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**A guide  
to better  
communication  
with CALD  
communities**



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## HOW TO USE THIS GUIDE

The **Guide to Better Communication with CALD Communities** provides you with tools to understand your language needs, so that you know exactly what to look for when sourcing language services. From preparing your English text, to identify your audience, this guide will provide you, through simple, easy to follow steps and practical examples, with enough knowledge to support you when choosing the language service most suitable for your needs including:

- An overview on the issues that can emerge when communicating with communities from culturally and linguistically diverse (CALD) backgrounds.
- Practical tips and activities to illustrate and overcome existing barriers.
- A complete list of suggestions and advice to guide you before, during and after you engage with translation services.
- Suggestions on how to present information to your CALD clients in a way that is clear, useful and easily incorporated in your existing systems.
- Ways in which you can improve access to your services from CALD communities.



## ABOUT POLARON

This guide is part of Polaron's strategy to promote excellence in language services and for a more inclusive practice in service delivery. We provide efficient communication solutions and high-quality language services in tight timeframes. We can assist with anything from conference logistics and social research to the creation of marketing collaterals in languages other than English.

Through our team of talented, professional in-house linguists, and a network of over 300 NAATI accredited translators and interpreters, trainers, project managers and multimedia specialists, we help clients facilitate their international business while ensuring that Australians from culturally and linguistically diverse backgrounds gain access to their services. We offer services in more than 100 languages, from Armenian to Zulu.

## Eva Hussain shares 20 years of industry experience



**Eva Hussain**  
CEO

Eva is an accredited NAATI translator and interpreter and speaks several European and Asian languages. A recognised leader in her field, Eva is often called to present and to lecture at universities and training institutions. Eva founded Polaron in 2000. Some of her previous roles include management of the operations of a telecommunications provider and administration of a local government's aged and disability department.

Eva's voluntary roles include Deputy President of the Australian Institute of Interpreters and Translators, President of the Polish-Australian Chamber of Commerce, and board member of Polish Community Services of Victoria.

### *Did you know?*

*Australia's fastest growing languages are:  
Acholi, Shona, Akan, Zulu, Amharic, Malayam, Telugu,  
Swahili, Gujarati, Afrikaans, Nepali, Oromo, Marathi.*

## ACTIVITY 1

### Where are these languages spoken?

*Try to name the places where Australia's fastest growing languages are spoken.*



## INCREASING ACCESS TO YOUR SERVICES BY CALD COMMUNITIES

English is the fastest growing second language in the world, but not everybody has an active command of it. Complex language and jargon are a barrier to effective communication when dealing with CALD communities.

Limited English proficiency is just one element that may prevent people from accessing services. Others include

- cultural differences
- lack of adequate information
- low literacy levels
- low awareness of rights and responsibilities
- fear of stigmatisation
- distrust of government services.

Often it is the service providers who clearly lack communication strategies, do not use existing resources and have limited experience in working with CALD clients.

In Australia we speak over 300 languages, practise over 100 religions and are a product of a unique blend of established traditions and new influences. This amazing diversity can represent a challenge for service providers who may struggle to deliver services that are culturally sensitive and that meet their clients' needs.

Up of 20% of the Australian population does not speak English well. This is the most vulnerable section of our society and as such, more likely to require assistance. But the statistics show how this very group of people either often misses out, or finds it very difficult to get even the most basic services.

Organisations need to understand the importance of reaching CALD communities and must devote more resources, money and time to develop flexible practices in order to fulfill their duty of care, and provide accessible and culturally appropriate services.

There is not a one-size-fits-all communication strategy for CALD clients. To engage them, you need to use a variety of strategies, committing to a long-term relationship with the communities you serve, based on ongoing evaluation of your procedures and policies.

### *Did you know?*

*The financial and social cost of not providing culturally sensitive services to those who need them most is just too high to be ignored.*



## Communicating effectively with CALD communities

Successful communication with clients is one of the most important aspects of quality service, and must be given priority in your organisation, at all levels. Effective communication should underpin assessment, planning and the development of working relationships between service providers and clients, regardless of age, sex, preferred language and ancestry.

Effective communication is especially important when providing services to people of CALD backgrounds who might have knowledge, values and traditions that differ from those of the wider Australian community.

The major communication barriers that affect CALD people include

- Limited language knowledge
- Cognitive or physical impairment
- Different social, educational and linguistic background
- Stress (this can also influence communication outcomes for people who speak English well).

Good service delivery is based on clients and service providers sharing the understanding of the service that is offered, and understanding clients' and service providers' rights, responsibilities and roles.

Workers need to understand their clients' expectations, and clients need to understand what services they are eligible for, when and how they will be provided, and where to go for questions or complaints.

There are many strategies that can be used to ensure that a shared understanding develops between service providers and their clients. We will cover them later on in this guide but firstly, let's start with the basics for good communications!

*It is important to understand why some CALD people do not speak English well, or at all. Learning a second language as an adult can be difficult. The language learning will depend on the level of literacy in one's own language, as well as social and economic factors. Older people may lose their acquired English as they mix with their own community or they may have migrated to Australia later in their life. Some suffer from memory loss and revert back to their native language.*



## Barriers to access and service delivery

People from CALD backgrounds comprise 21% of Australia's population. The main CALD groups in Australia are Italians, Chinese, Vietnamese, Indians, Filipinos, Greeks, Germans, Malaysians, Dutch, Lebanese and people from Hong Kong. People from CALD backgrounds have to overcome more barriers when accessing services, including:

- Language difficulties
- Cultural differences, norms and beliefs
- Discrimination
- Racism
- Lack of information about services
- Low level of understanding of rights and responsibilities
- Low literacy levels
- Lack of access to computers and low computer literacy
- Fear of breaches of confidentiality and fear of stigmatisation from within and outside their communities
- Evolving needs which may pose a challenge to service providers
- Different understanding of disability, illness, death and carer's role.

*Many people do not seek information until a crisis point is reached, and their past experience may also affect how they access services.*

Other extreme barriers to access for CALD communities, especially those from refugee backgrounds, can include

- Exposure to war, violence and torture
- Displacement, dislocation, loss and grief
- Degradation, humiliation, lack of food and starvation
- Physical or sexual abuse
- Prolonged uncertainty about the future
- Distrust of government services.

Many main stream service providers do not offer culturally responsive support services, or do not consider them a priority. This contributes to make access to services more difficult for CALD communities, with the additional risk of people falling through gaps and being left out.

Also service providers face barriers when providing services to CALD communities, including:

- Lack of information about the profile of CALD populations
- Lack of experience in working with CALD clients
- Lack of inclusive communication strategies
- Under-utilisation of existing resources, such as interpreting services
- Lack of training

No two clients are the same. Every client, regardless of their background, has a unique set of needs. When you and your client do not speak the same language, it can be more difficult to develop rapport and learn relevant information. This can then become a barrier to accessing services that are equitable and culturally appropriate.

The key to communicating effectively with people from CALD communities is to be flexible, considered and engaging.



## Tips for effective communication with CALD clients

Getting accurate information about your clients and keeping the information up to date are essential to develop an inclusive strategy to service your CALD communities. You must ensure that your data collection is thorough and does not lack essential details.

As a service provider, these are the steps that you can take to improve your service delivery to CALD communities:

- **Recognise the limits of your knowledge.** Avoid assumptions and stereotypes. Since advice on cultural practices is subjective, you should seek information from multiple, reliable sources, such as colleagues, books and community groups.
- **Talk to your clients and their families directly** to understand their cultural and religious practices, languages they speak and migration and settlement experience. There is no better source!
- **Ensure to collect and analyse reliable data**, including clients' preferred languages, country of origins religion, ancestry, cultural identity, etc.
- **Develop friendships, professional alliances and knowledge** of your target communities by attending cultural events and festivals.
- **Implement data collection mechanisms** so that the data you collect about CALD communities is available across all relevant systems.



## Communicating with clients when you do not share the language

The lack of common language between the service provider and the client is often not the real issue. Australian native speakers are often told that they speak too fast and it takes time to get used to accents and turns of phrases. The difficulties are even more compounded when your clients do not speak English well or not at all.

When working with people of CALD background, we suggest you:

- Greet the client with his or her title (Mr or Mrs) and their surname, pronouncing it correctly. Some cultures find using first names most peculiar or disrespectful.
- Stay relaxed and open in your communication. Keep your manner encouraging rather than correcting, and remain patient.
- Speak clearly and pronounce your words properly.
- Limit the number of concepts you cover at any one time.
- Organise information so that the most important messages stand out. Give information in small chunks and confirm understanding before going on.
- Pausing before and after significant words can help improve communication.
- Remember that turning up the volume does not increase understanding.
- Do not cover your mouth. It may be helpful to see how you pronounce words.
- Choose simple words but do not use overly simplified English. Avoid using filler words and colloquialisms ('like...', 'yeah, totally.')
- If asked to repeat something, first repeat it as you said it the first time. It could be that they simply did not hear you. Paraphrase if you are still not being understood.
- Say "Yes" or "No" instead of "Uh-huh" or "Uh-uh".
- Avoid slang, jargon and acronyms.
- Communicate with stories and examples as they can provide clarity.
- Never pretend to understand. Repeat what you do understand, or incorporate the statements into each of your following questions.
- Write key information down. Some people prefer to look things up in a dictionary, or digest the information you have given them.
- Be attentive and show respect.

*I was shocked to the core when on my arrival the customs officer addressed me by my first name. Have I met this guy before? Was he being funny? Was it because I was carrying a Korean passport?*

## Effective listening

Expressing our feelings, thoughts and needs clearly is only half of effective communication. The other half is listening to and understanding what others are saying. Being listened to makes one feel appreciated and respected. When we listen, we act as a model for positive communication. Effective listening is challenging because people often are more focused on what they are saying than on what they are hearing.

- Listen carefully and be patient. Try not to formulate your response while the other person is still talking.
- Remember that other cultures have different standards regarding silence, touching, eye contact and personal space.
- Smile! The more relaxed you are, the more you are in control of your communication.
- Maintain welcoming body language. Make eye contact and nod. Stand or sit at a comfortable distance.
- Pose open-ended questions. Instead of asking, "Do you have any questions?" ask, "What questions do you have for me?"

## ACTIVITY 2

### What animal is this?

*Read the following instructions to a group of three or more people. Ask them to sit apart so that they can't watch each other whilst drawing. Tell them they will be drawing an animal and that you will reveal what it is at the end.*

- 1. Draw a long head with pointy ears*
- 2. Now draw its stomach and a mane*
- 3. Add eyes and a nose*
- 4. Now add four legs and draw its mouth*
- 5. Draw some stripes and a tail*

*Discuss in the group how your instructions have been followed. Did people ask you to repeat them? Did anyone ask you questions about your instructions? How different were the animals drawn? What conclusions do you draw from this exercise about listening?*



## WORKING WITH TRANSLATORS

Translating the information about your services in languages other than English is an important mean to reach your target communities and to promote your services to potential clients.

**Before** you get your information translated:

- Be realistic, plan and budget for it well in advance.
- Seek quotes and compare prices between service providers.
- If finances are an issue, translate only essential information into a few languages per year.
- Ask yourself whether all the information needs to be translated, or whether it needs to be translated at all: it may already exist in another context, and be available to be re-used if it is from a reputable source.

**Coordinating a translation project:**

- Preparation will save you time and money.
- Remember that translation can only ever be as good as the original: make sure you write in plain English and keep your sentences short.
- Be concise and imagine you are talking to your reader, ensuring you provide context for your main ideas.
- Be prepared to rewrite existing information to make it more accessible: e.g. fact sheets are usually the best method of communicating dense, factual information.
- Avoid technical words, jargon, acronyms, metaphors, jokes and colloquial expressions.
- Clearly explain generic concepts which may be unfamiliar to first-time service users such as “assessment”, “intake officer” and “respite care”.
- Prioritise languages to translate based on consumer information and demographic data for your service area, but also on translations that already exist. Use data collected by your service, as well as Local Government Area (LGA) and ABS information.
- Investigate whether there are other organisations that you may be able to share the costs with.

*Explore your clients' available skills before deciding to translate the information. Literacy levels of many people from CALD backgrounds are limited in their own language, and there are some languages for which there is no script. Be mindful that written format may not suit everybody.*

Prioritise what needs to be translated:

- Translate first all important documents that require clients' consent (e.g. care plans) and that provide clients with essential information to use your services (e.g. service standards, rights and responsibilities, advocacy).
- Don't bother with translating glossy brochures and vision statements. They may look good, but unless they contain practical, hands-on information, they will never be used.

Instructing the translation company:

- Provide them with background information and materials, including glossaries and previously completed translations.
- Advise on the purpose of the translations and how you intend to use them. Are your translations going to be printed? Are they going to be posted online?
- Provide a central point of contact within your organisation to discuss any issues that arise during the translating process.



## Checking translations

All translations should be checked by a second translator because everyone can make a mistake.

You may ask your bilingual colleagues to give you feedback on translations, just remember that you must be very clear about what you are asking them to do, which is to check how the translation reads.

Some people take the task to heart and re-write the translation from scratch, in effect, changing the message contained in the English original. The checking should be carried out to enhance the quality of the translation, whilst ensuring accuracy and clarity.

Translations should read naturally in the target language. Look for grammatical/spelling mistakes and any wording that is unclear, unnatural or potentially ambiguous or confusing.

It is crucial that you respect the translator's personal style of writing, even if it's very different to yours. Work with them in collaboration, avoiding nit picking.



## Tips to check translations

- Read the translation first to check how it reads and to gain a general understanding of ideas expressed in the translation, without your judgment being affected by the original text.
- Compare the translation with the original document.
- Check accuracy of transfer of the meaning from the source language into the target language throughout.
- Use the Track Changes function in Word to suggest changes.
- Use the Comment function in Word to elaborate on specific points.
- Consider who is the target audience.
- Identify any mistranslations which distort the meaning.
- Check numbers, dates, people's names and titles, names of places and institutions.
- Identify any omissions or unnecessary additions.
- Spellcheck the document.
- Carry out your own research. Use various resources such as the Internet, dictionaries and other publications to check terminology, particularly technical words you are not familiar with.
- Identify issues which may be culturally inappropriate and offer alternatives.

### **DO NOT:**

- *Make stylistic changes.*
- *Say "I don't think this is right" or "This doesn't sound right" without offering alternatives.*
- *Say "This is a really bad translation" without being able to back it up and, more importantly, offer alternatives.*
- *Edit or re-write the translation unless asked to do so.*



## INFORMATION DISSEMINATION STRATEGIES

Having a strategy to disseminate your information is an essential part of quality care.

Many organisations already have systems and structures in place that can be utilized to develop cultural and linguistic competencies to service Australia's diverse communities. These include human resources, quality improvement technologies, systems and procedures, as well as language services. Other organisations might struggle making their services more effective and more accessible to CALD communities.

Organisations should be supported through training, to develop a better understanding of the cultural and religious beliefs of people from CALD communities. They should also be supported with appropriate budget allocation for interpreting and translating services, as well as better understanding of the communities they serve.

Data collection is another important aspect of information dissemination that is often overlooked: organisations should inform themselves on the demographic breakdown of their catchment area to maximize their visibility amongst target communities.



### Tips for engaging with CALD communities

- Promote your services to raise awareness of them and their relevance to CALD families. This can be done via local businesses, religious and community groups, newsletters, ethnic community language newspapers and radio stations.
- Consider the best format to provide translated information, e.g. print, audio and visual.
- Consider how to address the issues of poor literacy and education of some communities. Provide information sessions to cultural groups and organisations.
- Consider most effective means of communication with newly arrived and emerging communities with fewer community infrastructures. Remain in regular contact with ethnic community groups, educators and leaders.
- Consider practical issues, such as the physical locality of your service, the layout of the rooms, opening times, staff profile and links between different services.



## ACTIVITY 3

### Your passport

*This exercise is suitable for a group of seven or more people. On sticky notes, get everyone to write:*

- *Their name and nationality*
- *Their place and date of birth*
- *Their marital status*
- *Their parents' names and nationality*

*Put all the sticky notes into a box, mix them up and ask individual participants to draw one out of the hat, and guess who the sticky note belongs to. The results will surprise you!*



## WORKING WITH INTERPRETERS

To use interpreters in an effective way, staff should be able to identify those situations where an interpreter is required. This should happen the first time that the client enters in contact with the service as well as at other key points, such as in the initial assessment.

*CALD people who have not needed an interpreter in the past could need one if they find themselves in stressful or difficult situations, as these can impact on their ability to communicate effectively in English.*

## When to engage an interpreter

- When the client requests one.
- At the point of entry into the service, when undertaking assessment and review.
- When essential information needs to be communicated and understood.
- Whenever any party assesses that the client may be disadvantaged without an interpreter.
- When the client is required to make informed decisions about their care.
- When explaining the details of the service and options.
- For client and carer feedback and complaints, for risk assessment and referral.

## ACTIVITY 4

### Signs of good practice

*Your interpreter is the only person in the room who speaks both languages so what are some of the signs that good practice is taking place?*

- 1. The interpreter must interpret everything that is being said, so if anything needs to be clarified, your interpreter should inform you that this is what they are doing. Participants shouldn't say anything that they don't want interpreted.*
- 2. Roughly speaking the interpreting should take as long as the speaking but some concepts need a longer explanation or clarifications.*
- 3. Your interpreter should take notes to assist in memory retention but they must respect confidentiality and give you the notes for your case file if asked.*
- 4. The interpreter must remain impartial and declare any possible conflicts of interest. They are not cultural brokers, advocates or educators.*
- 5. Your interpreter may need you to debrief them, especially if the session was particularly emotional or challenging in some other way.*



## Good practice when working with interpreters

- Where possible, work with NAATI accredited interpreters and maintain continuity.
- Do not use children, relatives and unqualified bi-lingual staff as interpreters.
- Make clear that all information discussed must remain confidential at all times.
- Use plain English, avoiding jargon.
- Remain flexible but in control of the interview, and develop a professional partnership with the interpreter.

*When engaging an interpreter, it is important that all the people involved in the meeting understand exactly what their role and responsibilities are. This will make for a better communication flow.*



## The interviewer

- Get your list of questions ready before the interview.
- Ensure to book the right language/dialect.
- Ensure appropriate environment and seating.
- Brief the interpreter before starting the interview.
- Explain purpose of the interview and interpreter's role.
- Always stay in control of the interview and be prepared to manage challenging aspects of the interview.
- Stop the interview if it isn't working.
- Know how to manage feedback and complaint handling.
- Debrief with the interpreter after the meeting.
- Provide feedback to the interpreter and to the company from which you booked the interpreter.



## The client

- Can request or refuse to use an interpreter.
- If preferred, can speak English even if an interpreter is present.
- Can ask questions and seek clarification.
- Can request the dialect and gender of the interpreter.
- Should be encouraged to become an active partner.
- May prefer to use telephone interpreting services.
- Has the right to provide feedback and lodge complaints.

## *Did you know?*

*Your interpreter listens to you speak, understands what you say, stores the information within their memory, finds the corresponding language in correct context, verbalises that language to the client. Then the process is repeated over and over.*



## The interpreter

- Should make participants linguistically present by interpreting everything.
- Should try to facilitate communication so that everyone can communicate effectively.
- Should ask for clarification when necessary.
- Should take notes.
- Must remain impartial: an interpreter is not a cultural broker and is not an advocate.
- Must follow the Australian Institute of Interpreters and Translations (AUSIT) Code of Ethics.
- Must keep exchanges confidential.



## Telephone interpreting

When engaging an interpreter over the phone ensure to apply the same considerations applied when engaging interpreters in person such as booking the right language/dialect and ensuring that all the people taking part at the meeting understand their role.

- Telephone interpreting
- Is suitable for short and simple exchanges.
- Can be more practical for emergency, crisis and ad hoc communication.
- May be challenging as no visual clues are available.
- May be more difficult for participants as they have to stop after 3-4 sentences.



## ACTIVITY 5

### Interpreter for a day

*Do you want to try interpreting but only speak English? Here is your chance!*

- *Turn the news on your TV*
- *Listen to the broadcaster for 30 seconds*
- *Turn the TV off*
- *Try repeating everything that the newscaster just said.*

***Yes, just in English!***



## TAKING ACTION

Many people from CALD backgrounds do not realise that they are missing out on information. It is therefore necessary to take a proactive approach when promoting services, ensuring to select specific audiences and to develop different messages and strategies for each group.

People from different language and ethnic groups are not homogenous and are as diverse as their English-speaking counterparts. They have certain characteristics in common, including their reliance on family and friends for information and delegating information seeking to their children. They also acquire information from community organisations and clubs, ethnic radio and TV, professionals from their own cultural group and translated brochures.

Some of the media that have been identified as preferred for communication with CALD communities include verbal and visual sources. Some groups may have a particular preference for information sessions and educational seminars, these facilitate information sharing, planning and networking among organisations.



## Action checklist

To ensure you are meeting the needs of your diverse range of clients, look at the following action list and consider them when you are dealing with diversity.

- Accept cultural difference as a reality and a good thing.
- Understand that culture is not static and do not draw conclusions about other people's culture based on their ethnicity, nationality or lifestyle.
- Remember that people have always succeeded in intercultural communication and always will.
- Accept that stereotyping is inevitable and realise that intercultural communication can be challenging, enjoyable, confusing, rewarding and fascinating. Recognise that language and culture can shift over time, particularly in the context of migration and interactions with other cultures.
- Recognise that clients are also influenced by their characteristics, needs, age, gender, education, socio-economic status, and life cycle.
- Record information and present it in a variety of methods (web, podcasts, CD-ROM, radio).



## ACTIVITY 6

### Mapping your region

*This exercise is best performed in a group but could also serve as an individual brainstorming activity.*

- *Give out a sticky note to each participant and ask them to write five to ten top languages spoken in your region.*
- *Group the sticky notes together on a board and see what trends develop.*
- *Compare the data with census and local government statistics. Are there any differences? If so, why?*

*Participants in this activity can ask other questions such as*

- *Top Religions*
- *Top Minority Languages*
- *Top Countries of Origins.*

*It will help you understand who lives in your catchment area and how that compares to the official government statistics.*



## SEEKING FEEDBACK

Provision of holistic and culturally appropriate services to CALD clients in Australia requires implementation of strategies at all levels including practitioners, service providers and policy makers.

Feedback is an important tool used by organisations to monitor client satisfaction. It gives service providers an indication of how services are being received by clients and if there are areas where they can be improved.

When seeking feedback from CALD clients, a variety of methods should be used, including surveys, face-to-face interviews with interpreters and group consultations.

Speaking to community educators, workers and leaders will also give you a good idea about how your services are being received and what improvements could be made to ensure they are more culturally appropriate.



## QUICK TIPS

- Learn a few words of your client's language, such as good morning and thank you. Taking the time to learn a few polite expressions shows interest.
- Ask clients/families what has not worked for them in previous exchanges with services and, if appropriate, what their preferences are for any actions to be taken.
- Avoid viewing cultural difference as deficits. Recognise that culture is not homogenous and that there is diversity within cultural groups.



## GLOSSARY OF TERMS

### **Accreditation**

In Australia, accreditation is a credential awarded by the National Accreditation Authority for Translators and Interpreters (NAATI) to people who have demonstrated a certain level of ability to interpret or translate and an understanding of socio-cultural and ethical issues.

### **Accredited translator**

A translator who has received accreditation from a professional association.

### **AUSIT**

AUSIT is the Australian Institute of Interpreters & Translators, an independent association that aims to promote the highest standards in the translating and interpreting business.

### **Back translation**

A translation of a translation.

### **CALD (Culturally and Linguistically Diverse)**

Refers to people from different countries, races and ethnicities, who speak different languages and follow various religious, political and philosophical beliefs.

### **Cultural adaptation**

Adapting translations to the cultural environment of the target language to make it suitable for the target audience

### **Desktop Publishing (DTP)**

Formatting to produce a target document identical to the source document.

### **Dialect**

A particular form of a language that is peculiar to a specific region or social group.

### **Gisting**

The process of getting a rough idea of a translation.

## **Globalisation**

The process of designing, developing and adapting a product for distribution in multiple countries.

## **Interpreter**

An interpreter is a professionally qualified person who takes information from one language and converts it accurately and objectively into another language orally.

The interpreter's role is to ensure communication between parties is as clear as possible.

## **Interpreting (consecutive)**

The process of orally translating speech into another language, after the speaker speaks. The interpreter listens and takes notes while the speaker talks and then delivers the interpretation while the speaker is silent.

## **Interpreting (simultaneous)**

The process of translating speech orally into another language at the same time and at the same rate of speech as the speaker.

## **Interpreting (telephone)**

Telephone Interpreting is a service that allows parties who speak different languages to communicate with each other. This is done via a three-way conference phone call.

## **False friends (*faux amis*)**

Words in two languages (or letters in two alphabets) that look and/or sound similar, but differ in meaning.

## **Language**

The method of human communication, either spoken or written, consisting of the use of words in a structured way.

## **Language, right to left**

Languages such as Arabic, Hebrew, Farsi and Urdu.

**Language services**

Language services are the vehicle for communicating with people who speak little or no English. They consist of working with accredited interpreters, provision of translated materials and employing bilingual staff.

**Literal translation**

Translation that closely adheres to the wording and construction of the source text. A literal translation usually reads unnaturally and is also known as word-for-word or verbatim translation.

**Loan word**

A word taken from one language and used in another with virtually no translation.

**Localisation**

The process of translating to fit the target market.

**Machine translation**

The translation produced by a computer program.

**NAATI**

NAATI is the National Accreditation Authority for Translators and Interpreters - an examination and accreditation body for interpreters and translators in Australia.

**NESB**

Non-English Speaking Background (NESB) refers to individuals whose first language is a language other than English.

**Plain English**

A form of English that is clear, concise and direct.

**Sight translation**

Translation of a written document into spoken/signed language.

**Source language**

The language in which text to be translated is originally written.

**Source text**

The text to be translated.

**Target audience**

The group of people for which a text is translated.

**Target language**

Language into which a text is to be translated.

**Target text**

The translated text.

**Transcreation**

The adaptation of a creative work into another language or culture.

**Transcription**

Process of converting voice into a written format.

**Translation**

Translation is the transfer of one written language into another written language without changing the meaning, register or nuances of the source language and without additions or omissions.

**Translation memory**

A type of software application/database that allows translators to reuse existing translations.

**Translator**

A professionally qualified person who takes written information and converts it accurately and objectively into another written language to enable communication between two parties who use different languages.

### **Transliteration**

The process of representing the phonemes and morphemes of one language into those of another language via an encoding system that is acceptable to the users of the target language (e.g. Arabic into English).

### **Typesetting**

The process of placing and arranging text on a page with the aim of making the document more attractive and easier to read.

### **Unicode**

A character encoding standard capable of encoding the characters of the world's major language scripts. It is designed to be a universal character set.

### **Whispering interpreting**

Simultaneous interpreting where the interpreter sits close to a participant and whispers the interpretation into his or her ear.

### **Word Count**

The number of words in a document used to determine job pricing.

