



Leibniz Institute  
for the Social Sciences

**Brita Dorer, GESIS (Mannheim, Germany)**

**Data Confrontation Seminar**

**LiDA (Kaunas, Lithuania)**

**24 May 2011**

## **REPORT**

**“Questionnaire Translation:  
the example of the European Social Survey  
(ESS)”**

## Overview

Introduction .....	3
PART A – PRESENTATION .....	4
1. Translation method applied in the ESS: TRAPD method.....	4
2. Methods for improving translation quality in ESS round 5:.....	5
2.1 Advance Translation .....	5
2.2 Translation Verification by cApStAn .....	9
2.3 Shared Languages.....	10
PART B – WORKSHOP .....	12
3. PART B – WORKSHOP: Translation Exercises.....	12
4. PART B – WORKSHOP: Questionnaire Translation: the example of the European Social Survey (ESS) - typical translation pitfalls .....	17
References.....	20

## **Introduction**

My intervention on “Questionnaire Translation: the example of the European Social Survey (ESS)” was divided into two parts: The first part was a presentation on, first, the TRAPD method, i.e. the translation method applied in the ESS, and then on several methods applied in the 5<sup>th</sup> round of the European Social Survey for improving translation quality: a) Advance Translation; b) Translation Verification by cApStAn; c) the Shared Languages approach. The second was a practical part with exercises to be done by the participants in the classroom and a workshop/discussion character.

## PART A – PRESENTATION

### 1. Translation method applied in the ESS: TRAPD method

**I. TRAPD Method** (Janet Harkness 2003)

```

graph LR
    A[Translation Review Adjudication (deciding on a version)] <--> B[Pretesting Documentation]
  
```

**Basic Procedures**

- Translators translate
- Review session: reviewers discuss and review each question
- Adjudicator decides/signs off
  - consults with senior reviewer
  - if sensible/possible also joins in review session(s)

**Committee approach**

- **Translators:** - experienced, also in questionnaire translation  
- briefed
- **Reviewer:** - experienced survey researcher  
- familiar with survey design  
- good translation skills
- **Adjudicator:** - familiar with specific survey  
- good translation skills  
- ESS: often the National Coordinator

Overall approach:  
**“Ask-the-Same-Question” (ASQ)**

→ For ensuring **data comparability** in cross-national surveys

↔ However: **translation mistakes/problems** detected in all ESS rounds

⇒ **Improvement of translation quality needed!**

The TRAPD method is the standard translation method applied in the ESS. This is an acronym composed of the different steps involved: Translation, Review, Adjudication, Pre-testing, Documentation. A core element is a team approach consisting of people deploying different functions: translators, reviewers and adjudicators.

Translation quality in cross-cultural surveys is crucial because it is essential in order to “ask the same question” in all participating countries. Only by doing so it is possible to achieve data comparability between the participating countries.

## **2. Methods for improving translation quality in ESS round 5:**

### **2.1 Advance Translation**

In cross-cultural surveys, one potential source of measurement error arises from questionnaire drafting or from translation.

To reduce the risk of errors stemming from intercultural problems or poor translations, an additional step was introduced for the first time in the fifth round of the European Social Survey (ESS), already during the drafting stage of the source questionnaire:

A so called “Advance Translation” procedure was carried out in two participating countries using two different languages (Swiss-French and Polish). The two Advance Translation teams were asked to perform a problem-oriented translation – following the recommended ESS translation process of parallel translation and team discussion. In both cases, the National Coordinators acted as the reviewer/adjudicator. The purpose of this advance translation was to get input from different cultural and linguistic backgrounds before finalising the source questionnaire for cross-cultural implementation. The two teams worked on the ESS5 Pilot Questionnaire, more or less in parallel with the fielding of the Pilot study. A split approach was used, i.e. both countries translated only parts of the questionnaire. Items were selected which were thought to be of particular interest in the view of finalising the source questionnaire: These were almost exclusively new items from the rotating modules or items that had been modified from former ESS Rounds – and which could therefore still be modified in the English source text.

The quality of the final translations chosen by the two national teams was less important than the comments they provided. The teams were asked to comment above all on translation-related problems, reaching from linguistic or grammar issues to e.g. wording, meaning or intercultural aspects. For each item, the teams had to select from a pre-determined list of problem categories and then to comment on their problems in their own words (in English in order to be understood by all project participants).

The Advance Translation comments were first analysed by the ESS Translation Expert and then forwarded to the Questionnaire Design Teams who considered them when finalising the ESS Round 5 source questionnaire. The advance translation comments led to a number of changes in the final source questionnaire: In many instances, annotations, i.e. footnotes, were added in order to provide additional information about certain words or expressions – and thus trying to avoid inconsistencies between the final translated national versions. Often the wording of source items was amended in a way to facilitate translation into 30+ language versions.

My presentation described the process and highlighted some graphic examples.

**II.a) Advance Translation**

**History**

- Idea first mentioned by **Janet Harkness** in **1995**
- Translation as '**problem-spotting tool**'
  - Identify and point out problems
- **IN ADVANCE**
  - **Facilitate final translation and cross-cultural implementation** into 25+ language versions
- **Translation** → **improving translatability**  
→ **enhancing source text**

**Implementation:**

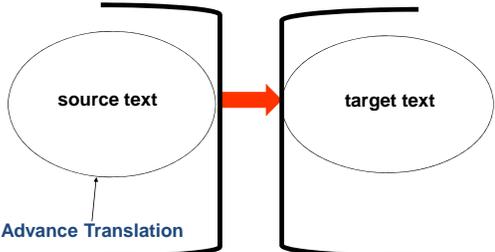
- First time: ESS Round 5 (2010)

**Similar methods used in surveys:**

- Surveys with **2 source versions** (e.g. PISA: en-fr)
- **Internal** ex ante translations (recommended by cApStAn)
- Translatability Assessment (MAPI Institute)  
↔ **no translation!**

---

**Excursus translation sciences and practice I.**



The diagram illustrates the process of Advance Translation. It features two large, rounded rectangular boxes. The left box is labeled 'source text' and contains a smaller circle labeled 'source text'. The right box is labeled 'target text' and contains a smaller circle labeled 'target text'. A thick red arrow points from the 'source text' box to the 'target text' box. Below the 'source text' box, the text 'Advance Translation' is written in blue, with a thin line pointing to the arrow.

**Excursus translation sciences and practice II.**

- '**Translation-oriented writing**'
  - Facilitate translation process above all technical documentation ('controlled language') (technical ↔ social sciences !)
- "**Translator as proof-reader**" (e.g. in European institutions)

⇒ **Improve translatability / cross-cultural use of texts**

### Advance Translation in ESS 5

- 2 languages: French (Switzerland)  
Polish (Poland)
- Pilot Questionnaire, ca. 6 months before final version
- Questionnaire (new and modified items) subdivided (108 items):
  - Media Use (Core): PL
  - Trust in criminal justice (Rotating module): FR
  - Demographic Questions (Core / Rotating): FR + PL
  - Work, family and well-being (Rotating): PL

### In both countries: Team approach

- 2 independent translations (professional translators and/or survey researchers)
- 1 reviewer / adjudicator (= ESS National Coordinator)
- Review / Reconciliation Meeting: → final national version

**Implementation**  
Excel  
⇒ **Comments >> Translations !!**

1. 'Problem Category' column (drop-down list)
2. 'Comments' column

### Problem Categories

- AL (Alphabet)
- CI (Culturally Inappropriate)
- DE (Design)
- DI (Differentiation)
- ID (Idiomatic Expression)
- ME (Meaning)
- RC (Response Categories)
- GR (Grammar)
- O (Other)
- Several Categories

### Role of ESS Translation Team

- **Analysis** of all comments by ESS Translation Team
- **Forwarding** comments to Questionnaire Design Teams:
  1. Comments from AT teams
  2. Comments from ESS Translation Team

⇒ **Decision** if AT comments considered with **Questionnaire Design Teams** (without ESS Translation Team)

Item number/ Part of questionnaire	Question	ATI - Problem Category	ATI-Comment	ATI - Problem Category	ATI-Comment	Review - Problem Category	Review-Comment	Comment / recommendations
8	I would now like to ask you some questions about how often you consider	Gramm	English formulation using 'how' (wrong) are difficult to translate briefly in french	GR	Much information in one sentence in English. The same syntactical structure	Several categories	Much information in one sentence in English. The same syntactical	- Long sentence with much information

⇒ **Only comments forwarded – Translations not relevant!**

Problem category	Number of occurrences in total
AL (Alphabet)	-
CI (Culturally Inappropriate)	26
DE (Design)	78
DI (Differentiation)	12
ID (Idiomatic Expression)	27
ME (Meaning)	50
RC (Response Categories)	11
GR (Grammar)	57
O (Other)	28
Several Categories	24
[NEW/Other: CONSISTENCY]	1
[Newly suggested: IDIOM/WORDING]	13
Invalid categories mentioned (abbreviations unknown or similar)	7

### Examples of changes: I. Wording

1. ESS5 Pilot Questionnaire (B40):  
*And how often would you say that the courts in [country] make decisions that have been influenced by unacceptable pressure from political parties and politicians?* (RC: never – always)
2. Advance Translation comment:  
Does 'unacceptable' mean that some (a certain amount or kind of) pressure is acceptable???
3. ESS5 Final Questionnaire:  
Using this card, please say to what extent you agree or disagree with each of the following statements about [country] nowadays. (D37): The decisions and actions of the courts are *unduly* influenced by pressure from political parties and politicians.

## Examples of changes: II. Interculturally difficult use of examples

1. INTERVIEWER NOTE: [...] *Community service* refers to a sentence *OTHER than a prison sentence or fine where the offender is asked to perform a task or tasks that benefit the community e.g. cleaning litter from the streets*

2. Advance Translation comment:  
"In Switzerland, community service would not normally be performed in the street or in the public space. (...)"

In some countries, **community service is not performed in the public** – perhaps we can add another example which is less 'seen' by the public?

3. ESS5 Final Questionnaire: Interviewer Note (D38): *Community service refers to a sentence OTHER than a prison sentence or fine where the offender is asked to perform a task or tasks that benefit the community*  
⇒ **example deleted**

## Examples of changes: III. Footnotes added

1. ESS5 Pilot Questionnaire (B24):  
*The police in [country] generally have the same sense of right and wrong as I do.*

2. AT comment:  
**Precise what is meant by "right and wrong"?**

3. ESS5 Final Questionnaire (D21):  
The police generally have the same sense of right and wrong' as I do.  
[7] *'Sense of right and wrong' in terms of 'feeling of morally right or wrong from a personal point of view'.*

## Analysis

- Advance Translation comments leading to **changes** in the final questionnaire, which are **in the sense of the Advance Translation comments** (entirely or only partly in this sense): 51
- Advance Translation comments leading to **no changes** in the final questionnaire: 60
- Changes in the final questionnaire where it is **not sure** if it had been caused by the Advance Translation comments: 33

↔ **Not systematically documented by QDTs!**

## Suggestions for improvement

- Stricter, clearer **documentation** of all decisions on AT comments (Excel ?)
- Adapting **Problem Categories**  
→ e.g. 'ID/Idiomatic Expression' ≠ 'Wording / Idiom / Phraseology'  
→ new 'Consistency'  
→ new 'Grammar / Syntax'  
→ better definitions
- ?? Or: omitting Problem Categories ??
- Participation of **as many cultures / language groups as possible!**

## Conclusion / Outlook

Many changes made after AT

**Probably** avoidance of several mistakes

⇒ Intermediate judgement: positive!

**BUT:** No comparison to translation without AT!

⇒ **Empirical evidence** of the use of AT **needed!**

## Possible evaluation:

Translation into 1 language **before and after AT**

← by **the same team / translator(s)**

⇒ Compare quality of translations  
(think-alouds, fielded, raters, cognitive)

## 2.2 Translation Verification by cApStAn



### II.b) Translation verification by cApStAn

- external service provider
  - linguistic quality control for use in multilingual, multinational and multicultural surveys
- extensive experience since 2000, e.g. PIRLS, TIMSS, PISA, PIAAC, SHARE



### Verification by cApStAn in ESS 5

Selection of 25 items:

- 22 from new rotating module 'Trust in the Police and Courts'
- 2 items on marital status
- 1 item on educational coding



### Verification organisation

- cApStAn's **own set of intervention categories** (highly familiar to verifiers)
- In addition: **briefed by ESS Translation Team in a webinar**
  - organised by cApStAn's management for all verifiers
  - ESS Translation Expert participated
  - **ESS 5 Translation Guidelines** as basis



### cApStAn verifier intervention categories:

OK	T
Added information	A
Missing information	M
Layout / Visual issues	PH
Grammar / Syntax	GS
Consistency	C
Register / Wording	R
Adaptation	AD
Mistranslation	MI
Untranslated text	UT
Typo	U
Punctuation	SI

- OK
- Added Information
- Missing information
- Layout / Visual issues
- Grammar / Syntax
- Consistency
- Register / Wording
- Adaptation
- Mistranslation
- Untranslated text
- Typo
- Punctuation



### Verification: intermediate conclusions

- Depending on countries: more or less comments
  - **Final decision with National Coordinators** whether to take on board cApStAn's comments
- ⇒ Overall a **positive first assessment**
- ⇒ But only **final questionnaires** will show which comments have been accepted by national teams
- ⇒ Not all received  
+ Language problem of ESS Translation Team

Translation verification was introduced in ESS5 as an additional – external – translation quality check before finalising the questionnaire translations. cApStAn is an external provider, specialising in developing linguistic quality assurance and linguistic quality control systems for use in multilingual, multinational and multicultural surveys. It has been involved in many other important international surveys since 2000, amongst others PIRLS, TIMSS, PISA, PIAAC and SHARE. The purpose of translation verification was to improve the overall ESS translation process.

My presentation briefly described the implementation of translation verification in the 5<sup>th</sup> round of the ESS; in addition, I gave some first conclusions of this exercise.

## 2.3 Shared Languages



### II.c) 'Shared Languages' in the ESS

**Shared Languages in ESS Round 5:**

- English: UK, Ireland
- Dutch/Flemish: Belgium, the Netherlands
- French: Belgium, France, Switzerland
- German: Austria, Germany, Switzerland
- Greek: Cyprus, Greece
- Hungarian: Hungary, Slovakia
- Russian: Estonia, Israel, Latvia, Lithuania, Russia, Ukraine
- Swedish: Finland, Sweden



### ESS Round 5 Translation Guidelines:

"The special requirements for ESS translation and assessment include that: (...) countries that "share" languages consult with one another prior to fieldwork. They thus require guidelines on sharing procedures. (...)"

→ **Data comparability between countries!**



### OPTIONS for 'Shared Languages' in the ESS

1. **"split approach":**  
→ SHARING translation by splitting up questionnaire  
→ less translation work for national teams  
→ reconciliation crucial !!
2. **Exchange / discussion of translations via e-mail and / or telephone** - rather in the case of few language versions
3. Telephone / web-based **conferences**  
↔ technical equipment needed



### 4. Reconciliation meetings:

- in-person meeting
- at least 1 person / language version
- Problems: time  
money



⇒ ESS 5: documentation of 'shared languages' efforts

⇒ ESS 6: try to arrange more reconciliation meetings

In its 5<sup>th</sup> round, the ESS has reinforced its focus on translation into its so-called 'shared languages': these are languages fielded in more than 1 country, as e.g. French which is used in France, Belgium and Switzerland. Although it has been recommended that the national teams

concerned reconcile their versions before going into the field, this is done in different manners. The focus in ESS5 was to at least document the different approaches better than previously.

## PART B – WORKSHOP

### 3. PART B – WORKSHOP: Translation Exercises

I started the second, practical, part with some translation exercises in order to allow all participants to experience by themselves what problems may arise when translating an English master questionnaire into their mother languages:

---

## Workshop “Questionnaire Translation”

### Translation Exercises

*[Taken from the Final ESS Round 2 Questionnaire]*

#### **Tasks:**

1. **Translate individually:**
  - What problems do you encounter?
  - Do you have comments?
  
2. **Translate in a team including team discussion:**
  - What differences do you feel?
  - Which way do you prefer?

**CARD 34** How often, if ever, have each of these things happened to you in the last five years?

Use this card for your answers.

**NOTE TO INTERVIEWER:** code 'no experience' as 'don't know'.

		Never	Once	Twice	3 or 4 times	5 times or more	(Don't know)
<b>E7</b>	A plumber, builder <sup>46</sup> , car mechanic or other repair person overcharged you or did unnecessary work.	1	2	3	4	5	8
<b>E8</b>	You were sold food that was packed to conceal the worse bits.	1	2	3	4	5	8
<b>E9</b>	A bank or insurance company failed to offer you the best deal you were entitled to.	1	2	3	4	5	8
<b>E10</b>	You were sold something second-hand that quickly proved to be faulty.	1	2	3	4	5	8
<b>E11</b>	A public official <sup>47</sup> asked you for a favour or a bribe in return for a service.	1	2	3	4	5	8

Footnotes: 46=44  
47=45

<sup>44</sup> "Builders" include all kinds of tradespeople who work on building sites.

<sup>45</sup> "Public officials" refers to both government officials, such as custom officers and to local officials, such as housing/building regulators etc.

---

**F6a<sup>54</sup> CARD 42a** In which one of these fields or subjects is your highest qualification?

**NOTE TO INTERVIEWER:** If respondent's highest qualification is in more than one subject code as 01.

General or no specific field	01
Art – fine or applied	02
Humanities – languages, classics, history, theology, etc	03
Technical & engineering, including architecture and planning, industry, craft, building trades, etc	04
Agriculture & forestry	05
Teacher training or education	06
Science, mathematics, computing, etc	07
Medical, health services, nursing, etc	08
Economics, commerce, business administration, accountancy, etc	09
Social & behavioural studies, public administration, media, culture, sport and leisure studies, etc	10
Law and legal services	11
Personal care services - catering, domestic science, hairdressing, etc	12
Public order and safety – police, army, fire services, etc	13
Transport and telecommunications	14
(Don't know)	88

**D13 CARD 28** Suppose now that you had a serious<sup>36</sup> headache. Who, if anyone, would you go to first for advice or treatment? Please choose one answer from this card.

Nobody	01	
Friends or family	02	<b>GO TO D14</b>
Pharmacist / chemist / drug store	03	
Doctor	04	
Nurse	05	
The internet / web	06	
A medical helpline	07	
Other practitioner	08	<b>ASK D13a</b>
(Don't know)	88	<b>GO TO D14</b>

<sup>36</sup> "Serious" at D13, D14 and D15 means troubling or disruptive without being life-threatening.

**CARD 30** Now please use this card to show how much you agree or disagree with each of these statements:

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
<b>D19</b> Most illnesses cure themselves without having to go to a doctor.	1	2	3	4	5	8
<b>D20</b> When suffering from illnesses like the common cold, people can cure themselves.	1	2	3	4	5	8
<b>D21</b> People rely too much on their doctors rather than themselves to keep healthy.	1	2	3	4	5	8
<b>D22</b> When people are sure about what medicine they need, their doctor should just prescribe it for them.	1	2	3	4	5	8
<b>D23</b> It is best to follow doctors' orders.	1	2	3	4	5	8
<b>D24</b> I generally feel a bit disappointed when I leave a doctor's surgery <sup>40</sup> without a prescription.	1	2	3	4	5	8

<sup>38</sup> "Same doctor" refers to the same person, not just the same type of doctor.

<sup>39</sup> "Everyday" in the sense of 'common and not serious'

<sup>40</sup> "Surgery" is the doctor's office or premises.

---

→ **Translation and adaptation** (Mainly items B12 and B16)

**B12** Which party did you vote for in that election?  
[Country-specific (question and) codes]

	Conservative	01
	Labour	02
	Liberal Democrat	03
	Scottish National Party	04
	Plaid Cymru	05
	Green Party	06
Other ( <b>WRITE IN</b> ) _____		07
	(Refused)	77
	(Don't know)	88

**ASK ALL**

There are different ways of trying to improve things in [country] or help prevent<sup>11</sup> things from going wrong. During the last 12 months, have you done any of the following?

Have you ... **READ OUT...**

		<b>Yes</b>	<b>No</b>	<b>(Don't Know)</b>
<b>B13</b>	...contacted a politician, government or local government official?	1	2	8
<b>B14</b>	...worked in a political party or action group?	1	2	8
<b>B15</b>	...worked in another organisation or association?	1	2	8
<b>B16</b>	...worn or displayed a campaign badge/sticker?	1	2	8
<b>B17</b>	...signed a petition?	1	2	8
<b>B18</b>	...taken part in a lawful public demonstration?	1	2	8
<b>B19~<sup>12</sup></b>	...boycotted certain products?	1	2	8

<sup>11</sup> "Help prevent things going wrong" in the sense of help prevent serious problems arising.

#### 4. PART B – WORKSHOP: Questionnaire Translation: the example of the European Social Survey (ESS) - typical translation pitfalls

In the second half of my workshop part, I presented some typical translation pitfalls known from the ESS translation history. I discussed several of these issues with the audience which seemed particularly problematic to (some of) the participants.

gesis  
Leibniz Institute for the Social Sciences

##### 1. Translating meaning

- **Retention of meaning and scope** is crucial
- Often word-for-word translations not possible because languages differ in lexis, grammar, structure
- Example: **“to meet s.o. socially”**  
(by choice rather than for reasons of work or duty)  
≠ at formal events, e.g. reception, ball (German)

gesis  
Leibniz Institute for the Social Sciences

##### 2. Connotations

Be careful translations do not carry **ambiguous / unintended connotations!**

E.g. “Loyalty” – Spanish: “Sexual faithfulness”  
(European Value Survey / EVS)

⇒ **Distortion of results!!**

gesis  
Leibniz Institute for the Social Sciences

##### 3. Ambiguity

Be careful not to introduce unintended ambiguity!

E.g. “I really dislike answering machines.”

gesis  
Leibniz Institute for the Social Sciences

##### 4. Gender

Be aware of gender issues in your language!

- Adjectives / nouns may require feminine and masculine forms  
E.g. How satisfied are you? FR: satisfait / satisfaite?
- E.g. Partner DE: - Partner / Partnerin
- E.g. “Doctors” “Nurses” gender-specific in your language?

gesis  
Leibniz Institute for the Social Sciences

##### 5. Omissions

Do not omit words or phrases that give **temporal, spatial or any other type of framework information** for the respondent!

E.g.: ESS A1:  
“On an **average** weekday, how much time, **in total**, do you spend watching television?”

**! However:** Not each single word needs to be translated word-by-word!

gesis  
Leibniz Institute for the Social Sciences

##### 6. Conjunctions

Adequately rendered in your language!

E.g.: ‘and’ – ‘or’ – ‘because’

## 7. Sequence

Keep order in enumerations!

E.g.: "... worked in a political party or action group."

## 8. Clarity and fluency

Translations should be

- **readily understood** by respondents
- **fluently ready** by interviewers

Keep in mind **respondent group in terms of e.g. age, education!**

## 9. Terminology

- Understood by average population
- Attention with technical terms!  
E.g. "herbal remedies" – phytotherapy

## 10. Brevity and conciseness

- Try to be as **concise and brief** as possible!
- **Reduce respondent burden** to the minimum necessary!

E.g. if your language requires

- 2 nouns instead of 1
- paraphrase instead of adverb

## 11. Consistency

- Consistency **within the questionnaire**  
e.g. scales, instructions, terminology
- Consistency within the context of (partial) **replication of modules**

However: words not always translated identically  
E.g. "fair" – "just" or "equal" !

⇒ **Final cross-checking / proof-reading!**

## 12. Adaptations

ESS: only if approved by Central Coordinating Team

Examples:

- "badge / sticker for election campaign"  
→ adapt to your country's habits
- "weddings / funerals / christenings"  
→ adapt to your country

⇒ **Keep identical stimulus!**

## 13. Response Categories

1. No overlaps / no gaps!
2. Labels as equivalent to EN as possible: excellent ≠ very good
3. If symmetrical in EN – symmetrical in your language (extremely – completely)
4. Keep distinction Bipolar (good-bad) – Unipolar (good-not good)
5. Question beginnings:  
"To what extent do you agree or disagree ..." / "How difficult or easy ..." → Keep this structure in your language if possible!
6. No omission or additional answer categories – comparability!  
→ Keep the same set of answer categories!
7. Consistency between answer and answer categories:  
"How much is the cultural life of [country] undermined or enriched by people coming from elsewhere?"  
→ use identical translations for 'undermined', 'enriched', 'cultural life'
8. Keep scale layout / order identical! E.g. Horizontal-vertical?

## 14. Layout

Keep questionnaire layout as **identical as possible** to EN source.

- underlining / italics / bold
- 'tick a box'  – 'mark' – 'touch'?
- consistency questionnaire – show cards
- single question – battery?

### 15. Causes of mistranslations: False friends

Lithuanian examples?

DE /FR examples:

- intimate
- handy
- card

### 16. Causes of mistranslations: Grammar and syntax

Don't stick too closely to EN grammar or syntax: faithfulness – fluency!

Grammatical differences:

E.g. information (singular) – Plural in many other languages!

### 17. Causes of mistranslations: one-to-one equivalencies and their fallacies

EN words can be translated by different words depending on the context, e.g.:

- government
- work
- job
- reasonable

### 18. Causes of mistranslations: careless reading

Healthy – wealthy

Wanting a job – waiting for a job

## References

- Behr, D. (2009). 'Translationswissenschaft und international vergleichende Umfrageforschung: Qualitätssicherung bei Fragebogenübersetzungen als Gegenstand einer Prozessanalyse'. Bonn: GESIS. [*Translation Research and Cross-National Survey Research: Quality Assurance in Questionnaire Translation from the Perspective of Translation Process Research*]
- Braun, M. and Harkness, J. (2005). 'Text and Context: Challenges to Comparability in Survey Questions' in: Hoffmeyer-Zlotnik, J.H.P., Harkness, J. (Eds.). *Methodological Aspects in Cross-National Research. ZUMA-Nachrichten Spezial No. 11*. Mannheim: Zentrum für Umfragen, Methoden und Analysen.
- Brislin, R.W. (1986). 'The Wording and Translation of Research Instruments', in: Lonner, W.J., Berry, J.W. (ed.). *Field Methods in Cross-Cultural Research*. Beverly Hills: Sage.
- Dept, S., Ferrari, A. and Wäyrynen, L. (2008). 'Comparative Overview of Test Adaptation and Translation Verification Procedures in Three International Surveys'. Paper presented at the international conference on survey methods in multinational, multiregional, and multicultural contexts (3MC), Berlin, Germany. Retrieved April 16, from [http://www.csdiworkshop.org/pdf/3mc2008\\_proceedings/session\\_09/Dept.pdf](http://www.csdiworkshop.org/pdf/3mc2008_proceedings/session_09/Dept.pdf).
- Dept, S., Ferrari, A. and Wäyrynen, L. (2010). 'Developments in Translation Verification Procedures in Three Multilingual Assessments: A Plea for an Integrated Translation and Adaptation Monitoring Tool' in: Harkness, J., Braun, M. et al. (Eds.). *Survey Methods in Multinational, Multiregional, and Multicultural Contexts*. New York: John Wiley and Sons.
- European Social Survey (2009). 'Parallel questionnaire design in the ESS: Advance translation as a tool for promoting cross-cultural input'. Mannheim, European Social Survey GESIS.
- European Social Survey (2010). 'ESS Round 5 Translation Guidelines'. Mannheim, European Social Survey GESIS.
- Göpferich, S. (2008). 'Textproduktion im Zeitalter der Globalisierung'. Tübingen: Stauffenburg Verlag.
- Harkness, J. (1995). 'ISSP Methodology Translation Work Group Report 1995, Report to the ISSP General Assembly at the 1995 Cologne ISSP meeting'.
- Harkness, J. and Schoua-Glusberg, A. (1998). 'Questionnaires in Translation' in: Harkness, J. (Ed.). *Cross-Cultural Survey Equivalence. ZUMA-Nachrichten Spezial No. 3*. Mannheim: Zentrum für Umfragen, Methoden und Analysen.
- Harkness, J., Langfeldt, B. and Scholz, E. (2000). 'ISSP Study Monitoring 1996-1998. Reports to the ISSP General Assembly on monitoring work undertaken for the ISSP by ZUMA, Germany'. Mannheim.
- Harkness, J. (2003). 'Questionnaire Translation' in: Harkness, J., van de Vijver, F. and Mohler, P. (Eds.). *Cross-Cultural Survey Methods*. New York: John Wiley and Sons.
- Harkness, J., Pennell, B., and Schoua-Glusberg, A. (2004). 'Questionnaire Translation and Assessment' in: Presser, S., Rothgeb, J., Couper, M., Lessler, J., Martin, E. and Singer, E. (Eds.). *Methods for Testing and Evaluating Survey Questionnaires*. New Jersey: John Wiley and Sons.
- Harkness, J. (2005). 'ISSP Translation Work group Report to the ISSP General Assembly'. Mexico City.

Harkness, J. (2007). 'Improving the comparability of translations' in: Jowell R. et al. (2007). *Measuring Attitudes Cross-Nationally. Lessons from the European Social Survey*. London: SAGE Publications.

OECD (2009). 'PISA 2006 Technical Report'. Paris.

van Nes, F. et al. (2010). 'Language differences in qualitative research: is meaning lost in translation?' in: *European Journal of Ageing*, 7(4):313-316. Springer.