example, in his adaptation of the fairy tale "The Fox and the Grapes", Abai added picturesque descriptions of the Kazakh steppe,

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where the fox tries to reach the grapes. He introduced elements of nomadic life, depicting the determination of the fox in the context of the boundless steppes of Kazakhstan. The fairy tale “Screaming Fox” in the Abai performance emphasizes the beauty of a Cossack village or a tent camp where a smart fox lives. The interactions between the characters are seen in the context of everyday life in the Kazakh community, adding cultural saturation to the story. During that time, fiction had a dominant position, and fables were establishing as a genre (Kim and Chung 2025). Abai adapted landscapes and genre scenes precisely to the fictional prose of that time. Abai used a rather agitated and poignant model of communication with the reader. The seven-syllable size in translations allows Abai’s texts to be light and sonorous. Due to the preservation of Krylov’s style Abai leaves reasoning at the beginning and at the end of every fable; communicating satire to the Kazakh reader more intelligibly, and more sharply by shifting Krylov’s fables. By incorporating elements of Kazakh landscapes, everyday life, and scenes into his translations of Krylov’s tales, Abai added cultural depth and made the stories more accessible and relatable to Kazakh readers. This creative approach allowed him to adapt foreign literary works to the Kazakh context, while conveying the moral lessons and universal themes of the original fairy tales.

In collaboration with Abai, the famous writer Ispandiar Kubeyev began to translate Krylov’s fables into the Kazakh language. Their joint effort resulted in the publication of these adaptations in 1902. To this day, more and more adaptations of Krylov’s fables by various poets have been published in Kazakh literature while maintaining the general moral. Alongside Krylov’s fables, the satire of Khoja Nasreddin and works from other literatures of eastern nations have also made a lasting impact on Kazakh literature, extending up to the present day. Abai’s translating-adaptations of Krylov’s fables were of great importance for the development of Kazakh folk literature, revealing new storylines and moral principles. At the same time, there are not many connections to European literature that could be traced. A prominent classic of Kazakh literature, Abai is close to his spiritual brothers in the West, whose heritage he chose as the best examples of the world’s treasures. So similar and close to each other are great heights.

6. Conclusion

Abai Kunanbayuly is a significant character in the cultural history of Kazakhstan, and symbolises the intricate interaction between Russian cultural impact and Kazakh autonomy. His literary and philosophical contributions not only mirror the prevailing spirit of his day but also serve as drivers for cultural progress and intellectual illumination. Abai's capacity to effectively connect Kazakh oral traditions with the written medium of literature has made a lasting impact on Kazakh culture.

An analysis of Abai's interaction with Russian culture underscores the complex dynamics of impact and indigenous autonomy. While certain academics credit his literary emergence to his exposure to Russia, others highlight his active role in adopting and adapting external influences to meet the cultural requirements of Kazakhstan. The aforementioned dual viewpoint emphasises the ever-changing character of cultural interchange and the influence of literary personalities in moulding the sense of national identity.

Abai's renditions of literary works into the Kazakh language serve as evidence of his dedication to the process of cultural modernisation. By adapting foreign literary works, he successfully introduced innovative concepts and genres into Kazakh culture, thereby fostering its development and adaptation. Specifically, his translations of Krylov's fables not only enhanced Kazakh literature but also facilitated cultural modernisation by rendering intricate moral teachings easily understandable to the Kazakh population.

The changing interpretations of Abai's legacy mirror the wider socio-political transformations in Kazakhstan. Throughout different historical epochs, from governance to Soviet assimilation and post-Soviet autonomy, Abai's contributions have been reevaluated and praised in various contexts. Initially subject to criticism during his lifetime, his work is now universally acknowledged for its notable importance in Kazakh literature and culture.

In summary, the life and work of Abai Kunanbayuly epitomise the complex dynamics of cultural interchange and the development of national identity. His position as a cultural

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intermediary between Kazakh and Russian customs offers a distinct viewpoint on the interaction between native self-governance and external influences. Further investigation could explore in greater depth the intricacies of Abai's interaction with Russian culture, the autonomy of populations in cultural interchange, and the influence of literary personalities in cultural modernisation and opposition. By combining historical context, literary analysis, and cultural studies, this research provides a nuanced understanding of Abai's significant role and lasting impact on Kazakh cultural history.

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The Effect of Self-revision on the Quality of Texts Translated by Trainee Translators

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ABSTRACT

This study investigates whether the number of self-revisions affects the quality of texts translated by translator trainees. The research was conducted with nine translator trainees who translated texts of intermediate difficulty in Translog II from English to Croatian. Translated texts were evaluated using the TAUS DQF model. These results showed no correlation between the number of self-revisions and the evaluation score and suggest that editing the text more does not necessarily mean that the quality will improve since not all revisions might be necessary. The findings carry important implications for translator training, i.e., more emphasis should be placed on training to recognise the self-revisions required to raise the quality of the product, so the trainees learn how to balance time restrictions and quality requirements that accompany any professional translation task.

KEYWORDS: evaluation, quality assessment, self-revisions, translation, translator trainees

1. Introduction

A crucial part of any written translation is self-revising the draft of the translated text. For each translator, this process might differ. For instance, for some translators, this is an action they perform as they translate phrase-by-phrase or sentence-by-sentence. Some might have a different, more holistic approach, where they translate the entire text or bigger blocks of text and then go back and edit (Dragsted and Carl 2013). For instance, Brian Mossop (2020: 191) notes that while

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there are some recognised phases (pre-drafting, drafting, post-drafting) in translation production, different translators might do them differently. Apart from different translation styles and habits (Koby 2007; Pavlović and Antunović 2011; Dragsted and Carl 2013), translators might also differ in the type of self-revisions they might do, and sometimes, they also might over-think their drafted text and make changes that are not necessary. These different factors might lead to translated texts of varying quality. This study focuses on one of these factors: how the number of self-revisions relates to the quality of the text translated by translator trainees.

Previous studies investigating self-revisions cover a variety of research methods, including eye-tracking, thinking-aloud protocols, keylogging, screen-recording and other methods (e.g. Englund Dimitrova 2005; Shih 2006; Kourouni 2008; Malkiel 2009; Whyatt and Naranowicz 2020). They have focused on topics such as describing and naming types of self-revisions, the relation between the time it took to revise the text and the translation quality, transferability of the skills of self-revision, styles of translations, etc.

Several small-scale pilot studies (Sofyan and Rosa 2015; Sofyan and Tarigan 2016) implied the need to test the relation between the number of self-revisions and the translation quality. On the one hand, one might predict that having many corrections will result in an excellent translation product since more attention has been directed to it, and it has been thought through in a more detailed manner. On the other hand, it might be that a bigger number of self-revisions might mean that fresh translation mistakes are introduced (see, e.g., Künzli 2007; Nitzke and Gros 2021), and already-good translation choices are replaced with less appropriate choices due to over-thinking and insecurity. Additionally, as Pavlović and Antunović (2021) conclude in their study done on machine translation and post-editing, translation trainees and experienced translators alike do not intuitively seem to possess the ability to distinguish what needs to be edited in the MT output which may lead to introducing unnecessary edits. Another result might be loss of time, crucial in translation (Englund Dimitrova 2005), since a larger number of corrections usually leads to spending more time on the translation without necessarily improving the quality of the text.

Testing this relation may help predict translators' actions and guide educators when training new translators. As Kyriaki Kourouni (2008) suggests, a deeper insight into the revision process could be helpful in translator training since the trainees can become more aware of their strengths and weaknesses and, in turn, more confident translators. For instance, this can bring about positive changes in the way translators organise their time and in the choice of methods they use to deliver a translation as efficiently as possible, which is something that trainee translators might especially struggle with, including the decision on how and when they need to self-revise.

The aim of this paper is to investigate to what extent the number of self-revisions affects the quality of the text translated by translator trainees. In this study, nine translator trainees translated one of the three newspaper excerpts from English into Croatian. The experimental part of the study consisted of translating a text using the keylogging software Translog II (Jakobsen 1999, 2006), and the translations were evaluated using the TAUS Dynamic Quality Framework (2010). The study explored how the number of self-revisions correlated with the evaluation score. While the main focus of this paper is on the final product of the translation and its quality, the process of translation also plays a role since self-revisions were analysed using the recording of the translation and the process itself was used to inform the interpretation of the results. The results concerning the previous findings on self-revisions are discussed, with particular emphasis on how these findings might be used in translator training.

2. Previous research

2.1. Self-revisions

Text revision is a crucial part of writing, especially in written translation, where the writer/translator makes additions, deletions, or changes to the text. These actions are usually called self-revisions (e.g., Pavlović and Antunović 2011; Whyatt and Naranowicz 2020) or self-corrections (e.g., Malkiel 2009). Scholars (e.g. Mossop 2001, 2007; Allman 2007; Robert 2012) have argued that the diversity of terms usually used to discuss the revision and self-revision of the text is problematic. Silvia Parra Galiano (2016: 39) states that a variety of terms is used to describe the process of revision, including, but not limited to, *checking, editing, proofreading, reviewing, revising, revision, review, and self-revision*. In translation research, the difference

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between revision and self-revision is often emphasised, the former being done by someone who is not the author of the translation and the latter being done by the translator while working on the draft of the translated text (Mossop 2020). It should also be noted that in BS EN ISO 17100:2015, revision is defined as “bilingual examination of target language content against source language content for its suitability for the agreed purpose” (BS EN ISO 17100:2015, 2.2.6). In the current paper, self-revision encompasses the work done by the translator on their own draft translation.

Different classifications of self-revisions can be found in the literature. For instance, in a data-driven approach, Birgitta Englund Dimitrova (2005: 113-115) categorises them into syntactic, lexical, morphological, content, orthographic and other revisions. This categorisation tells us more about the linguistic nature of the change that was made. On the other hand, other categorisations focus more on the revision process itself. Sofyan and Tarigan (2016: 126) classify self-revisions into eight categories: (1) word deletion, (2) word substitution, (3) spelling correction, (4) return, (5) word addition, (6) meaning correction, (7) capitalisation, and (8) grammar correction, mainly based on the data they collected. Furthermore, self-revision can either involve revising the target text without much observation of the source text or comparative revision, with the reviser frequently checking both source and target texts. This distinguishes revision from proofreading or editing, which are one-language exclusive (Konttinen et al. 2021: 1-2).

How one proceeds during self-revision can be a matter of a particular translator style. According to Claire Yi-yi Shih (2006: 296), in translation process research, revision usually includes self-monitoring or self-editing, which mostly happens at a later stage of the translation process. Shih’s findings suggest that, in general, translators revise their translation straight after producing the first draft unless they can revise the translation the next day. Many translators are already aware of the potential issues, and they know what to look out for in the text. This revision process is usually repeated twice until the translator is satisfied with the product, although some translators do not feel the need to self-revise at all. Shih’s study focused on the time it took to revise, the number of revisions, and some additional variables. However, it did not closely investigate the number of self-revisions and how it relates to the quality of the translated text, which is relevant

since, contrary to what trainees intuitively might believe, more self-revisions do not have to directly imply a better quality of the text. This study is directly relevant to the current study as it challenges the myth that translators always see revision as a crucial part of the translation process, which may be relevant in interpreting the relation between the number of self-revisions and the quality of the translation product. The difference between translators' styles is also emphasised by Goranka Antunović and Nataša Pavlović (2011) who investigated how translator trainees perform self-revision. They conclude that the way trainees perform self-revision might be connected to their translation styles – making the style of self-revision one of the prominent characteristics of one's translation style in general.

Other studies focused more on self-revision characteristics, especially their quantity and type. Brenda Malkiel (2009) investigated how translator trainees translated texts from Hebrew to English using Translog, focusing on self-revisions and whether they were aimed at grammar and meaning or if they were instances where students substituted expressions with very similar expressions. Malkiel (2009) concluded that most corrections were revisions that were not necessary – it seems that trainees spent a lot of time revising and refining the text, i.e., on decision-making, when this might not affect the *correctness* of the translation. Similarly, in a preliminary small-scale study (n=2), Sofyan and Rosa (2015) investigated the quantity of self-revisions. Using Translog, the authors detected seven types of self-revisions that their participants made while translating from English into Indonesian with the help of online dictionaries and other online resources. The most frequent type of self-revisions was word deletion, and it was hypothesised that this type of self-revision is aimed at improving the translation quality. Whether these corrections contributed to the quality of the translated text was not examined. However, the authors suggest that the frequency of certain types of self-revisions may indicate a better quality of the translated text.

Similarly, in another small-scale study, Sofyan and Tarigan (2016) investigated types of self-revisions done by three translator trainees and their contribution to the quality of the translation product. Authors used the following categories for quality assessment: (1) accuracy, (2) finding equivalent, (3) translation skill, (4) grammar and ST style and (5) shifts, omissions, additions, and

awarded points which, when counted, were sorted into categories of average, good and very good. The authors did not include an explanation of how the points were awarded and what their marks represent. In their study, the most frequent type of self-revision was word substitution. The findings showed that spending more time on self-revisions improves the quality of the translation; however, the relation between the number of self-revisions and the quality of the translation product was not addressed in this pilot study. It must be noted that these pilot studies had a very small number of participants and were not published in edited volumes (to the best of our knowledge). Therefore, this could be why there are certain differences in findings, but also because word substitution and deletion can be challenging to tease apart in certain contexts.

While some studies focus on identifying and categorising self-revisions (e.g., Malkiel 2009), Hella Breedveld (2002: 92) emphasises that greater attention should be paid to the cognitive activities during the process of revising and the resulting translation products afterwards. As writing situations change, so do writing processes, and the distribution of processing activities during the revision affects qualitative aspects of the translation product (Breedveld 2002). When it comes to the relation between revision (both by others and self-revision) and the quality of the text, it is usually assumed that a well-structured revision process is necessary for a good-quality translation product (Mellinger 2018). However, it has been found that not all revising might have the same result on the final translation product. Jean Nitzke and Anne-Kathrin Gros (2021) studied *over-editing*, which refers to the process of going beyond the guidelines to improve the text, which might result in a degraded quality of the translated text. Even though this study focuses on post-editing machine translation output, the findings can be related to the phenomenon of self-revisions in written translation. Nitzke and Gros found it likely that the translator's own quality standards and stylistic preferences led them to over-edit, even when the guidelines did not require them to. Therefore, self-revisions in written translation may not only result from adding the missing pieces of information or omitting redundant ones, but it may be a purely stylistic choice. It can be predicted that translator trainees might be especially prone to this since their experience in decision-making that will get them to the best translation product might be limited. Interestingly, hyper-revision and over-revision are also found in the work of professional translators. Alexander Künzli (2007) found that as much as one-third of all self-revision is

unnecessary over-editing. These are important results as they might suggest that the number of self-revisions might not necessarily correlate with the quality of the translation, that is, if over a third of all revisions can be classified as over-editing, then quality might not rise with the number of revisions. Almeida and O'Brien (2010) show that such preferential changes often clash with post-editing guidelines as translators, who are trained to polish the text, are not always expected to do so for machine translation, causing a discrepancy between the translating practices and client expectations.

Translator trainees, according to Isabel Mizón and Isabel Diéguez (1996: 82-83), can become aware of their own language and knowledge competencies and gradually develop translation competencies through self-revisions. Such gradual development is facilitated by revising, rephrasing and editing techniques of the provisional target text. In addition, self-revision activities functionally develop L1 and L2 competencies, which involves expanding trainees' linguistic resources in each language. However, when translating a text, one needs to be aware of the available time and resources – which is why it could be beneficial to make the translator trainees aware of the possible benefits and drawbacks of overly editing a text. For instance, Englund Dimitrova (2005) emphasises that the speed with which the translation is finished is an important aspect of being an experienced translator.

2.2. Evaluation of the target text

Since translation is a complex linguistic, social and cultural process, the literature on the quality assessment of the translated text is rich and often conflicting (Görög 2014; Koby et al. 2014; House 2016; Moorkens et al. 2018). Despite the amount of research conducted on this topic, translation quality assessment has proved difficult to operationalise and measure. With the adoption of machine translation, evaluating translation quality has become an increasingly important concept.

On the one hand, there is some disagreement on quality measurement, e.g. Juliane House (2016: 16) disagrees with Wolfram Wilss' (1974) suggestion that translation should be evaluated according to whether native speakers find it to be adequate in a given cultural situational context.

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House believes that, because of the nature of the language, there will always be several possible expressions in a given situation, and that it is left to the translator to choose between these variants. On the other hand, most sectors of the industry apply ‘one-size-fits-all’ error typology models that give quantitative indicators of quality. These approaches provide standardisation, but also make the adaptability to each specific translation project difficult (Moorkens et al. 2018: 12–15).

Due to the conflicting positions presented above, The Translation Automation User Society (TAUS 2010), a translation industry think-tank, attempted to develop benchmark indicators for translation quality assessment, with the consideration of many variables such as communicative function, end-user requirements, context, mode of translation, profiling and quality estimation (Moorkens et al. 2018: 16). TAUS has developed the Dynamic Quality Framework (DQF)¹ which contains a rich knowledge base, many tools to help profiling and evaluating translated content, as well as many different resources for quality evaluation. The basis of this dynamic framework is the belief that the type of evaluation should always match the content: type, purpose and communicative context. DQF stands in opposition to the aforementioned one-size-fits-all approach to translation quality assessment (Görög 2014: 155). TAUS DQF falls under linguistically oriented approaches (House 2016), and it was used to assess quality of translation in this study, due to the assumption that a linguistically oriented approach is the most fitting for the purposes of this study and most measurable. Since TAUS also provides an evaluation table with detailed instructions on how to penalise errors in end-product translation, it was assumed to be more reliable than other approaches and views described above.

In education, students are sometimes assessed in the same way professionals are assessed, despite such practices being unrealistic since students did not yet have the chance to build their expertise. Therefore, having in mind the pedagogical aims of a certain course, evaluation grids, e.g. TAUS DQF, can be used to communicate translation quality criteria to students (Vandepitte 2017: 21). On the other hand, quality assessment in the industry is related to a greater extent to the client’s requirements, while in translator training the emphasis is on certain linguistic characteristics.

¹ <https://www.taus.net/resources/blog/category/dynamic-quality-framework> (accessed August 2024)

Dorothy Kelly (2005) notes that, when training translators, teachers formulate learning outcomes for each unit thus creating the need to evaluate those same outcomes. Evaluation may be conducted by utilizing formative and summative assessment types. Alternatively, teachers may also use translation portfolios as a form of assessing their student's learning outcomes. When talking about assessment, Amparo Hurtado Albir and Paul Taylor (2015) define competences as communicative and professional competence that can be assessed. Apart from linguistic competence, translation competence also requires extralinguistic knowledge, documentation skills, ability to use tools and transfer competence. Hurtado Albir and Taylor (2015) also suggest ways in which these competences can be assessed, which is by utilizing different texts, questionnaires, reflective diaries, reports, translation process recordings, student portfolios, and rubrics (which indicate how marks are to be assigned).

However, not all competences are assessable by every method, nor are they suitable for every focal point of assessment. Translation which is deemed appropriate in one context may not be so in some other circumstance. The general opinion is that the same set of criteria cannot be applied uniformly to all different kinds of translation. Translation trainers; however, offer both a grade and constructive feedback. Often, trainers rely on personal experience when judging student translations, but ideally, they should be equipped with the vast array of knowledge and experience. Trainers therefore require a type or resource that would help them in delivering objective feedback that would be suited for various kinds of translations that students are exposed to during their training (Bowker 2001: 347). What is important here then is exploring what might and might not be crucial factors in creating an excellent product: for instance, how to balance attention to detail and the time it takes to finish a translation.

3. Aims

This study investigates the relation between the number of self-revisions and the quality of texts translated by trainee translators using Translog. To the best of our knowledge, there are no studies that looked at the connection between the number of self-revisions made by translator trainees and the quality of the text by closely examining the translation process (i.e., number and type of self-revisions) and then relating it to the evaluation score (i.e., the quality of the text). In

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this study, we explore texts translated by nine translation trainees. We predict three possible outcomes:

- (1) There is a positive correlation between the quantity of self-revisions and the quality of the text. This result would imply that paying more attention to the text and revising it thoroughly results in a better overall product.
- (2) There is a negative correlation between the quantity of self-revisions and quality of the text. This result would imply that self-revising does not always have a positive outcome since it might introduce additional problems that were not initially present.
- (3) There is no correlation between the quantity of self-revisions and the quality of the text. This result might be caused by over-editing or big individual differences between the participants, including different levels of proficiency and different translation styles.

In the study, we also aim to explore the connection between the time it takes the participants to translate the text, the quantity of self-revisions, and the quality of the text. We expect to confirm that the time it takes to finish and the amount of self-revisions correlate positively. In addition to this, we will explore whether texts that took longer to translate resulted in better quality. On the one hand, one might expect that if a lot of time is put into the translation, the texts will be of better quality; however, on the other hand, over-editing might cause no improvement in the quality of the texts.

4. Methodology

4.1. Participants

Nine participants who were enrolled in a graduate programme specialising in translation and familiar with translating from English into Croatian language participated in the study. We acknowledge that the low number of participants reduces the possibility of making strong generalisations based on the results; however, many translation studies (e.g. Hyönä et al. 1995 (n = 9); Vottonen and Kujamäki 2021 (n = 8); Koby 2007 (n=8); Antunović and Pavlović 2011 (n=10); Künzli, 2007 (n=10), Robert et al. 2023 (n=11)) have a low number of participants mainly because the complexity of the task that needs to be performed during the experiment but also due to specific requirements participants need to fulfil.

The participants were given class credit for their participation in the study. The ethics approval for this study was obtained through the Ethics board of the Faculty of Humanities and Social Sciences in Osijek, Croatia where the experiment took place (UR. BROJ: 2158-83-02-22-3). The participants were informed of the details of the experiment via a participant information sheet and gave their consent via a written consent form. The requirements that the translator trainees had to meet were the following: (1) they had to be native speakers of the Croatian language, (2) they had to be students of English Language and Literature – Translation and Interpreting Track graduate program, (3) had to be between 18 and 40 years old, (4) with normal vision or corrected-to-normal vision, (5) and no known language/neurological/hearing disorders. Before the main part of the experiment, participants were tested with the software LexTale, a lexical decision test of vocabulary knowledge that determines the language proficiency of the participant and is a valid measure of English vocabulary knowledge of medium- to high-proficient learners of English (Lemhöfer and Broersma, 2012). In LexTale, scores between 80% and 100% correspond to upper and lower advanced/proficient users in QPT (a test of general proficiency level). The average LexTale score for participants in this study was 85%, with the lowest scoring participant scoring below 80% (78.75%, upper intermediate QPT) and the highest scoring participant scoring 96.25% (Lemhöfer and Broersma 2012: 335).

At the time of the testing, all participants were enrolled in a master's programme that specializes in teaching translation and were familiar with translation and revision basics, and various types of texts (legal, technical, literary, etc.) whose properties were covered in their coursework. All participants previously graduated from an undergraduate programme in English Language and Literature.

4.2. Procedure and materials

The experiment was conducted on desktop computers with Translog II installed. The direction of the translation was from English (L2) into Croatian (L1).

The study had three parts: the LexTale test, training text translation in Translog, and the main experiment in Translog. After the LexTale test, participants were instructed on how to use

Translog and translated a shorter text to familiarise themselves with the software (training). They were also instructed to stop the recording and save the log file after translating the text. The participants were not allowed to use the Internet and any kind of online dictionaries or translation resources (in line with previous research such as Dragsted and Carl, 2013). We acknowledge that translating without using the internet might not be the natural environment for translation, but this decision was made to keep the translation processes as similar as possible. If online resources were allowed, the trainees could have used different resources, which might affect the quality of the text.

In the main experiment, the participants were randomly given one of the three prepared texts. Hence, each participant only translated one of the texts, and each text was translated by three participants. Three different texts were chosen to get reliable results which could be generalised to a certain extent. The texts contained between 330 and 350 words and were of intermediate difficulty (according to the researcher's judgement). The texts were taken from *The Times* online newspapers.² Each of the texts was judged suitable for advanced users of the English language, and then the content was cut to approx. 300-350 words, which was thought to be the optimal length in order to get enough self-revisions and complete it within an hour. Topics of the texts differed: text A had a true crime topic, text B was on business management, and text C was on flooding in the UK. The experiment took 14 to 33 minutes to complete.

4.3. Analysis

4.3.1. Data processing

After the end of the experiment, the log files were extracted and replayed to count the self-revisions manually. They were categorised into five categories: word deletion, substitution, spelling, addition and grammar. These categories were adapted from but were not identical to Sofyan and Tarigan's (2016). This was done because the type of self-revision was not part of the main research question, and its purpose was to inform the interpretation of the results. Still, it was not considered a variable included in the final analysis. Word deletion refers to the participant

² The texts are available here: <https://osf.io/spkfh/>

deleting a word without retyping or substituting it. In contrast, word substitution refers to the participant deleting and substituting a word with another or a cluster of words. Spelling referred to participants correcting typos and capitalisation, and grammar was any revision that included changing the word order, prefixes, suffixes and punctuation. Finally, addition refers to the participant adding words without deleting or substituting other words. While the focus of the study was on the number of revisions, we categorised them to have a fuller picture of the type of revisions that were done, which might help with the interpretation of the results.

After identifying the self-revisions, the texts were evaluated in line with the TAUS Dynamic Quality Framework. In this framework, errors are divided into four categories: (1) neutral errors (changes that need to be made but that do not count as errors; they reflect the revisor's preference), (2) minor errors (those which do not lead to a loss of meaning and would not mislead the reader), (3) major errors (those which confuse and mislead the reader), and (4) critical errors (those that may carry health, safety, legal or financial implications, or could be seen as offensive). The number of penalty points that the framework suggests for each category was: 0 for neutral errors, 1 for minor errors, 5 for major errors and 10 for critical errors. Therefore, the highest scoring translations are of the lowest quality, while lowest scoring ones are of the highest. Two evaluators (Gajić and Werkmann Horvat) performed the evaluation, and each decision resulted from a joint judgement. Both evaluators were native speakers of Croatian and second-language speakers of English. One of the evaluators holds a PhD in Linguistics, while the other is a graduate student specialising in translation and interpreting.

A single factor ANOVA was conducted to test for differences between the three texts with respect to self-revisions and evaluation scores. The texts did not differ significantly in the number of self-revisions with $F(2,118) = 0.22, p = 0.8$, nor in the evaluation scores assigned to them by the evaluators with $F(2,1980) = 0.78, p = 0.46$. These tests were run to assess the possible differences between evaluations and texts, since one of the limitations of this study may be a certain degree of evaluators' subjectivity in assessing the quality of the translated text. In addition to this, different evaluators may have different stances on what is considered good quality

translations, i.e., some might be more, and some might be less lenient in their judgements, though this risk was mitigated to some extent by the discussion between the two evaluators.

5. Results

The overall number of different types of self-revisions can be seen in Table 1.

Table 1. Types and number of self-revisions

Participant	Time/min	WD	WS	SPELLING	ADDITION	GRAMMAR	Total no. of revisions
1	21	8	30	27	4	14	83
2	33	10	39	59	15	8	131
3	21	4	17	45	6	7	79
4	20	5	36	40	10	7	98
5	18	0	4	20	9	3	36
6	29	8	20	52	8	6	94
7	23	2	16	11	8	3	40
8	17	2	9	18	3	7	39
9	14	4	18	20	4	2	48

The number and type of errors found can be seen in Table 2.

Table 2. Number of errors, category of errors and total penalty points

Participant	Number of Errors	Neutral errors	Minor errors	Major errors	Total points
1	33	8	24	5	29
2	13	1	9	15	25
3	34	0	32	10	42
4	24	0	22	10	32
5	18	0	15	10	25

6	27	1	26	0	27
7	20	0	8	15	23
8	17	0	11	30	41
9	41	3	31	35	69

The data were analysed, and then visualised with the *ggpubr* package, version 3.3.5 (Kassambara, 2020) in R, version 4.1.0 (R Core Team, 2021). To answer the main research question, whether the quantity of self-revisions is related to translation quality, a Pearson correlation test was conducted. It is important to emphasize the limitation of the test and the subsequent interpretation of the results due to the small number of observations; however, the test can be useful in identifying tendencies and directions of correlations despite the small cohort of participants. The results of the test showed that the number of revisions and the evaluation score were not significantly correlated with $p = 0.44$, and a correlation coefficient of -0.29 .³ It can be seen in Figure 1 that the line is just slightly inclined downwards, with participants greatly differing in numbers of self-revisions and evaluation scores. Still, no correlation is detected, which is visible from the result and the plot.

³ With p significant at 0.05, and the correlation coefficient showing negative correlation peak at -1 , and with positive correlation peaking at 1 .

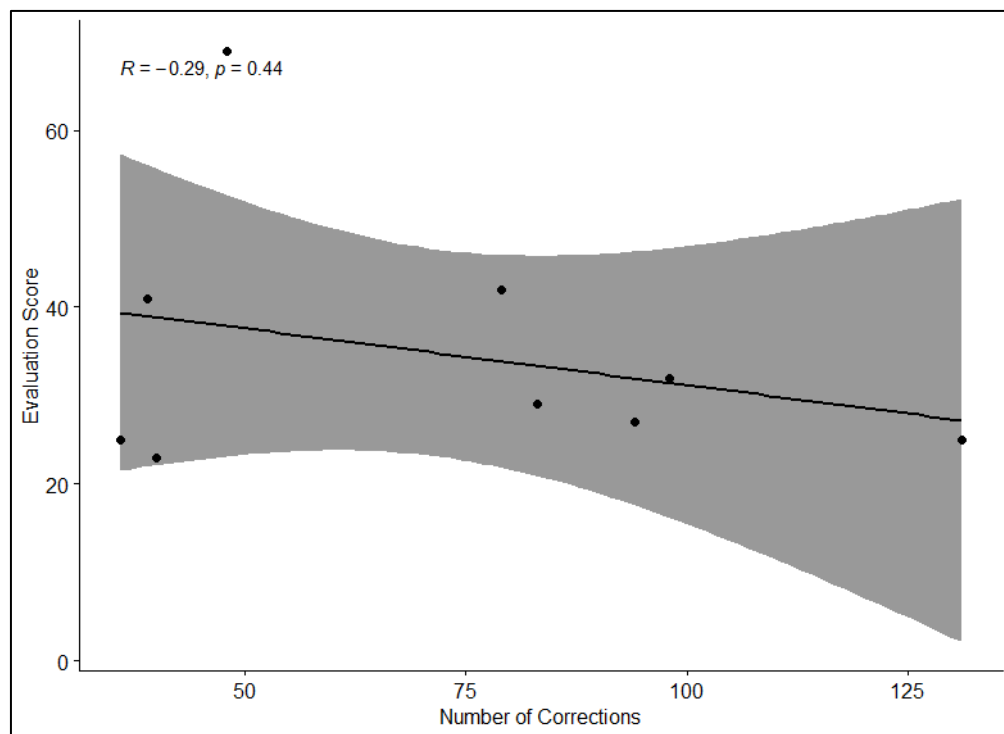


Figure 1. Correlation between the evaluation score and number of self-revisions

A Pearson correlation test was conducted to explore the data further and to see whether the amount of time it took the participants to translate the text is correlated with the number of self-revisions. The test results showed that the number of self-revisions and the amount of time it took to translate the text are correlated with $p = 0.01$ and a correlation coefficient of 0.76. In Figure 2, we can see that the line is tilted upwards, signifying that the time and number of self-revisions were correlated, that is, the more time someone spent on the text, the more self-revisions they made.

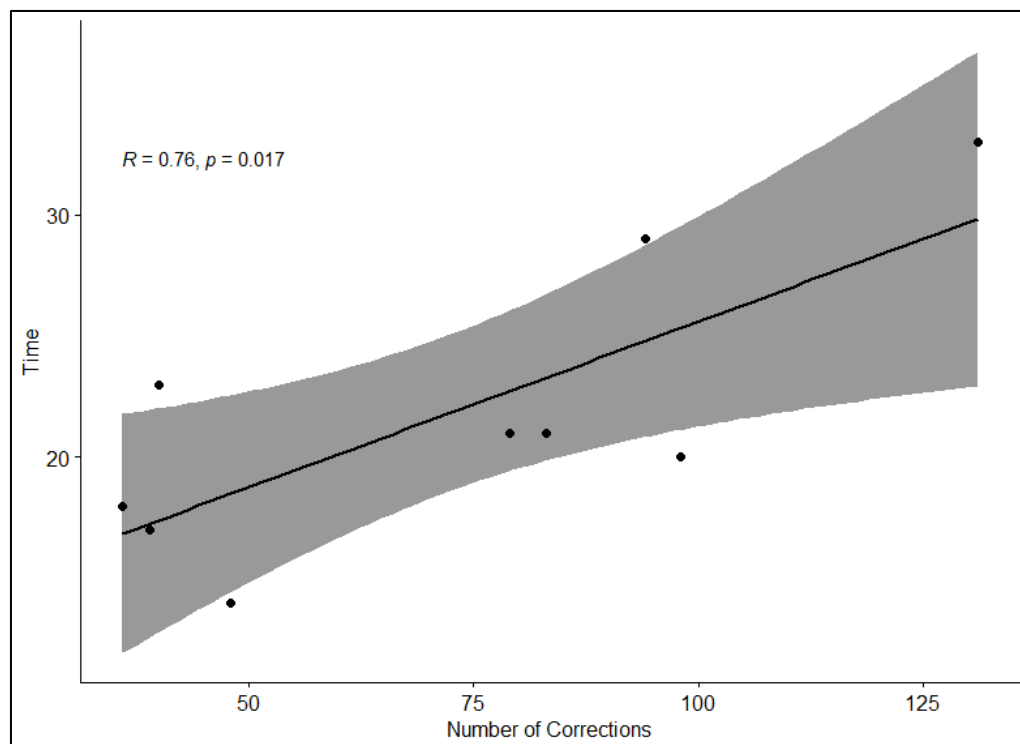


Figure 2. Correlation between the time and the number of self-revisions

Lastly, a Pearson correlation test was conducted to check for a correlation between the evaluation score and the time it took to complete the translation. The results of the Pearson test showed that the evaluation score and the amount of time it took to translate the text were approaching significance at $p = 0.06$ and a correlation coefficient of -0.63 . In Figure 3, we can see that the line is inclined downwards, indicating that a higher number of penalty points usually resulted from translations completed in a shorter amount of time, meaning that lower quality texts are generally the ones that are produced in a shorter period.

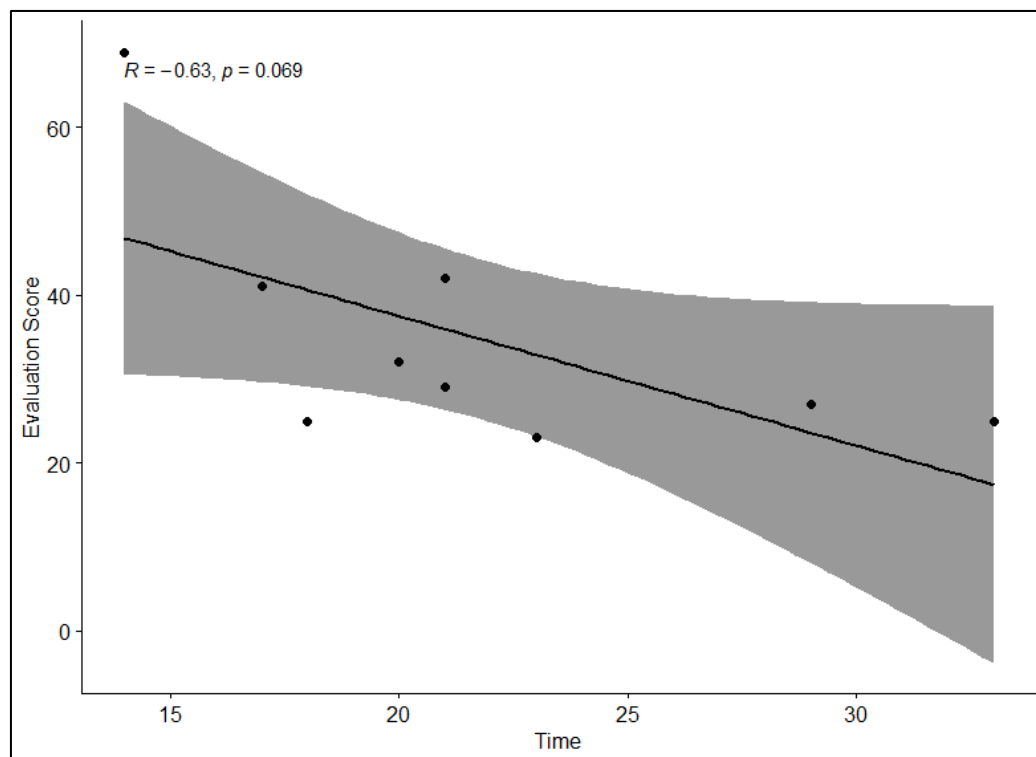


Figure 3. Correlation between the evaluation score and time

6. Discussion

The aim of this study was to explore whether the quantity of self-revisions affects the quality of the translated text. The data that was collected also provided insight into the correlation between the time it takes to translate the text, the number of self-revisions, and the correlation between the evaluation score and time.

The analysis showed that the evaluation score and the number of self-revisions were not correlated. One of the possible explanations for such a result may lie in over-editing, which might have led to many stylistic changes and high amounts of self-revisions, but without affecting the translation quality itself, as over-editing is mostly preferential and subjective (Nitzke and Gros, 2021). This is supported by the finding that word substitution is the most frequent type of self-revision. For instance, among the self-revisions that were categorised as word substitutions, there are examples such as changing “u trošnoj kolibi” (‘in a squalid shack’) into “u trošnoj nastambi” (‘in a squalid dwelling’); “molimo da pratite savjete” (‘please follow advice’) into “molimo da

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slijedite savjete” (‘please follow advice’); “nakon što je izmicao vlasti” (‘after eluding authorities’) into “nakon što je izmicao policiji” (‘after eluding police’), where the participant would often self-revise by substituting a word for its synonym or a word close in meaning in a particular context, even when there was no need for it, thus making more revisions without improving the quality. This is in line with the previous literature. For instance, Malkiel (2009) found that students focus on refining their drafts merely by replacing words with their synonyms. These substitutions might also be connected to the general insecurity (i.e., inability to decide about a translation choice) exhibited by translator trainees, which is supported by many previous studies (Jääskeläinen 1989; Fraser 1996; Kussmaul 1997). Spelling was the second most frequent revision, and it entailed typos, which were most likely caused by the participants’ low focus or simply by being dependent on the spellchecker that usually helps with translation but which is not available in Translog.

The limited number of participants could have also contributed to this result; in this case, individual differences might have played an influential role. For instance, different translation styles might result in a different approach to self-revision (Antunović and Pavlović 2011; Carl and Dragsted 2013). This is also related to the possibility that the trainees lack experience outside of educational context and coursework, so they rely heavily on their personal preferences in translating. For instance, a professional translator might already have the experience necessary to know when revisions are needed since more experienced translators might have to make compromises to not spend too much time on a certain text. However, this claim is not entirely supported by the literature since Künzli (2007) found that even professional translators over-edit while not being aware of doing it.

Time was an additional variable collected by Translog. The quickest participant completed the translation within 14 min, with most participants taking around 20 min to finish, except for two participants; one took 29 min, and the other took the longest at 33 min. The participants who took the longest time had the largest number of self-revisions (131). On the other hand, the participant who took 20 min had 98 self-revisions, which is the second highest amount, and the participant who took the shortest time had a small number of self-revisions (48). The lowest amount of self-

revisions was found with participants who made 36 self-revisions in 18 minutes. The analysis showed that the time it took to complete the task and the number of revisions correlated, aligning with previous studies (e.g. Gerloff 1988; Jensen and Jakobsen 2000; Englund Dimitrova 2005). One might also claim that this finding is rather self-evident since it can be assumed that a person spending more time on their translation would correct themselves more often and vice versa since revision takes extra time. As previously mentioned, Englund Dimitrova (2005) emphasises the importance of time in the translation process, mainly due to the commercial nature of translation (Künzli 2007). However, the question remains: if the number of self-revisions does not necessarily improve the quality of the text, are they worth spending more time on?

We also explored the relation between the evaluation score and time, which was non-significant. However, the participants who took more time to translate tended to have a lower (i.e., better) score, as seen in Figure 3. This finding is interesting since it seems that spending more time on the text could be beneficial. However, the other results might also suggest that the quality is achieved by the overall focus on the text rather than by the number of revisions. For translator trainees, this could be connected to their proficiency and self-confidence since it seems that making many revisions does not necessarily have to imply that the text will be of good quality. However, it is possible that ensuring one makes the appropriate choices in general, meaning having confidence in your decisions right from the start, could be beneficial.

Regarding the implications these results might have for training future translators, trainees can benefit from guidance on prioritising translation quality, avoiding excessive revisions, addressing insecurity in decision-making and managing time effectively. In other words, awareness should be raised that more time and revisions do not always equal a better final translation product. This might be done through exercises in which translator trainees correct their own or their peers' translations while focusing on the types of self-revisions and whether the change was necessary to improve the quality of the final text.

7. Conclusion

Assessing the quality of translation is important due to recent rapid developments in contemporary life, which have created a demand for messages to be mediated to wider audiences quickly and efficiently. However, it might be difficult to create high-quality texts without much time and many edits. Our study aimed to explore whether extra time and substantial editing are needed to create texts that would then be assessed as high-quality texts. In our study, we tested whether the quantity of self-revisions affects the quality of the texts translated by translator trainees.

The correlation between the evaluation score and number of self-revisions, between time and number of self-revisions and between evaluation score and time was investigated. No correlation was found concerning evaluation score and time, as well as the number of self-revisions and evaluation scores. One of the possible reasons why the number of self-revisions and the evaluation score were not related may be due to over-editing the text, but also due to significant individual differences in the experience or translation styles of the translator trainees. Word substitution was one of the most frequent types of self-revision, in line with the suggestion that participants edited their texts more than necessary. As expected, a correlation was found between time and quantity of self-revisions, which aligns with previous findings. However, concerns were raised about whether spending more time revising the text is always necessary since revising more does not always mean the text will be of better quality. Finally, due to the small number of participants in this study, the interpretation and strength of the results remain fairly limited. Nevertheless, the study raises important questions about tendencies emerging from these results, and opens up space for future studies in which these issues could be explored in experiments with a larger sample of participants.

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Nika, O., Hrytsenko, S., Korolova, N., Oleshko, Yu., & Mazepova, Yu. (2023). *Ukrainsko-anhliiskyi slovnyk medychnoho strakhuvannia* [Ukrainian-English Medical Insurance Dictionary]. Kyiv: VPTs “Kyivskiy universytet”. 135 pp. ISBN 978-966-933-243-1.

The *Ukrainsko-anhliiskyi slovnyk medychnoho strakhuvannia* (lit. *Ukrainian-English Dictionary of Medical Insurance*) (henceforth the UEDMI) emerges as a pioneering explanatory-translation work in the field, particularly when the Ukrainian healthcare system is undergoing significant transformations. With the authors' unique approach to compiling an extensive range of terms, the UEDMI is an invaluable resource for professionals and students, bridging the gap between Ukrainian and English in medical insurance.

Ukraine's medical insurance sector has undergone significant reforms to improve healthcare accessibility and quality. The system operates on two primary models: *Mandatory State Medical Insurance*, which automatically covers all officially employed individuals through mandatory social insurance contributions, ensuring equitable access to essential medical services, and *Voluntary Medical Insurance*, which allows citizens to purchase additional coverage tailored to their specific health needs, offering access to specialized care and private healthcare facilities. This dual approach combines universal coverage with personalized options to provide all citizens with a comprehensive health safety net.

The UEDMI addresses a critical need for an English translation of Ukraine's medical insurance terminology. This resource serves international healthcare professionals, policymakers, insurers, and organizations collaborating with Ukrainian entities. The dictionary bridges language barriers, facilitates effective communication, and supports integration with global healthcare systems by providing precise and accurate translations. It fills a resource gap, ensuring that nuances in medical insurance terms are understood across languages. This is essential for international partnerships, legal agreements, and medical services to non-Ukrainian speakers.

The UEDMI serves a diverse group of modern users navigating Ukraine's complex medical insurance landscape. It is essential for professional translators and interpreters specializing in medical and legal texts, enabling them to accurately and consistently translate specialized insurance terminology between Ukrainian and English. Healthcare professionals, such as

doctors and nurses who work in multilingual environments or with international patients, also benefit from the dictionary by improving communication and understanding of insurance-related matters. Policymakers, insurance company personnel, international organizations, and legal professionals can utilize the UEDMI to facilitate cross-border collaborations, negotiations, and compliance with international standards. By providing precise translations, the dictionary helps prevent misunderstandings that could lead to legal issues or compromised patient care.

In translation studies, the UEDMI is a valuable resource that supports translators' work in dealing with highly specialized content. Medical and community translators in Ukraine, serving minorities, migrants, refugees, and international visitors who may not be proficient in Ukrainian, face the challenge of accurately conveying complex insurance and medical terms, as any misinterpretation can have significant consequences for patient outcomes and legal responsibilities. The dictionary aids these translators by offering standardized terminology, crucial for maintaining consistency and clarity in translations. It also serves as an educational tool in academic programs focused on translation and interpreting studies, helping to train the next generation of translators in the nuances of medical and insurance language. Furthermore, community translators and interpreters, who often assist non-Ukrainian speakers in accessing healthcare services, rely on resources like the UEDMI to bridge language gaps and ensure that individuals fully understand their insurance rights and medical options. By catering to these varied user groups, the UEDMI is crucial in facilitating effective communication, promoting professional competence, and supporting educational development within Ukraine's medical insurance sector and beyond.

Grounded in the current legal framework, including the Law of Ukraine “On Insurance” (VRU, 2021) and the “Fundamentals of Legislation on Mandatory State Social Insurance” (VRU, 1999), the UEDMI is a comprehensive resource. It incorporates over a thousand terms, from general insurance concepts to those specific to voluntary health insurance. Its utility is enhanced by including synonymous terms and a user-friendly reference system, making it a valuable tool for clarity and understanding. Furthermore, the dictionary's preparation involved consulting modern English scientific literature, including seminal works in health insurance terminology, i.e., Aglossary (1992) and Fordney’s *Medical Insurance and Billing*, 16th Edition (2022). This

ensures the terms are accurately translated and aligned with international standards and practices.

The dictionary's insurance terminology was compiled from the most recent English-language scientific literature (Glied & Smith, 2011; Porter & Teisberg, 2006), particularly cutting-edge health and medical insurance publications such as the *World Health Organization's International Classification of Diseases, 11th Revision (ICD-11)* (World Health Organization, 2019) and the *Global Health Expenditure Database* (World Health Organization, 2020), as well as guidelines from the *International Association of Insurance Supervisors* (IAIS, 2019). By integrating these reputable sources, the dictionary ensures that users can access the most current and accurate terminology reflective of today's medical insurance landscape.

One of this dictionary's primary strengths is its comprehensive collection of *Health Insurance Terms* (Table 1).

Table 1: Key Ukrainian Health Insurance Terms with English Translations and Definitions

Ukrainian Term	English Term	Definition
страховий поліс	insurance policy	<i>документ, що визначає умови страхового покриття, яке надає страховик страхувальнику</i> <i>A legal document outlining the terms and conditions of insurance coverage provided by the insurer to the insured</i>
кошторис медичних послуг	medical services estimate	<i>документ, що містить перелік медичних послуг та їх вартість</i> <i>A document that lists medical services and their costs</i>

The UEDMI does not merely list static terms but also integrates *The Latest Trends and Standards Influencing the Development of Health Insurance*. This section covers terms related
Yan Kapranov, Book Review, 115–122

to changes in legislation, advancements in medical technology, and the emergence of e-health solutions (Table 2).

Table 2: Key Ukrainian Latest Trends and Standards Influencing the Development of Health Insurance with English Translations and Definitions

Ukrainian Term	English Term	Definition
електронні медичні записи	electronic health records	<i>цифрові версії медичних записів пацієнтів, які зберігаються та обмінюються в електронному форматі</i> <i>Digital versions of patients' medical records that are stored and exchanged electronically</i>
телемедицина	telemedicine	<i>використання телекомунікаційних технологій для надання медичних послуг дистанційно</i> <i>The use of telecommunication technologies to provide healthcare services remotely</i>

Given the intrinsic link between health insurance and medical practice, the UEDMI includes many medical terms within the healthcare sector. This addition is invaluable for understanding medical procedures, diagnoses, and conditions relevant to insurance claims and policies (Table 3).

Table 3: Key Ukrainian Medical Terms Within the Healthcare Sector with English Translations and Definitions

Ukrainian Term	English Term	Definition
амбулаторне лікування	outpatient treatment	<i>медична допомога, що надається без госпіталізації пацієнта</i> <i>Medical care provided without the patient being admitted to a hospital</i>

діагностичні процедури	diagnostic procedures	<p><i>медичні тести та дослідження, проведені для визначення стану здоров'я пацієнта</i></p> <p><i>Medical tests and examinations conducted to determine a patient's health condition</i></p>
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The UEDMI describes various types of *Insurance Services Within the Healthcare Sector*. It includes terms related to insurance coverage for specific scenarios such as injuries, chronic diseases, and accidents (Table 4).

Table 4: Key Ukrainian Insurance Services Within the Healthcare Sector with English Translations and Definitions

Ukrainian Term	English Term	Definition
страхування на випадок хронічних захворювань	chronic disease coverage	<p><i>пояснення обсягу та обмежень покриття, яке надається для довготривалих медичних станів</i></p> <p><i>Explaining the extent and limitations of coverage provided for long-term medical conditions</i></p>
франшиза в медичному страхуванні	deductible in health insurance	<p><i>сума, яку страхувальник повинен сплатити самотійно перед тим, як страхова компанія почне покривати витрати</i></p> <p><i>An amount the insured must pay out-of-pocket before the insurance company begins to cover expenses</i></p>

Another critical aspect covered by the dictionary is the *Insurance Agreement and Policy Terminology Within the Healthcare Sector*. This includes essential terms and conditions that

help all parties involved in the insurance process understand their rights and obligations (Table 5).

Table 5: Key Ukrainian Insurance Agreement and Policy Terminology within the Healthcare Sector with English Translations and Definitions

Ukrainian Term	English Term	Definition
агрегатна страхова сума	aggregate sum insured	<i>максимальна сума, яку страховик виплатить за покриті збитки протягом строку дії полісу</i> <i>The maximum amount an insurer will pay for covered losses during a policy period</i>
безвідкличне право на отримання страхової виплати	irrevocable right to receive an insurance payment	<i>право отримувача страхової виплати, яке не може бути скасоване або змінене без його згоди</i> <i>The beneficiary's right to receive an insurance payment that cannot be revoked or altered without their consent</i>

Recognizing the global interconnectedness of the insurance market, the dictionary includes terms that adhere to *International Standards and Recommendations Within the Healthcare Sector*. This feature is particularly beneficial for professionals engaged in cross-border insurance activities. By providing terminology aligned with international guidelines, the dictionary enhances Ukrainian professionals' ability to engage with global partners and understand international insurance practices (Table 6).

Table 6: Key Ukrainian International Standards and Recommendations within the Healthcare Sector with English Translations and Definitions

Ukrainian Term	English Term	Definition
міжнародне медичне страхування	international health insurance	<i>страхове покриття, яке надає медичні послуги страхувальникам, що подорожують або проживають за межами своєї країни</i>

		<i>Insurance coverage that provides medical services to policyholders traveling or residing outside their home country</i>
страхування від нещасного випадку	accident insurance	<i>страхове покриття, яке забезпечує виплати у разі тілесних ушкоджень або смерті внаслідок нещасного випадку</i> <i>Insurance coverage that provides compensation in case of bodily injuries or death resulting from an accident</i>

The practical relevance of the UEDMI is further underscored by its alignment with current legislative frameworks and industry practices in Ukraine. It reflects the ongoing reforms and developments in the Ukrainian health insurance sector, making it a timely and relevant resource. The UEDMI supports the professional growth of users by offering access to updated and accurate terminology, thereby reducing the risk of misunderstandings and errors.

In conclusion, the UEDMI stands out as a pioneering and comprehensive resource. Its detailed and well-structured content facilitates a clear understanding of complex health insurance terminology and concepts. Bridging the linguistic gap between Ukrainian and English, the Dictionary is an invaluable tool for professionals, students, and anyone involved in the medical insurance field, contributing significantly to the professional development and optimization of the health insurance system in Ukraine.

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Translators in Fabula: Bridging Transfiction and Translator Studies through a Comparative Analysis of Contemporary Italian Narratives

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ABSTRACT

The term “transfiction” refers to the phenomenon of translators appearing as characters in literary texts (Kaindl 2014: 3-4). Much research to date on transfiction takes the form of isolated case studies, being largely influenced by methods and perspectives originating in the field of Comparative Literature. This thesis enhances the impact of transfiction by asking, not only about the characteristics of translator-characters’ representation, but also how the materials, methods, and findings of transfiction research may become useful to Translator Studies and Translation Studies more generally.

While continuing the tradition of close reading as its central method, the thesis adopts a wider methodological approach that walks the line between fiction and academic literature, by contrasting the literary depiction of translators with their academic description. The thesis presents the analysis conducted on its sources in the form of five case studies that, collectively, form a multiple-case study of contemporary Italian transfiction.

Contextually, its primary focus is on the human translator, rather than on translation as a product and process. Given the key roles played by translation and translators in Italian culture, the thesis is anchored in the Italian context, exploring eleven primary sources that span the 1960s to the 2020s. These sources include novels and short stories, with some of their authors having first-hand experience as translators and others having no background in translation. In addition, these materials include works authored in Italian by first-language speakers, as well as Italian as an exophonic, adopted language.

Andrea Bergantino, abstract of Ph.D. thesis, i–v

This study engages with a variety of themes related to the human translator that range from translatorial clichés and the trope of translator (in)visibility, to the role of the human translator in connection with the more-than-human. While identifying representational traits of translator-characters similar to those outlined by previous research, the thesis harnesses the potential of various forms of fiction to inform and develop Translator Studies, fostering a humanised approach to the wider domain of Translation Studies. Transfiction can be used to garner societal and cultural views related to translators and what they do, which may perpetuate or challenge commonplace assumptions to which translators are subject. Transfiction authored by writers who also translate, or autobiographical transfiction, may be explored with a view to eliciting information on translators' job satisfaction, psychophysical responses, and (self-)perception. Thus, the analysis of autobiographical transfiction may be taken as one way of substantiating triangulation, along with the results of traditional participant-based studies. Finally, as the scope of Translation Studies widens, moving beyond humans and their verbal signs, transfiction can become a resource to turn to for exploring the possibilities of bringing together stances that are apparently irreconcilable, such as posthumanism and human translation.

KEYWORDS: humanisation, Italian literature, transfiction, translation theory, translator studies

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Kaindl, Klaus (2014). 'Going fictional! Translators and interpreters in literature and film. An introduction', in Klaus Kaindl and Karlheinz Spitzl (eds) *Transfiction: Research into the Realities of Translation Fiction*, Amsterdam: John Benjamins, 1-26.

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Andrea Bergantino, abstract of Ph.D. thesis, i–v

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Traduttori *in fabula*: un’analisi comparativa della narrativa italiana contemporanea come ponte tra Transfiction e Translator Studies

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ABSTRACT

Il termine “transfiction” si riferisce al fenomeno di traduttori e traduttrici che appaiono come personaggi in testi letterari (Kaindl 2014: 3-4). Gran parte della ricerca su questo fenomeno si è sviluppata attraverso lo studio di casi isolati ed è stata fortemente influenzata da metodi e prospettive che hanno avuto origine nel campo delle Letterature Compare. Questa tesi contribuisce alla ricerca sulla transfiction non solo interrogandosi sulle caratteristiche della rappresentazione dei personaggi-traduttori, ma anche individuando le possibili modalità con cui i materiali, i metodi, e i risultati di questa ricerca possono essere utilizzati nell’ambito dei Translator Studies e dei Translation Studies in generale.

Anche se in continuità con la tradizione del close reading come metodo principale, questa tesi adotta un approccio metodologico più ampio, mettendo a confronto la rappresentazione letteraria di traduttori e traduttrici con la loro descrizione accademica. La tesi presenta l’analisi di cinque casi che insieme formano uno studio di caso multiplo della transfiction italiana contemporanea.

La tesi verte principalmente intorno al traduttore umano piuttosto che sulla traduzione come prodotto o come processo. Considerando il ruolo centrale svolto da traduttori e traduttrici nella cultura italiana, la tesi si concentra sul contesto italiano esplorando undici fonti primarie che vanno dagli anni Sessanta ad oggi. Queste fonti comprendono romanzi e racconti scritti da alcuni autori e autrici che hanno esperienza diretta come traduttori e traduttrici e altri che invece non hanno alcuna esperienza di traduzione. Inoltre, questi materiali includono testi scritti in italiano da autori e autrici di madrelingua italiana così come da scrittrici esofoniche che hanno adottato l’italiano come lingua letteraria.

Questo studio affronta una serie di tematiche che spaziano da luoghi comuni come il topos dell'invisibilità del traduttore al ruolo del traduttore umano in relazione al più-che-umano. Individuando tratti rappresentativi di personaggi-traduttori simili a quelli evidenziati da studi precedenti, la tesi sfrutta il potenziale di varie forme narrative per ispirare ed espandere i Translator Studies, promuovendo un approccio umanizzante nel campo dei Translation Studies più in generale. I materiali classificabili come transfiction possono essere analizzati per raccogliere opinioni di natura sociale e culturale su traduttori e traduttrici e sul loro lavoro che potrebbero consolidare o mettere in discussione gli stereotipi a loro associati. La transfiction di autori-traduttori, o transfiction autobiografica, potrebbe essere analizzata al fine di ottenere informazioni sulla soddisfazione professionale, sulle risposte psicofisiche e sulle (auto)percezioni di traduttori e traduttrici. Pertanto, l'analisi della transfiction autobiografica può costituire un modo di realizzare la triangolazione insieme ai risultati di interviste, sondaggi e questionari. Infine, con l'espandersi dei Translation Studies al di là degli umani e dei nostri segni verbali, la transfiction può diventare una risorsa per esplorare le possibilità di ricongiungere posizioni apparentemente inconciliabili, come il postumanesimo e la traduzione umana.

PAROLE CHIAVE: letteratura italiana, teoria della traduzione, transfiction, translator studies, umanizzazione

Revisiting the (Un-)translatability of the Quranic Discourse in Light of the Hermeneutic Approach to Translation

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ABSTRACT

The present thesis addresses a research gap in the field of *Quran translation*, probing into the relevance of the hermeneutic approach, as inspired by the German tradition of Gadamer's philosophical hermeneutics, to the translation theory and practice of the Quran. The study stems from a notable observation that the hermeneutic theories of understanding have proved viable and thereby gained considerable ground in the field of Quranic interpretation, while little to no serious attention has been paid to exploring their potential contribution to the study and practice of Quran translation. The primary purpose of the study is to address the macro issues on the (un-)translatability of the Quranic discourse in the light of the framework of Hans-Georg Gadamer's philosophical hermeneutics, advancing more particularly a coherent hermeneutic approach to translation that considers the *unique genre* and specificities of the Quran. In other words, the study examines the relevance of Gadamer's translational hermeneutic approach in theory and practice, offering a consistent theorizing and methodological grounding for the benefit of Quran translation. The approach is deemed significant in meeting the need for new neutral interpretive translations of the Quran while ensuring the preservation of its sacredness and textual integrity against ideological biases and manipulations.

Considering that most scholarship on Quran translation has focused on the micro issues of Quranic (un-)translatability, mainly intrigued by areas on linguistic, cultural and theological considerations, as well as matters on the transfer possibilities and the rhetoric of loss, this thesis attempts at changing and challenging the dominant *objectivist* thinking and inconsistencies surrounding the current practices on Quran translation. At the same time, it

proposes a consistent, relational, and neutral treatment of the Quran that considers multiple perspectives and voices in translation. Therefore, the thesis addresses the hermeneutic positioning of the translator, problems of ideology and objectivity, and the translational issues on Quranic understanding and interpretation. The research questions of the thesis look into (a) the theoretical and methodological potentials that the hermeneutic approach has with regard to the translation theory and practice of the Quran and delve into (b) the reason(s) why the hermeneutic approach stands out among the existing approaches and paradigms that are heavily employed in the domain of Quran translation. To answer these questions, the study adopts a conceptual analysis to problematize the prevalent objectivist translation thinking of the Quran, questioning contradictions and ambivalence underlying such thinking and, by the same token, laying the ground for the relevance of the hermeneutic approach.

Part of the task is to further substantiate the assumptions of the thesis in favor of the hermeneutic approach, primarily by adopting a synthetic analysis and a hermeneutic praxis. Whereas the former serves the aim of composing a hermeneutically-oriented translational methodology—what I call a *hermeneutic translation of dialogue (HTD)*—to guide the translation practice of the Quran, the latter enables the possibility to put the theoretical and methodological merits of HTD to practical ends. Composing HTD and testing it involves drawing on Gadamer's philosophical hermeneutics as well as Mohamed Abed al-Jabri's Quranic hermeneutics. To meet the logic of the translational methodology (HTD), al-Jabri's stance is deemed crucial insofar as it offers a coherent (re-)definition of the unique genre of the Quran vis-à-vis its intertwined relation with the exegetical tradition and its embedded forms of authority. As for proving the viability of HTD and explaining its analytical, explanatory and advisory mechanisms, the thesis conducts a hermeneutic analysis/praxis of two case studies drawn from a wide range of Muslim English translations of the Quran, focusing on the paratextual material and the translation of gender-related issues.

The study's findings confirm that the hermeneutic approach to translation is viable for better addressing and remedying the challenges and risks involved in the (un-)translatability of the Quranic discourse. It not only helps advance a fruitful hermeneutic reasoning and theorizing of Quran translation, but it also offers a valuable methodological grounding through which the translator is adequately informed and equipped with how they should deal with the translation

practice of the Quran beyond the pitfalls of ideology. Overall, this thesis contributes to showcasing the added value and merits of the hermeneutic approach for the field of Quran translation—a highly needed voice and framework in such a sensitive field.

KEYWORDS: (un-)translatability, al-Jabri's Quranic hermeneutics, Gadamer, hermeneutic approach, ideology, interpretation, Quran translation.

Thesis Information

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Repenser l’(in-)traduisibilité du Discours Coranique dans le Contexte de l’approche Herméneutique de la Traduction

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RÉSUMÉ

Cette thèse vise à combler une lacune de recherche dans le domaine de *la traduction du Coran*, en examinant la pertinence de l’approche herméneutique, inspirée par l’herméneutique philosophique de Hans-Georg Gadamer, pour la théorie et la pratique de la traduction du Coran. Cette étude prend sa source dans une observation selon laquelle les théories herméneutiques se sont avérées pertinentes et ont gagné une reconnaissance dans le domaine de l’interprétation coranique, tandis que peu ou pas d’attention notable a été accordée à explorer leur contribution potentielle à l’étude et à la pratique de la traduction du Coran. L’objectif principal de cette thèse est d’explorer les questions fondamentales liées à ‘l’(in-)traduisibilité’ du discours coranique à travers le prisme de l’herméneutique philosophique de Gadamer. Elle propose une approche herméneutique cohérente de la traduction qui prend en considération le *genre unique* et les spécificités intrinsèques du Coran. L’approche herméneutique de Gadamer est considérée essentielle pour répondre à la nécessité de nouvelles traductions interprétatives neutres du Coran, tout en assurant la préservation de sa sacralité et son intégrité textuelle face aux manipulations idéologiques.

En prenant en compte que la plupart des recherches sur la traduction du Coran se sont principalement concentrées sur les aspects micro de ‘l’(in-)traduisibilité’ coranique, accordant une attention particulière aux considérations linguistiques, culturelles et théologiques, ainsi qu’aux possibilités de transfert et à la rhétorique de la perte, cette étude vise à modifier et remettre en question la pensée *objectiviste* dominante et les incohérences entourant les pratiques actuelles de traduction du Coran. Ainsi, la thèse traite la position herméneutique du traducteur, les problèmes liés à l’idéologie et à l’objectivité, ainsi que les

questions de traduction concernant la compréhension et l'interprétation du Coran. Les questions de recherche de la thèse explorent (a) les potentiels théoriques et méthodologiques que l'approche herméneutique offre en ce qui concerne la théorie et la pratique de la traduction du Coran, et se penchent sur (b) les raisons pour lesquelles cette approche herméneutique se distingue parmi les approches et les paradigmes existants dans le domaine de la traduction du Coran. Afin de répondre à ces questions, cette étude utilise une analyse conceptuelle pour mettre en question la pensée de traduction objectiviste prédominante du Coran, en mettant en évidence les contradictions et l'ambivalence de cette pensée. Par ce biais, elle prépare le terrain pour la pertinence de l'approche herméneutique.

Une partie de l'objectif de cette thèse consiste à renforcer davantage les hypothèses en faveur de l'approche herméneutique, en adoptant principalement une analyse synthétique et une praxis herméneutique. Alors que la première vise à élaborer une méthodologie de traduction que j'ai appelé *une traduction herméneutique du dialogue* (HTD) afin de guider la pratique de traduction du Coran, la seconde permet de mettre en pratique les mérites théoriques et méthodologiques de l'HTD. La composition de HTD et sa mise à l'épreuve impliquent de s'appuyer sur l'herméneutique philosophique de Gadamer et l'herméneutique coranique de Mohamed Abed al-Jabri. Pour répondre à la logique de cette méthodologie de traduction (HTD), la position d'al-Jabri est considéré comme cruciale car elle offre une redéfinition cohérente du genre unique du Coran, en lien étroit avec la tradition exégétique et ses formes d'autorité intégrées. Afin de prouver la viabilité de HTD et d'expliquer ses mécanismes analytiques, explicatifs et consultatifs, cette thèse mène une analyse/praxis herméneutique de deux études de cas issues d'un large éventail de traductions anglaises du Coran, en mettant l'accent sur le matériel para-textuel et la traduction des thèmes liés au genre.

Les résultats de l'étude confirment que l'approche herméneutique de la traduction est viable pour mieux aborder et remédier les défis et les risques inhérents à 'l'(in-)traduisibilité' du discours coranique. Elle permet non seulement de développer une réflexion et une théorisation fructueuses de la traduction du Coran, mais offre également une base méthodologique qui permettra au traducteur d'être pleinement informé et préparé pour aborder la pratique de traduction du Coran en évitant les embûches de l'idéologie. Dans l'ensemble, cette thèse contribue à mettre en avant la valeur ajoutée et les mérites de l'approche herméneutique dans

le domaine de la traduction du Coran, apportant ainsi une voix et un cadre nécessaires dans un domaine aussi délicat.

MOTS-CLÉS: (in)traduisibilité, Gadamer, idéologie, interprétation, l'approche herméneutique, l'herméneutique coranique d'al-Jabri, traduction du Coran.

Transfer of Phraseological Units (Collocations) in Literary Translation: Corpus-based Research in the French Language and its Equivalents in Italian and Polish

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ABSTRACT

This doctoral thesis aims to examine the interlingual transfer of verbal-nominal collocations in literary translation by analysing in detail 6,578 examples. The corpus of the thesis consists of the first seven novels by the contemporary French writer Michel Houellebecq published over a quarter of a century, namely between 1994 and 2019. The corpus includes the novels in their original language — French — and their translations into two other languages — Italian and Polish.

Collocations, a significant topic in contemporary phraseology, are placed near the beginning of the fixedness continuum, on the side of free lexical combinations (Sułkowska, 2017). Perko (2011) states that the boundary between collocations and more fixed phraseological units is as blurred as the boundary between collocations and free lexical combinations. Collocations are minimally phraseological, meaning they are preferred over free structures with similar meanings (Pęzik, 2018).

These multi-word combinations are a less stereotypical class of phraseological units, which makes their belonging to the field of phraseology less obvious. Legallois and Tutin (2013) note that linguistic research often focuses on non-transparent and figurative expressions, considered prototypical of phraseology, at the expense of highly productive collocations. Kazlauskienė (2021) defines collocation as the frequent co-occurrence of two lexemes, while Diagne (2018)

describes it as a systematic bond forming between frequently co-occurring elements, reflecting linguistic idiosyncrasies specific to a language.

The thesis aims to identify and describe techniques for translating verbal-nominal collocations from French into Italian and Polish. Translation techniques here refer to the linguistic means by which phraseological units are transferred (Golda & Mężyk, 2021). The choice of languages was deliberate: Italian, a Romance language like French; and Polish, a Slavic language genetically more distant from the source language.

The thesis explores the regularity of translation solutions across different aspects and subtypes of collocations. It analyses the influence of syntactic structure, semantic classes, and translator preferences in using specific techniques. The thesis also examines the recurrence of collocations and compares the frequency of translation techniques of the collocations used once and multiple times.

The thesis comprises three main parts. The theoretical part reviews linguistic literature, presenting key concepts in phraseology and discussing translation, focusing phraseotranslation, a new sub-discipline of phraseology proposed by Sułkowska (2016).

The methodological part presents the trilingual literary corpus and the biography of Houellebecq. It details all the phases that enabled the extraction of the collocation combinations and their subsequent juxtaposition with their equivalents. The results are presented in a trilingual table, including all the research data, additional tags, and descriptions.

The analytical part has two chapters: the first describes fifteen techniques for transferring verbal-nominal collocations; the second discusses the frequency of each technique, considering various factors and unit categories. The thesis also includes an introduction, conclusion, bibliography, and an appendix with both physical and virtual material available online.

KEYWORDS: collocation, literary translation, Michel Houellebecq, phraseotranslation, phraseotranslatology, translation

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**Transfert des Unités Phraséologiques (Collocations)
dans la Traduction Littéraire.
Études sur un Corpus du Français
et sur ses Équivalents en Italien et en Polonais**

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RÉSUMÉ

Cette thèse vise à examiner le transfert interlinguistique des collocations verbo-nominales dans la traduction littéraire, en analysant en détail 6578 exemples concrets. Le corpus de cette thèse est constitué d'œuvres de l'écrivain Michel Houellebecq et, plus précisément, de ses sept premiers romans en français, et de leurs versions en italien et en polonais.

Les collocations constituent un sujet majeur de la phraséologie contemporaine et se trouvent au début du continuum de figement, du côté des combinaisons lexicales libres (Sułkowska, 2017). Selon Perko (2011), la frontière entre les collocations et les unités phraséologiques (UP) plus figées est aussi floue que celle entre les collocations et les combinaisons libres. Les collocations sont minimalement phraséologiques, ce qui signifie qu'elles sont préférées aux structures libres ayant des significations similaires (Pęzik, 2018).

Les collocations représentent une classe d'UP moins stéréotypée, ce qui rend leur appartenance au domaine de la phraséologie moins évidente. Legallois et Tutin (2013) notent que la recherche se concentre souvent sur les expressions non transparentes et figuratives. Kazlauskienė (2021) définit la collocation comme la cooccurrence fréquente de deux lexèmes, tandis que Diagne (2018) la décrit comme un lien systématique formé entre des éléments cooccurents, reflétant les idiosyncrasies linguistiques propres à une langue.

Cette thèse vise à identifier et à décrire les techniques de traduction des collocations verbo-nominales du français vers l'italien et le polonais. Par le terme technique de traduction, nous entendons les moyens à l'aide desquels le transfert des UP peut être assuré (Golda & Mężyk, 2021). Le choix des langues est délibéré : l'italien, une langue romane proche du français, et le polonais, une langue slave plus éloignée de la langue source.

La thèse explore, entre autres, la régularité du recours à diverses solutions de traduction à travers différents aspects et sous-types de collocations. Nous avons analysé l'influence de la structure syntaxique des collocations, leur appartenance à des classes sémantiques particulières et les préférences des traducteurs dans le choix des techniques de traduction. Nous avons examiné si la fréquence d'emploi des méthodes différait pour les collocations utilisées seulement une fois dans le corpus, par rapport à celles qui apparaissaient plusieurs fois.

La thèse est structurée en trois parties. La partie théorique passe en revue la littérature, présente les concepts clés et discute de la traduction, en mettant l'accent sur la phraséotraduction, une nouvelle sous-discipline de la phraséologie proposée par Sułkowska (2016).

La partie méthodologique présente le corpus et la biographie de Houellebecq. Dans la même partie, nous avons décrit toutes les étapes qui nous ont permis d'extraire les collocations, de les juxtaposer à leurs équivalents italiens et polonais, de les marquer à l'intérieur des citations et de créer un concordancier trilingue.

La partie analytique comprend deux chapitres : le premier décrit quinze techniques de transfert des collocations ; le second discute de la fréquence de chaque technique, en considérant divers facteurs et catégories de collocations. La thèse comprend également une introduction, une conclusion, une bibliographie et une annexe.

MOTS-CLÉS : collocation, Michel Houellebecq, phraséotraduction, phraséotraductologie, traduction, traduction littéraire