UTAH DEPARTMENT OF
HEALTH
Office of Health Disparities

Translation Manual

This manual is intended to supplement the UDOH *Translation Toolkit* by providing further reference and information regarding translation.
Final Draft, 09/17/2013

Maiku!

Guten Tag!

안녕하세요!

Iska warran!

Xin chào!

Kudual!

Mālō e Lelei!

Bonjour!

Ya'at'eeh!

Hello!

Tālofa!

Hola!

Olá!

你 好!

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INTRODUCTION

Overview

The Utah Department of Health (UDOH) is committed to making departmental services and resources accessible to all members of the public. This manual and the accompanying *Translation Toolkit* are reference materials intended to assist all UDOH and local health department (LDH) facilities and programs in providing text translation for non-English languages that are most likely to be encountered within Utah's service area populations.

This manual will provide some additional resources and information to supplement the basic guidelines presented in the *Translation Toolkit* in regards to the need for non-English translation, personnel roles, recommendations and best practices, and step-by-step translation procedures.

Title VI and Federal Standards

Title VI of the *Civil Rights Act of 1964* is a national law that prohibits all federally-funded programs from discriminating on the grounds of race, color, and national origin. The U.S. Department of Health and Human Services' (US HHS) Office of Civil Rights (OCR) has since published revised guidance on Title VI and limited-English proficiency (LEP) clarifying the recommendation that federally-funded health care agencies and providers develop effective plans for providing written materials in non-English languages in "areas where a significant number or percentage of the affected population needs services or information in a language other than English to communicate effectively." [1]

According to this guidance, all agencies receiving federal funding should provide "written translations of vital documents for each eligible LEP language group that constitutes five percent or 1,000, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered." [2] All UDOH/LDH programs that receive federal funding should be aware of this guideline and plan appropriately when planning and providing services in LEP populations and areas.

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[1] Ross (2001). HHS' Office of Civil Rights Focuses on Title VI Policy Provides Guidance for Ensuring Linguistic Access. *Closing the Gap, Cultural Competency Part II: US HHS Office of Minority Health Resource Center.* *http://minorityhealth.hhs.gov/assets/pdf/checked/Guidance%20for%20Ensuring%20Linguistic%20Access.pdf*

[2] US HHS OHR (2003). Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. *Federal Register*, 68(153): 47318-19.

Non-English Languages in Utah

The following section provides a brief overview of the six non-English languages that are most commonly spoken and encountered in Utah.[3] These descriptions are for general reference and cannot account for all of the cultural, regional, and linguistic diversity found within non-English speaking populations in Utah.

Spanish

The first evidences of Spanish language influence in Utah were place names recorded on maps by the Domínguez-Escalante expedition in 1776. Spanish is currently the second most commonly spoken language in the state of Utah; over 10% of Utah residents speak Spanish at home.[4] Utah's Spanish speaking population comes from diverse backgrounds and national origins, with many families that have lived in Utah for generations. In Utah, sizeable Spanish-speaking communities have historical ties or ancestry from Mexico and Central America, the Caribbean, South America, and Europe (Spain). Although the Royal Academy of the Spanish Language promotes a "standardized" Spanish writing system, there are over 20 countries that speak Spanish and there can be significant differences between meanings and usage of terms and idioms between Spanish-speakers from different countries or regions.

Pacific Islander Languages

In Utah, the most frequently encountered Pacific Islander languages are Samoan and Tongan, with smaller reported communities of households that speak Fijian and other languages at home. The majority of Pacific Islanders in Utah reside on the west side of the Salt Lake Valley, with sizeable communities also found in Utah County and Washington County. All of the Pacific Islander languages have a common origin and share linguistic similarities, but Samoan and Tongan are two distinct languages. Care should be taken to ensure that translations into Samoan and Tongan are reviewed by native speakers prior to dissemination due to the fact that different words and phrases can be used depending on the social rank of the intended audience and/or the translator.

Chinese

The term "Chinese language" generally refers to Mandarin Chinese, although speakers of other languages native to China (such as Cantonese, Taishanese, and Hakka) are categorized by the Census Bureau as Chinese-speakers. Chinese-speaking communities (mainly Cantonese-speaking) have been present in Utah since the 1860s era of railroad construction, and a vibrant Chinatown housing 2,000 Cantonese-speakers existed in Salt

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[3] US Census datasets for Utah do not provide specific language counts for individual languages that are reported together under the categories of Pacific Islander, Chinese, American Indian, or African languages.

[4] US Census Bureau, 2011 ACS 1-year Estimates, "Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over."

Lake City until 1952. More recently, many Mandarin speakers have followed academic and economic opportunities to Utah. One major consideration that should be made when translating documents into Chinese is the existence of two distinct writing systems. The "simplified Chinese" script is the official writing system of the People's Republic of China ("mainland China") and also used widely in Singapore, and Malaysia. The "traditional Chinese" script is the system of characters commonly used in Taiwan, Hong Kong, and immigrant Chinese communities outside of mainland China (including Utah). The most widely-read Chinese newspaper published in Utah is printed in "traditional Chinese" text.

Native American Languages

Utah is home to five American Indian tribes – the Diné/Navajo Nation, Ute, Paiute, Goshute, and Shoshone – each with its own distinct language. The Diné (Navajo) language is the most commonly spoken tribal language, spoken at home by over 7,000 Utah residents. Over 2,200 Utahns were counted in the 2011 American Community Survey as speaking another "Native American language," including Ute, Goshute, Paiute, and Shoshone. Because most American Indian languages were not written languages (and because these languages have been systematically suppressed), you may encounter discrepancies when translating and reviewing documents due to unstandardized orthography or alternate spellings of words, depending on the translator.

German

The introduction of German language and culture to Utah began with the westward movement of pioneer settlers in the mid- to late-1800s. Several thousand German-speakers established their families in Utah following World War II and have maintained a continued presence in Utah. German is recognized as an official language in eight different countries in Europe and there are several regional variations and dialects.

Vietnamese

A significant Vietnamese community has developed in the Salt Lake Valley since the 1970s and several community enclaves have become prominent along the Wasatch Front, especially West Valley City and Salt Lake City. The Vietnamese language is written in a unique font that utilizes a combination of Romanized alphabet and diacritic "accent" markers. Many computers will not automatically process, display, or print these characters so always ask translators to provide the fonts that they have used, and always archive finalized documents in PDF format.

PERSONNEL ROLES

This section provides general guidance that can be useful for organizing personnel and assigning tasks within programs and facilities to make translations more efficient and effective.

Program Managers

Program managers can increase the reach of their agencies' initiatives and programming by providing relevant materials intended for limited English proficient populations. The following practices are recommended to assist managers and administrators in facilitating and encouraging effective translation within their programs and facilities.

Ongoing Assessment of Non-English Language Needs

> It is recommended that managers and administrators continually assess ongoing and anticipated projects and work plans to identify the non-English language needs of local service areas and target communities. Public-facing employees, outreach staff, and reception personnel often have a good idea of which communities your program or facility frequently engages and what kinds of non-English language needs may need to be addressed in order to provide optimal services to your service areas/populations.

Adequate Planning and Budgeting

> When brainstorming and designing new programs, initiatives, and materials, managers should anticipate and adequately plan for the time and funding requirements associated with translation. Other programs or facilities that have developed similar projects or materials in non-English languages may be great resources for advice and hints on how to go about arranging for translation services. Managers can also budget and allocate funding toward projects or campaigns that may involve hiring a state contracted translation service.

Coordinating Translation Projects

> Translation projects can be simplified and standardized with the help of an employee who can act as a designated coordinator to manage translation-related issues. These designated staff members should become familiar with the best practices and guidelines presented in the *Translation Toolkit* and this *Manual* in order to assist other staff members and/or oversee translation projects that take place within a specific program or facility. Should an individual staff member be designated for this role, these specific translation coordination tasks should be included in the staff member's Individual Performance Plan.

Providing Support and Resources

> Managers can ensure that employees who are tasked with projects or tasks that may involve the development and translation of non-English materials are aware of the best practices and guidelines provided by the *Translation Toolkit* and this supplemental *Manual.*

Employees

Any employee working on projects, programs, or tasks that may require translation of materials or documents into a non-English language can take advantage of the *Translation Toolkit* and this *Manual* for assistance. The *Toolkit* guidelines and the tools provided as attachments can be used as a step-by-step guide to ensure the quality and accuracy of translated materials. Should further assistance be needed, employees should be able to consult with a member of management or the employee within their program or facility who is designated to coordinate/assist with translations (if available).

Translation "Coordinators"

As mentioned above, it is highly recommended that one employee within each program or facility be designated specific translation-tasks in order to maintain consistency and standardization of the translation process (especially within programs or facilities that serve significant limited English proficient and/or non-English-speaking populations). These coordinating or overseeing tasks should be outlined in the designated employees' Individual Performance Plan. These designated employees can provide translation support and assistance to other employees within their program or facility by helping to verify that translation guidelines are satisfactorily followed and that recommended steps and processes are completed throughout the development, translation, publication, and dissemination stages.

BEST PRACTICE RECOMMENDATIONS

Standards

It is strongly recommended that all translated materials developed and published by UDOH/LDH programs in non-English languages be subject to the same high quality standards and accuracy expectations as those produced in English. The following standards are recommended for consideration when developing and reviewing translated documents.

Clarity
- Translated materials should be written and reviewed at the appropriate health literacy level of the intended audience. Text should avoid overly complicated jargon or technical terminology that may be confusing of unfamiliar.

> *Less effective example:* Individuals afflicted with chronic hypercholesterolemia may necessitate acute intervention to reduce risk of adverse cardiovascular complications.

> *More effective example:* People who suffer from ongoing high cholesterol levels ("hypercholesterolemia") may require immediate treatment to reduce their risk for serious heart problems.

- In order to facilitate translation, the original English text should be as clear and unambiguous as possible. Have the English copy reviewed and proofread by someone other than the original author(s) to ensure that the message is clear.

- Many English idiomatic expressions or American cultural analogies cannot be translated literally (word-for-word) and some phrases in the English text may need to be revised prior to translation.

    For example: Some American expressions – like "no-brainer" or "in a nutshell" – would be awkward if translated literally into many non-English languages.

Accuracy
- Translated text should be free of grammatical and punctuation errors, and diacritics and accent markers should be properly typed (if applicable). Have the non-English copy reviewed and proofread by someone other than the translator(s) to ensure that the text is correct and readable.

- Translated text does not need to be a word-for-word translation (and generally should not be a word-for-word translation).

- The non-English document should contain the same level of detail and the same informational content as the English text. The original tone of the message should be maintained.

Appropriateness
- Translated materials – in both text and visual representations – should be appropriate and inoffensive for the intended audience.

- Text should be linguistically neutral and appropriate for general audiences; avoid slang terms and regional expressions that may not be universally understood.

- Photographs, diagrams, and visual elements should be representative of and relevant to the intended audience.

    For example: National and statewide studies consistently demonstrate that brochures, flyers, posters, and other health promotion mediums intended for specific ethnic/racial populations are more likely to be well-received if they prominently feature faces and visual elements that are representative of the target population.

STEP-BY-STEP PROCEDURES

Preparing to Translate a Document

Translation Checklist
>The *Translation Checklist* contained in the *Translation Toolkit* (Attachment A) is intended to be used as a basic template and guide to help ensure successful and accurate translations. The *Checklist* can be used by any employee who is tasked with developing documents for limited English proficient and non-English-speaking populations. Those individuals who may be specifically tasked with coordinating translation within a program or facility can utilize the *Checklist* as a tool to assist in organizing translation projects and/or to provide assistance to other employees.

>Depending on the translation project at hand, not all of the steps or guidelines presented in the *Checklist* may be relevant or applicable; however, adhering to the *Checklist* suggestions will reduce the chances of potentially costly and time-consuming errors or delays.

Things to Consider Before Translation
>- Anticipate and plan for adequate time and funding associated with translation. Contact different translation providers to inquire about fees and turnaround times.
>- Make sure that the original English language text has been evaluated for clarity, accuracy, and appropriateness. The English text should be proofread, reviewed, and finalized prior to translation.
>- Contract translation providers are the ideal options for obtaining translation services, although bilingual employees or community-based translation providers may be appropriate in some instances (as determined by program/facility manager and/or designated employees tasked with coordinating translations).
>- It is strongly recommended that bilingual employees should only be utilized for translating and reviewing non-English translations if such tasks are expressly included within the employee's Individual Performance Plan.
>- If a bilingual employee or a community-based translation provider is utilized for translation services, it is still recommended that the best practice guidelines presented in the *Translation Toolkit* and this *Manual* be followed.

Selecting a Translation Provider
>There are several *Contract Translation Providers* that are contracted by UDOH/LHDs to provide professional translation services to programs and facilities. Just as each individual translator is different, each Translation Provider may be different in terms of procedures, fees, etc. It is always a good idea to contact more than one translation provider (whenever possible or feasible) to discuss service terms and fees

Doing a little bit of research prior to hiring a translation provider can go a long way in terms of financial and time savings. Employees who are tasked with coordinating translations should not be hesitant to contact other programs or facilities to ask for advice or opinions based on reviews and past experiences that others have had with translation providers.

It is also a good idea to inform prospective translation providers that their company name will be printed in the credits of the documented that is being produced. This not only gives due credit to the company providing the translation, but also encourages high quality work by the translator (since their company's name will be publicized on all printed copies of the document).

> *An important note on bilingualism*: Professional translators generally receive extensive training and maintain national credentials that certify one's skill in effectively translating between two (or more) languages. Untrained bilingual individuals may indeed be proficient in more than one language, but that does not guarantee that a bilingual person has adequate capabilities to effectively convey the original message into the translated language in the most accurate way.

Timeline

Be aware that translation is a time-consuming, detail-oriented task that requires sufficient time to be done accurately and properly. While expedited "rush" translations may be possible, they are certainly not ideal and translation providers should not be expected to provide urgent translations. Consult with a translation provider during planning stages of your project to ensure that your deadlines are realistic and adequate enough to allow for the best translation services possible.

Translating a Document

Obtaining a Quote

Programs and facilities should have the option of requesting a detailed quote from contract translation providers that itemize the provider's fees, anticipated project timeline, and any additional services that may be arranged (including proofreading and independent review).

When negotiating with translation providers, always provide clear, specific instructions and expectations of your project, the intent of the messaging, etc. It is recommended that all correspondence (including service requests) be documented in writing; summarizing a telephone conversation through a follow-up email is a good way to

maintain open, unambiguous communication so that the translation services provided are consistent with your program/facility's expectations and the initial quote or service agreement.

Being Involved

The best way to increase the chances for a satisfactory translation is to remain in direct correspondence with the translation provider (to the extent that direct communication is possible). It is likely that employees will not have direct contact with individual translators, in which case questions, suggestions, and clarifications should still be openly communicated through the translation provider.

Since real-time interaction with individual translators is not common practice, it is useful to provide the translation provider with a complete list of acronyms and definitions of technical terms within the document. This helps to maintain consistency and improve the accuracy of the translation, reducing delays in the evaluation and editing process.

Evaluating and Editing

Quality Assessment Form

The *Quality Assessment* worksheet contained in the *Translation Toolkit* (Attachment B) is intended to be used as a basic template and guide to facilitate independent proofreading and review of the translated text prior to publication.

Ideally, a translated draft should be reviewed and evaluated by at least one native speaker of the translated language. Depending on the translation project at hand, not all of the criteria presented in the *Quality Assessment* may be relevant or applicable.

Finalizing and Disseminating

After the translated draft has been reviewed, the *Quality Assessment* form should be consulted to identify components of the translated document that may need to be revised or retranslated. When communicating these needs to translation providers, be very clear about the corrections being requested. The translation provider may be requested to provide you with both a final, print-ready document (usually PDF) as well as an editable document format for archiving and future revision.

When translated drafts or final translated documents are received from a translation provider, it is crucial that you be provided with all applicable fonts that may be required to view and use the translated text. Many non-English language fonts cannot be viewed, printed or utilized without an accompanying font file. The names of these fonts, or the actual font file itself, can be requested from the translation provider (if applicable), and should be included whenever transferring texts in electronic format for translation, review, and publishing. Translation involving these non-standard fonts and formats may

warrant additional charges or fees.

Providing a small line of "credits" somewhere on the final translated document can be very helpful. It is recommended that a citation be included which provides the title of the document (in English) and identifies which non-English language it is translated into. The name of the translation provider may be cited as well, along with any other identifying information that may be useful to the intended audience and/or program employees.

Once the translated document has been independently reviewed and appropriately formatted for publication, a final overall review should be requested (prior to printing/disseminating) to verify that the text is complete, readable, and correctly formatted. Maintain a backup copy of the final translated document, visual design elements, and foreign language fonts for future reference.

GLOSSARY

<u>Bilingual employees</u> are staff members who are proficient in English and a non-English language and who are expressly designated tasks involving translation and/or reviewing of translations, per Individual Performance Plan.

<u>Community-based translation</u> is any translation service (including proofreading and independent review of translated materials) provided by community members who are not employed by a contract translation provider or UDOH/LDH.

<u>Contract translation providers</u> are contracted by UDOH/LDH to provide translation services.

<u>Independent reviewer</u> – a bilingual, native speaker of a translated language who serves to proofread and evaluate document drafts *after* being translated.

<u>Interpretation</u> is the verbal conversion of *spoken word* from one language to another.

<u>Limited English proficiency (LEP)</u> can refer to an individual or a group who are unable to communicate effectively in English because their primary language is not English.

<u>Title VI of the 1964 Civil Rights Act</u> prohibits all federally-funded programs from discriminating on the grounds of race, color, national origin, and limited English proficiency.

<u>Translation</u> is the written conversion of *text* from one language to another.

ATTACHMENTS

Attachment A: Translation Checklist (pg. 14; refer to page 9 for instructions)
Attachment B: Quality Assessment Worksheet (pg. 15; refer to page 11 for instructions)
Attachment C: List of Contract Translation Providers

Translation Checklist

Employees can use this checklist as a guide for developing translated documents.

Prior to Translation:

☐ 1. Determine your target audience's language(s), health literacy level, etc.

☐ 2. Verify that your *finalized* document (in English) is clear, accurate, and appropriate.

Contracting a Translator:

☐ 1. Identify a suitable translation provider and request detailed, itemized quotes and anticipated timelines for translation <u>and</u> independent review (if possible).

☐ 2. Provide the translation provider with a list of relevant acronyms and definitions of technical terms.

☐ 3. Document all correspondence with the translation provider, including the names of all translators and independent reviewers (if possible) for future reference.

Quality Assurance and Finalization:

☐ 1. Maintain open communication with the translation provider to clearly communicate your expectations and requests throughout the translation and initial revision process.

☐ 2. Upon receiving the completed translation, verify that applicable font files are included.

☐ 3. Submit (A) the original English text, (B) the translated draft, and (C) the *Quality Assessment Form* to an independent reviewer for evaluation.

☐ 4. Make sure the final copy includes a citation of the title and translated language in English so that it can be identified by other employees.

☐ 5. Once typeset and formatted, maintain a backup copy of all materials, design elements, and foreign language fonts.

Quality Assessment

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Employee should complete the upper portion of this page prior to submitting this form with English and translated drafts to the independent reviewer for proofreading and comment.

Date: _____ Document Title: _____

Program: _____

Translation Provider: _____ Language: _____

Please check the appropriate box as you evaluate the attached document:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Integrity: The translated text and the English text convey the same message/tone to the reader.	☐	☐	☐	☐	☐
Accuracy: The translated text is an accurate, correct translation from the English text.	☐	☐	☐	☐	☐
Neutrality: The translated text can be easily understood by its intended audience regardless of age, region, etc.	☐	☐	☐	☐	☐
Grammar: The translated text is free of grammatical/punctuation errors, missing accents, diacritics, etc.	☐	☐	☐	☐	☐
Appropriateness: The translated text and visual elements are appropriate and inoffensive to the intended audience.	☐	☐	☐	☐	☐

How do you rate this translation overall?
☐ Excellent ☐ Good ☐ Average ☐ Below Average ☐ Unacceptable

Comments: _____

_____

Reviewer's Name _____ **Signature:** _____

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