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

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

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  |
|--------------|---|---|--|---|
| <b>TITLE</b> | <b>The multilingual voice of Swiss federal institutions: Bringing translators' profiles and needs to the fore</b>   | <b>La voix multilingue des institutions fédérales suisses: état des lieux des profils et des besoins des traductrices et des traducteurs</b>  | <b>Die mehrsprachige Stimme der Schweizer Bundesinstitutionen: Eine Untersuchung der Profile und Bedürfnisse der Übersetzerinnen und Übersetzer</b>  | <b>La voce multilingue delle istituzioni federali svizzere: un'indagine sui profili e sulle esigenze delle traduttrici e dei traduttori</b>   |
| <b>INTRO</b> | <p>Dear participant,<br/>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"> <li>• Dr <b>Paolo Canavese</b> (Co-Principal Investigator), Postdoctoral Researcher, University of Geneva and Dublin City University (<a href="mailto:paolo.canavese@unige.ch">paolo.canavese@unige.ch</a>, <a href="mailto:paolo.canavese@dcu.ie">paolo.canavese@dcu.ie</a>) and</li> <li>• Dr <b>Patrick Cadwell</b> (Co-Principal Investigator), Assistant Professor, Dublin City University (<a href="mailto:patrick.cadwell@dcu.ie">patrick.cadwell@dcu.ie</a>)</li> </ul> <p>This research is funded by the Swiss</p> | <p>Chère participante, cher participant,<br/>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"> <li>• D<sup>r</sup> <b>Paolo Canavese</b> (co-chercheur principal), post-doctorant, Université de Genève et Dublin City University (<a href="mailto:paolo.canavese@unige.ch">paolo.canavese@unige.ch</a>, <a href="mailto:paolo.canavese@dcu.ie">paolo.canavese@dcu.ie</a>) et</li> <li>• D<sup>r</sup> <b>Patrick Cadwell</b> (co-chercheur principal), professeur assistant, Dublin City University (<a href="mailto:patrick.cadwell@dcu.ie">patrick.cadwell@dcu.ie</a>)</li> </ul> <p>Financé par le Fonds national suisse (FNS), ce projet vise à améliorer notre connaissance de la</p> | <p>Liebe Teilnehmerin, lieber Teilnehmer<br/>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"> <li>• Dr. <b>Paolo Canavese</b> (Co-Hauptforscher), Postdoktorand, Universität Genf und Dublin City University (<a href="mailto:paolo.canavese@unige.ch">paolo.canavese@unige.ch</a>, <a href="mailto:paolo.canavese@dcu.ie">paolo.canavese@dcu.ie</a>) und</li> <li>• Dr. <b>Patrick Cadwell</b> (Co-Hauptforscher), Assistenzprofessor, Dublin City University (<a href="mailto:patrick.cadwell@dcu.ie">patrick.cadwell@dcu.ie</a>).</li> </ul> <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"> <li>• Dr. <b>Paolo Canavese</b> (co-coordinatore scientifico), ricercatore post-doc, Università di Ginevra e Dublin City University (<a href="mailto:paolo.canavese@unige.ch">paolo.canavese@unige.ch</a>, <a href="mailto:paolo.canavese@dcu.ie">paolo.canavese@dcu.ie</a>) e</li> <li>• Dr. <b>Patrick Cadwell</b> (co-coordinatore scientifico), Professore assistente, Dublin City University (<a href="mailto:patrick.cadwell@dcu.ie">patrick.cadwell@dcu.ie</a>)</li> </ul> <p>Questo progetto è finanziato dal Fondo nazionale svizzero (FNS). L'obiettivo è</p> |

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|  | <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 <b>questions on your profile, your experience, the daily work you carry out in your language service and the challenges you face</b>, for example in coping with translation technologies. This should take about <b>15 minutes</b>. 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><b>Your answers to the survey will be collected completely</b></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 <b>questions</b> ouvertes et à choix multiple qui vous seront posées portent <b>sur votre profil, votre expérience, vos tâches quotidiennes et les défis auxquels vous devez faire face</b>, notamment concernant les technologies de la traduction. Remplir ce questionnaire devrait vous prendre environ <b>15 minutes</b>. 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><b>Vos réponses seront récoltées de manière totalement anonyme.</b> 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 <b>Fragen zu Ihrem Profil, Ihren Erfahrungen, der täglichen Arbeit in Ihrem Sprachdienst und den Herausforderungen, mit denen Sie konfrontiert sind</b>, z. B. im Umgang mit Übersetzungstechnologie n, gestellt. Dies sollte ungefähr <b>15 Minuten</b> 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 <b>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</b>, per esempio per quanto riguarda le tecnologie per la traduzione. Il tempo di compilazione è di circa <b>15 minuti</b>. 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><b>Le sue risposte saranno raccolte in modo completamente</b></p> |
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|  | <p><b>anonymously.</b> 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. <b>They are analysed in an aggregate manner,</b> so as to make it impossible even for people familiar with your organisation or institutional context to guess your identity.</p> <p><b>The data will be safely stored and archived under the responsibility of Dr Paolo Canavese for an unlimited period of time.</b> 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 <b>future interviews</b> to explore the issues raised in this questionnaire in greater depth, if you would like to be informed on the <b>results of the research,</b> or if you have any <b>questions, please contact Dr</b></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. <b>Elles seront analysées de manière agrégée,</b> de sorte qu’il sera impossible de retrouver votre identité, même pour des personnes connaissant votre organisation ou votre contexte institutionnel.</p> <p><b>Les données récoltées seront conservées et archivées de manière sécurisée sous la responsabilité de Paolo Canavese, sans limite de temps.</b> 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 <b>entretien futur</b> pour approfondir les thématiques abordées dans ce questionnaire, si vous souhaitez être informé-e sur les <b>résultats de cette recherche,</b> ou si vous avez des <b>questions, vous pouvez contacter Paolo Canavese.</b> Une synthèse des résultats ne pourra être envoyée qu’une fois que le</p> | <p>abbrechen, werden keine Daten gespeichert.</p> <p><b>Ihre Antworten werden völlig anonym erfasst.</b> 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. <b>Die Antworten werden in aggregierter Form ausgewertet,</b> sodass selbst Personen, die mit Ihrer Organisationseinheit oder Ihrem institutionellen Umfeld vertraut sind, Ihre Identität nicht ableiten können.</p> <p><b>Die gesammelten Daten werden unter der Verantwortung von Paolo Canavese zeitlich unbegrenzt sicher aufbewahrt und archiviert.</b> 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 <b>künftigen Interviews</b> teilzunehmen, um die in diesem Fragebogen behandelten Themen zu vertiefen, wenn Sie über die <b>Ergebnisse dieses</b></p> | <p><b>anonimo</b> 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. <b>I dati raccolti saranno analizzati in forma aggregata,</b> rendendo impossibile anche a coloro che conoscono la sua unità o il contesto istituzionale di risalire alla sua identità.</p> <p><b>I dati raccolti saranno registrati in modo sicuro e per un periodo di tempo illimitato sotto la responsabilità di Paolo Canavese.</b> 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 <b>future interviste</b> per affrontare più nel dettaglio le tematiche trattate in questo sondaggio, se intende ricevere informazioni sui <b>risultati</b> della ricerca o per qualsiasi <b>domanda, può contattare Paolo</b></p> |
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|  | <p><b>Paolo Canavese.</b> 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. <b>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 &amp; Social Sciences Research Ethics Committee (F-REC).</b> 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><b>By clicking on “Next”:</b></p> <ul style="list-style-type: none"> <li>• <b>You confirm your consent</b> to take part in the research project</li> </ul> | <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. <b>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 &amp; Social Sciences Research Ethics Committee de la Dublin City University (F-REC).</b> 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><b>En cliquant sur «Suivant»:</b></p> <ul style="list-style-type: none"> <li>• <b>Vous confirmez que vous êtes d’accord</b> de participer à la recherche «The multilingual</li> </ul> | <p><b>Forschungsprojekts</b> informiert werden möchten oder wenn Sie <b>Fragen</b> haben, können Sie <b>Paolo Canavese anschreiben</b>. 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. <b>Das Projekt wurde von den Ethikkommissionen Commission universitaire pour une recherche éthique à l’Université de Genève (CUREG) und Faculty of Humanities &amp; Social Sciences Research Ethics Committee der Dublin City University (F-REC) geprüft und genehmigt.</b> 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><b>Canavese.</b> 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. <b>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 &amp; Social Sciences Research Ethics Committee della Dublin City University (F-REC).</b> 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><b>Clickando su «Avanti»:</b></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"> <li>• <b>You authorise the use of the data for scientific purposes</b> and the publication of the results of the research project in scientific journals or books, on the understanding that the data will remain anonymous.</li> <li>• <b>You confirm that your participation in this research is voluntary.</b></li> </ul> | <p>voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore».</p> <ul style="list-style-type: none"> <li>• <b>Vous autorisez l’utilisation des données à des fins scientifiques</b> et la publication des résultats de la recherche dans des articles scientifiques, étant entendu que les données resteront anonymes.</li> <li>• <b>Vous confirmez que vous participez à cette recherche sur une base volontaire.</b></li> </ul> | <p><b>Wenn Sie auf «Weiter» klicken:</b></p> <ul style="list-style-type: none"> <li>• <b>bestätigen Sie Ihr Einverständnis</b>, an dem Forschungsprojekt «The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore» teilzunehmen.</li> <li>• <b>stimmen Sie der Verwendung der Daten für wissenschaftliche Zwecke</b> und der Veröffentlichung der Ergebnisse des Forschungsprojekts in wissenschaftlichen Publikationen <b>zu</b>, unter der Voraussetzung, dass die Daten anonym bleiben.</li> <li>• <b>bestätigen Sie, dass Sie freiwillig an dieser Umfrage teilnehmen.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Conferma il suo consenso</b> a partecipare al progetto di ricerca «The multilingual voice of Swiss federal institutions: Bringing translators’ profiles and needs to the fore».</li> <li>• <b>Autorizza l’uso dei dati raccolti per scopi scientifici</b> e la pubblicazione dei risultati del progetto di ricerca in articoli scientifici, fermo restando che i dati rimarranno anonimi.</li> <li>• <b>Conferma che ha deciso volontariamente di partecipare al sondaggio.</b></li> </ul> |
| <b>A</b>   | <b>Section A: General questions</b>  | <b>Section A: Questions générales</b>  | <b>Teil A: Allgemeine Fragen</b>   | <b>Sezione A: Domande generali</b>   |
| <b>A1*</b> | <p><b>You work for:</b></p> <ul style="list-style-type: none"> <li>• The Central Language Services of the Federal Chancellery</li> <li>• A General Secretariat’s language service</li> <li>• A Federal Office’s translation service</li> </ul>   | <p><b>Vous travaillez pour:</b></p> <ul style="list-style-type: none"> <li>• Les Services linguistiques centraux de la Chancellerie fédérale</li> <li>• Le service linguistique d’un Secrétariat général</li> <li>• Le service de traduction d’un office fédéral</li> <li>• Le domaine Traduction des</li> </ul>   | <p><b>Sie arbeiten für:</b></p> <ul style="list-style-type: none"> <li>• die zentralen Sprachdienste der Bundeskanzlei</li> <li>• den Sprachdienst eines Generalsekretariats</li> <li>• den Übersetzungsdienst eines Bundesamtes</li> <li>• das Ressort Übersetzung der Parlamentsdienste</li> <li>• Sonstiges:</li> </ul>   | <p><b>Lavora per:</b></p> <ul style="list-style-type: none"> <li>• I Servizi linguistici centrali della Cancelleria federale</li> <li>• Il servizio linguistico di una Segreteria generale</li> <li>• Il servizio di traduzione di un Ufficio federale</li> <li>• Il settore Traduzione dei</li> </ul>   |

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

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|                    | you completed relevant continuing education training (seminars, classes, workshops etc.) to enhance your competences and acquire new skills?<br>Yes / No  | formations continues (séminaires, cours, atelier, etc.) pour améliorer vos compétences et en acquérir de nouvelles?<br>Oui / Non  | (Seminare, Kurse, Workshops usw.) absolviert, um Ihre Kompetenzen zu erweitern und neue zu erwerben?<br>Ja / Nein  | Svizzera, ha seguito formazioni continue (seminari, corsi, workshop ecc.) per migliorare le sue competenze e acquisirne di nuove?<br>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)?<br>Yes / No  | Avez-vous plus d’une langue principale (également appelée «langue maternelle» dans le langage courant)?<br>Oui / Non  | Haben Sie mehr als eine Hauptsprache (im allgemeinen Sprachgebrauch auch «Muttersprache» genannt)?<br>Ja / Nein  | Ha più di una lingua principale (definita anche «lingua madre» nel linguaggio comune)?<br>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)?<br>Yes / No  | Participez-vous au recrutement de nouveaux traducteurs/de nouvelles traductrices (hormis stagiaires)?<br>Oui / Non  | Sind Sie an der Einstellung neuer Übersetzerinnen und Übersetzer (ausgenommen Praktikantinnen und Praktikanten) beteiligt?<br>Ja / Nein  | Partecipa al reclutamento di nuove traduttrici e nuovi traduttori (escluso il reclutamento di praticanti)?<br>Sì / No   |
| B6.1 (if B5 = yes) | How important are the following aspects and competences for recruiting new translators?<br><br>1 = Not important<br>2 = Slightly important<br>3 = Moderately important<br>4 = Important<br>5 = Very important | Évaluez l’importance des aspects et compétences suivants dans le recrutement de nouveaux traducteurs/de nouvelles traductrices:<br><br>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?<br><br>1 = Nicht wichtig<br>2 = Weniger wichtig<br>3 = Eher wichtig<br>4 = Wichtig<br>5 = Sehr wichtig<br><br>• Abschluss in Übersetzen | Quanto sono importanti i seguenti aspetti e competenze per il reclutamento di nuove traduttrici e nuovi traduttori?<br><br>1 = Non importante<br>2 = Poco importante<br>3 = Abbastanza importante<br>4 = Importante<br>5 = Molto importante |

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

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

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

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

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

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

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

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