



# THE WESTERN AUSTRALIAN **LANGUAGE SERVICES** **POLICY 2008**

Department for **Communities**  
Office of Multicultural Interests



## Foreword

Western Australia is the most culturally diverse State in Australia. Indigenous people constitute 3 per cent of the population, whilst migrants constitute 27 per cent.

The Government of Western Australia is committed to achieving substantive equality for all Western Australians by providing equitable access to services and programs to Indigenous people, migrants and people who are deaf or hearing impaired.

Although a majority of Indigenous people communicate fluently in English, there are some, particularly in remote areas of Western Australia, for whom English is their second, third or fourth language.

While a majority of migrants also have good English language skills, communication in English can remain a barrier to full participation in our society.

Effective communication is vital to strengthening our community and increasing the capacity of all people to contribute to the State's development and future.

The Language Services Policy supports State Government agencies in developing effective communication between staff and clients to improve service delivery to all Western Australians.

We look forward to further improvements in the delivery of State services to our community as a result of the Western Australian Language Services Policy 2008.

**Hon Colin Barnett MLA**  
PREMIER

**Hon John Castrilli MLA**  
MINISTER FOR CITIZENSHIP AND  
MULTICULTURAL INTERESTS

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- The WA Equal Opportunity Commission for its contribution to the Policy in relation to Indigenous languages and interpreting through its Scoping Paper on Indigenous Interpreting Services (2007); and
- Representatives of WA Government agencies, non-government organisations and the translating and interpreting industry who participated in the Needs Analysis of Interpreting and Translating Services within the Western Australian Government Sector (2003) and the Review of the 2000 Language Services Policy (2005), as well as Government agencies that provided feedback on the draft policy.

# Comments and Feedback

- Do you have any comments about this guide?
- Do you think there is additional information that should be included?

If so, please call OMI on 9222 8800 or forward your comments to:

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# Introduction

The Western Australian Government acknowledges difference as an integral feature of the Western Australian community. It seeks to ensure that language is not a barrier to services and programs for people who require assistance in English. Amongst Western Australians who require assistance with communicating effectively in spoken or written English are Indigenous people, migrants and those who are deaf or hearing impaired.

Effective communication between service providers and clients is essential to delivering high quality services and programs that meet the needs of Western Australia's diverse population.

Interpreting and translating services can make Government more accessible to people who use Auslan or speak a language other than English, such as Indigenous people and people from a culturally and linguistically diverse background, and is an important way to improve interaction and engagement with the State's diverse clientele.

This Policy sets out the Government's principles and minimum standards for engaging interpreting and translating services in the delivery of Government services and programs.

## Definitions

**ASLIA:** The Australian Sign Language Interpreters Association is a national federation of professional associations for sign language interpreters.

**AUSIT:** The Australian Institute of Interpreters and Translators Incorporated is a professional association for translators and interpreters.

**AUSLAN:** Australian Sign Language is a recognised language used by the Australian Deaf community.

**Competent interpreters and translators:** Those who adhere to a professional Code of Ethics for Practitioners incorporating the principles of impartiality and confidentiality, and performance that is accurate and faithful, and who meet at least one of the following criteria:

1. NAATI accredited, which can be achieved by passing a NAATI test; or by successfully completing a course of studies at an Australian institution approved by NAATI; or by providing evidence of specialised qualifications in translating and/or interpreting obtained from a recognised training institution outside Australia.
2. Obtained a formal qualification in interpreting or translating from an accredited tertiary institution.

In languages where there is neither training nor NAATI accreditation:

3. NAATI recognised, which requires evidence of English proficiency, two referee reports and completion of a short training course.
4. Recognised by an approved or contracted service provider – such as the Translator and Interpreter Service (TIS), Deaf Interpreting Services (DIS), Kimberley Interpreting Service (KIS), or other private sector providers.
5. An employee of an organisation who is a Bilingual Worker with additional training in interpreting services e.g. completed a nationally accredited training module.

In interpreting, NAATI accreditation or a formal qualification from an accredited tertiary institution is available at a number of levels. This Policy refers to the paraprofessional and professional levels.

The level of competence of an Interpreter or a Translator is commensurate with their level of accreditation or training.

**Indigenous:** This includes Aboriginal and Torres Strait Islander people.

**Interpreter:** A person who conveys an oral or signed message or statement from one language into another with accuracy and objectivity to enable communication between two parties who use different languages.

**Language services:** Refers to actions taken by agencies to help people who have difficulty in communicating in English, including the engagement of interpreters and translators and the use of planned multilingual information strategies. Language services in relation to this Policy does not refer to language maintenance.

**NAATI:** The National Accreditation Authority for Translators and Interpreters is a national standards body owned by the Commonwealth, State and Territory Governments of Australia. NAATI is also an advisory body for the Translation and Interpreting (T & I) industry in Australia providing advice and consultancy services on T & I standards, accreditation, recognition, revalidation, the role and conduct of Translators and Interpreters, and T & I skills in various settings.

**Paraprofessional Interpreter:** An interpreter qualified at paraprofessional level (NAATI accredited or Diploma of Interpreting equivalent) is capable of interpreting for general conversations, generally in a non-specialist context where specialised terminology, more sophisticated conceptual information or depth of linguistic ability is not required.

**Paraprofessional Translator:** A translator qualified at paraprofessional level who is capable of producing a translated version of non-specialised information.

**Professional Interpreter:** An interpreter qualified at professional level (NAATI accredited or Advanced Diploma of Interpreting or equivalent), or above who is capable of interpreting across a wide range of subjects involving dialogues at specialist consultations. Professional interpreters must be used in complex situations where an individual's rights, health and safety are at risk, such as in hospitals and courts.

**Professional Translator:** A translator qualified at professional level (NAATI accredited or Advanced Diploma of Translating or equivalent) or above, who is qualified to work across a range of subjects involving documents with specialised content. Professional translators must be used in highly complex situations where an individual's rights, health and safety are at risk, such as in hospitals and courts.

**Translator:** A person who makes a written transfer of a message or statement from one language into another language with accuracy and objectivity to enable communication between two parties who use different languages.

**WAITI:** The Western Australian Institute of Translators and Interpreters Incorporated is a State based professional association for translators and interpreters.

## Policy Objectives

The Language Services Policy is intended to achieve the following objectives:

1. Western Australian Government services are responsive to the needs of clients who are unable to communicate effectively in spoken or written English.
2. Government agencies have improved interactions with clients for whom English is not a first language.
3. The rights of Western Australians, who are unable to communicate effectively in spoken or written English, to access Government funded services are not compromised by this inability.

## Government Policy and Commitment

The Western Australian Government is committed to providing accessible and responsive services to all Western Australians.

Clients not able to communicate through written or spoken English may require access to competent interpreters and translators when accessing and using Government services, depending on the particular service provided.

Government agencies are required to have policies for funding and delivering translating and interpreting services that take account of relevant Government policy, legal circumstances and the needs of current and potential clients. This includes determining situations where interpreters and translators 'must', 'should' or 'may' be used, based on the legislative requirement, particular service provided and/or the level of risk to clients' rights, health or safety.

## Aboriginal Languages

For many Indigenous people, particularly those who live in regional and remote Western Australia, English is the second, third or even fourth language. While an Aboriginal language is the first language for many of them, for many others, Aboriginal English, Pidgin, Kriol and Learner's English is the first language. Although there are some common lexical features between these languages and Standard Australian English, they differ markedly from each other in sounds or accent, grammar, vocabulary, meaning, use and style. For example, while many Indigenous people may be able to answer simple questions about their background and family, ask for items at the shop and hold short conversations about everyday occurrences, they would struggle to respond to complex questions with formal terminology as in the areas of health and the law. However, there is a perception among service providers that Indigenous people are more fluent in English than many of them actually are. As a result, the development of interpreting services in Aboriginal languages and the use of interpreters for Indigenous people have lagged behind the development of these services and their use of the delivery of services to migrants.

# Relevant Policy Documents

Government policies that contain statements in relation to the provision of services include:

1. The Statement of Commitment to a New and Just Relationship between the Government of Western Australia and Aboriginal Western Australians ([www.dia.wa.gov.au](http://www.dia.wa.gov.au))
2. The WA Charter of Multiculturalism ([www.multicultural.wa.gov.au](http://www.multicultural.wa.gov.au))
3. The Policy Framework for Substantive Equality ([www.eoc.wa.gov.au](http://www.eoc.wa.gov.au))

In addition, the Equal Opportunity Act 1984 provides a legislative mechanism to:

- eliminate discrimination on the grounds of sex, marital status or pregnancy, family responsibility or family status, race, religious or political conviction, impairment, age or gender history in the areas of work, accommodation, education, the provision of goods, facilities and services, access to places and vehicles, land and the membership of clubs;
- eliminate sexual and racial harassment in the workplace, educational institutions and accommodation; and
- promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

# Language Services Principles

1. Fundamental Public Sector values associated with the delivery of fair and equitable services and the achievement of substantive equality underpin the use of interpreting and translating services.
2. Minimum standards are required to uphold these fundamental values.
3. Accountability for the achievement of minimum standards is made transparent through monitoring and reporting by Government agencies.
4. Professional level interpreting and translating services are required in circumstances where the rights, health or safety of an individual are at risk or when the failure to provide an interpreter or translator may result in legal implications for the State of Western Australia.

# Minimum Standards for Using Interpreting and Translating Services

Minimum standards provide guidance for the circumstances in which an interpreter or translator needs to be used, to enable Western Australians who are unable to communicate effectively in spoken or written English, to access services.

1. Western Australians who are unable to communicate through spoken or written English are made aware of:
  - their rights to communicate in their preferred language; and
  - when and how to ask for an interpreter. This is particularly important in the case of Indigenous people who are unable to communicate through spoken or written English. Due to the limited availability and use of Indigenous interpreters historically, Indigenous people would not request an interpreter as a matter of course.
2. The circumstances in which professional or competent interpreters and translators should be used are as follows.
  - 2.1 Western Australians who are unable to communicate through spoken or written English are provided with professional level interpreters and translators in their preferred language where they:
    - need to be informed of their legal rights and obligations;
    - need to give informed consent;
    - are required to enter into a legally binding contract or agreement with the State and are not required to engage their own interpreter or translator;
    - require essential information to fully participate in decisions or proceedings relating to their rights, health and safety; or
    - require essential information to protect their rights, health and safety.
  - 2.2 Interpreting and translation services are provided by professional interpreters and translators or persons who have completed an accredited interpreting or translating training course in all other situations.
  - 2.3 In exceptional circumstances, where an interpreter is required but a professional or competent interpreter is not available, a person who has not been trained as an interpreter but who speaks and understands the language and English may be used. However, the decision to do so and the circumstances justifying that decision must be officially documented.
  - 2.4 In the case of Indigenous Western Australians, experienced paraprofessional level interpreters should be used where professional level interpreters would otherwise be required, until such time as professional level interpreters in Aboriginal languages are available.
  - 2.5 Persons under the age of 18 years must not be used as interpreters or translators.
3. Staff whose duties involve communicating with people who are unable to communicate effectively in written or spoken English are able to assess the need for an interpreter or translator and have an understanding of cross-cultural community communication and awareness.
4. Interpreters and translators need to respect clients' rights to privacy and confidentiality, and maintain confidentiality in all matters relating to their assignments. Disclosure may only occur with client permission or as a result of the law requiring such disclosure.

# Implementing the Language Services Policy

To implement the WA Language Services Policy and ensure that people who are unable to communicate in spoken or written English have access to services that are responsive to their needs, Government agencies need to:

1. Commit to the appropriate use of professional and competent interpreters and translators in the delivery of services and programs to people who are unable to communicate in spoken or written English.
2. Determine when interpreters and translators 'must', 'should' or 'may' be used based on legislative requirement, the particular service provided and/or the level of risk to clients' rights, health or safety.
3. Ensure that all staff who deal directly with clients are aware of how to determine the need for an interpreter.
4. Ensure that all staff who deal directly with clients are aware of how to access and use interpreting and translating services.

The following guidelines are practical instructions to assist government agencies implement the WA Language Services Policy and are based on the four mechanisms listed above.

## 1. Commitment to using competent interpreters and translators

Effective communication between service providers and their clients is essential to delivering high quality services. Western Australia's diverse population makes it vital for service providers to plan and deliver services that are responsive to the needs of clients who are unable to communicate in spoken or written English.

It is the responsibility of all agencies to ensure that policies and procedures relating to the use of interpreters and translators and the rights of clients adhere to this Policy as well as relevant statutory provisions and legislation including the Racial Discrimination Act 1975 (Cth).

## Understanding demand

Demand for interpreting and translating services is determined by:

- the written and spoken English proficiency of your agency's clients;
- the number of clients and potential clients who require the services of an interpreter or access to translated material;
- the nature of the service provided by your agency and the complexity of the language used in the provision of the service; and
- the level of risk to the State of Western Australia, its agencies and instrumentalities arising from miscommunication.

It is important to know your agency's current and potential client base. Collecting data on the preferred languages of your client group and their countries of origin is an important step to understanding the demand for interpreting and translating services. Agencies should access information either through their own databases or other sources about the number of clients who require interpreting and translating services and their preferred languages.

When preparing translated information it is also important to know that not all people are literate in their first language and not all languages, such as many Aboriginal languages and

some African languages/dialects, have an established written form. In these cases, verbal communication may be more effective and interpreters will need to be used.

The level of complexity in the language requiring translating/interpreting and the risk to government for each service area will need to be assessed by individual agencies that have responsibility for particular service areas. A client who has sufficient English to organise a parking permit, for example, may not have sufficient English to understand the implications of a complex medical procedure. Other people may not need an interpreter but may require written information to be translated or need assistance with writing in English. In the case of Auslan users, the majority will be comfortable reading and writing in English but will need an interpreter for face-to-face communication.

It is important for agencies to recognise that Aboriginal English spoken by many Indigenous people is considerably different to Standard Australian English. Indigenous clients, therefore, will often need interpreting services for effective communication. It is also important for service providers to recognise that Indigenous people may feel a sense of shame to admit their need for an interpreter. In addition, their linguistic behaviour can demonstrate gratuitous concurrence, which refers to a tendency of a speaker to agree with a proposition regardless of whether they in fact agree or even understand it. Indigenous people may also engage in 'scaffolding', a linguistic concept where they adopt the wording and grammatical structure of the person they are communicating with, without intending to convey the expected meaning, creating an impression they are more fluent than they actually are.

Agencies may wish to refer to the *Policy Framework for Substantive Equality*, overseen by the Equal Opportunity Commission's Substantive Equality Unit, in relation to determining need.

### **Planning for interpreting and translating costs**

Interpreting and translating services cost money, whether they are provided through a freelance interpreter or translator, a language services provider or by in-house employees. Government agencies have an obligation to plan and budget for interpreting and translating services in advance to ensure that these services are available when the need arises.

Based on an understanding of the likely demand for interpreting and translating services, agencies will, as part of their budget process, need to:

- identify available funding sources; and
- determine appropriate purchasing methods to maximise available resources.

### **Determining appropriate purchasing methods**

Both staff and clients need to be confident that interpreting and translating services are of the highest quality. Maintaining and promoting the professionalism of these services is therefore extremely important.

It is the responsibility of agencies to ensure the use of translators and interpreters in accordance with this Policy, in particular through the use of professional and competent interpreters and translators as appropriate, thereby ensuring the quality of the services provided. To facilitate this, agencies should ensure that interpreters and translators used:

- meet the requirements for professional or competent interpreters or translators as defined in this Policy;

- adhere to a professional code of ethics that includes the principles of impartiality, neutrality and confidentiality; and
- have quality assurance systems designed to achieve accuracy and faithfulness in interpreting and translating services in place.

The method of purchasing interpreting and translating services should be based on likely demand patterns and expenditure and best value for money. Whichever method is chosen, it is important that frontline staff know whom to contact when an interpreter or translator is needed.

### ***Ad-hoc buying***

Where demand and expenditure are low or unpredictable, agencies may wish to procure interpreting and translating services on an as needs basis from freelance interpreters or translators or a language services provider.

### ***Contracts with language services providers***

Where there is significant expenditure on interpreting services, agencies should assess the benefits of establishing a formal contract with an approved language services provider.

Contracts entered into by Government agencies must comply with the policies and procedures of the State Supply Commission, available at [www.ssc.wa.gov.au](http://www.ssc.wa.gov.au)

In the case of Indigenous interpreters, the most suitable method of purchasing the service required would be either to contact the Aboriginal Language Centre in the region in which the interpreting service is required, or in the Kimberley region by contacting the Kimberley Interpreting Service (KIS).

### ***Direct employment***

Some agencies directly employ full-time or part-time interpreters or bilingual workers where:

- there is stable and significant demand in a given language; and/or
- interpreters using particular languages are often needed in emergency situations, such as in hospitals.

This approach is not suited to agencies with low levels of demand or where there are changing levels of demand in different languages. It is not likely to be suitable for Indigenous interpreting.

Where agencies engage people, on a regular basis, who are not NAATI recognised or accredited, or who do not have a formal qualification in interpreting or translating from an accredited tertiary institution, but can justify the ongoing use of such interpreters or translators for their business purposes, they should consider funding the training of these staff members to become interpreters/translators.

## **Recording data for ongoing monitoring**

Monitoring the effectiveness of interpreting and translating services is an important part of ensuring that services are responsive to the needs of clients. It entails recording relevant data and measuring outcomes.

Recording the demand for services assists the service provider in developing and maintaining appropriate levels of service to meet client needs. Service providers can record a number of

variables as appropriate for their agency including:

- clients' preferred language and interpreting needs;
- expenditure on the various components of translating and interpreting services;
- time required to deal with each client's needs; and
- appropriate data on bilingual workers and in-house interpreters.

Measuring the success or otherwise of interpreting and translating services enables agencies to assess their practices and procedures and implement continuous improvement. Client satisfaction can be gauged through surveys (oral/written) and encouragement for clients to provide feedback at all stages of interaction between client and service provider in ways that suit the client. Complaints from clients should be similarly assessed, recorded and used to implement continuous improvement. Procedures should be in place to deal with complaints or grievances from clients, interpreters and translators.

Monitoring demand and measuring success are complex procedures that require agencies to develop culturally appropriate instruments and procedures specific to their service. As mentioned above, Indigenous people may demonstrate a linguistic tendency for gratuitous concurrence, which may mask real levels of dissatisfaction. Also, the formulation of surveys need to account for the fact that Indigenous people often do not interpret negative questions in the same way as speakers of Standard Australian English. These factors and others will inform the development of tools and procedures for monitoring demand and measuring success.

Recording data will enable agencies to compare existing client groups with the demographic profile of the wider catchment area or target demographic. This has two advantages. First, it provides a broad understanding of access to services by people from culturally and linguistically diverse backgrounds and Indigenous people who require assistance with interpreting and translating. Second, it means agencies can monitor changes in demand over time. Agencies are then able to assess whether current service delivery arrangements provide value for money and are effective in meeting client needs.

## 2. When interpreters and translators ‘must’, ‘should’ or ‘may’ be used

Determining when professional interpreters and translators ‘must’, ‘should’ or ‘may’ be used depends on:

- the client’s ability to communicate in English;
- the purpose of the communication and the kind of information, including its complexity, that needs to be conveyed;
- the client’s ability to effectively communicate in a stressful or unfamiliar environment;
- whether the client prefers to communicate in his/her own language, even though he/she can communicate in English; and
- the risks of miscommunication and the potential for legal liability or legal consequences for the State of Western Australia, its agencies or instrumentalities.

### **Ability to communicate in English**

In some cases, it will be obvious that agencies need an interpreter to communicate with clients. In other cases, the need may be more difficult to assess. In the case of Indigenous clients it is likely to be particularly difficult, more so in the case of those who speak Aboriginal English.

The ability to use conversational English does not always mean that complex conversations or technical terms such as those used by doctors, nurses or lawyers are understood. A person may have sufficient English to respond to basic questions but may not be able to manage a formal interview or complex discussion without an interpreter.

Appendix 1 comprises questionnaires that can be used to assess the need for an Indigenous interpreter or an interpreter in a migrant language. These should be used whenever you are unsure about the need for an interpreter.

### **The purpose of the communication and the kind of information, including its complexity, that needs to be conveyed**

A range of communication situations will occur throughout the course of providing a service. These may involve basic communication exchanges such as the collection of personal information for the purposes of filling out a form or collecting client data. They may involve giving the client information to assist them to access appropriate services. Or they may involve informing clients of their legal rights or giving clients critical information to assist them to make an informed decision. In each circumstance, the purpose of the communication is a critical factor in assessing when an interpreter or translating service is required. (Also note the Minimum Standards for Using Interpreting and Translating Services, p9.)

Agencies should assess each case individually, with due regard for relevant statutory provisions and legislation including the *Racial Discrimination Act 1975* (Cth). Where the purpose of communication does not bear on the rights, health and safety of the individual, such as in the collection of personal data, it may be appropriate to use a person, over the age of 18 years, who is non-qualified or untrained.

In exceptional cases urgency may require the use of family or friends (over the age of 18) to assist in basic communication exchanges. In some cases a client may ask to use a family member or friend to interpret for them. Unqualified friends or family members will not, by definition, be a competent interpreter. In addition, they may be emotionally involved or lack impartiality, and are not bound by the same standards of conduct as qualified interpreters. However, if this action does not compromise the service being provided, and does not expose the State of Western Australia, its agencies and instrumentalities to legal liability or other legal consequences, a family member or friend (over the age of 18) may be used. The decision to use a family member or friend for interpreting purposes and the exceptional circumstances which led to the urgency must be officially documented.

In all cases where a **competent** interpreter or translating service has not been used, details of the decision and the circumstances justifying that decision should be specifically documented.

The **Decision Tree for Engaging an Interpreter** (Appendix 2) can be a useful resource for assisting agencies to determine the kinds of communication exchanges that require the use of competent interpreters or translators.

### **Government liability and risk of miscommunication**

The WA Language Services Policy includes minimum standards for using interpreters and translators to facilitate the delivery of services as well as the minimisation and management of legal risks to the State of Western Australia, its agencies and instrumentalities.

Interpreters and translators who are either accredited at the professional level or who have obtained formal qualifications at the level of Advanced Diploma or higher are **competent** in working across a range of subjects. Professional level interpreters **must** be used in situations where an individual's rights, health and safety are at risk and/or where the failure to provide a professional interpreter or translator may give rise to legal liability or legal consequences on behalf of the State of Western Australia, its agencies or instrumentalities. These situations will vary from agency to agency and depend on the service area.

Each agency is required to assess which service areas carry the highest risk and liability, and take steps to ensure that professional interpreters and translators are made available in the provision of these services if required. In situations where there is minimal risk or which involve the exchange of basic information such as personal details, it may not always be necessary to procure the services of a professional level practitioner, and an interpreter or translator of a lower level qualification may be used. In the case of Indigenous clients, the current lack of professional level interpreters means the use of experienced paraprofessional interpreters will be required for the time being.

Competent interpreters and translators may not always be available in the required language. This is particularly the case for new and emerging languages and for Aboriginal languages. In these cases the reasons for using non-qualified or untrained interpreters need to be justified and must be documented.

Appendix 3 provides information on the rights and responsibilities of **parties to a communicative discourse (spoken, written or in sign language)** to assist with decision-making when a competent interpreter is unavailable.

### **3. How to determine the need for an interpreter**

It is important that staff who deal directly with clients know how to determine if a client needs an interpreter. It is not acceptable to simply rely on clients to request an interpreter as many clients may not be aware of their right to ask for an interpreter or be able to ask for one in English.

Agencies need to ensure that staff know:

- how to determine when a client needs an interpreter; and
- which communication exchanges require the use of professional interpreters and translators.

#### **How to determine when a client needs an interpreter**

All staff who deal with clients should have access to the questionnaires for determining the need for an Indigenous interpreter and migrant language interpreter. These resources are designed to assist staff in determining whether or not a client is able to understand and participate in a communication exchange without the assistance of an interpreter. There is no questionnaire necessary for clients who use Auslan as they will almost always require the assistance of an interpreter and should have an interpreter present in all circumstances.

#### **Identifying languages**

Guessing a client's language based on their country of birth can be unreliable. In the case of Indigenous people, overlapping dialects/languages within a language family can make distinctions between the dialects quite minimal. If a client is unaccompanied by an English-speaking person, you may need to use a telephone interpreter, call on bilingual staff, contact an Aboriginal Language Centre or use visual aids to identify their spoken language.

For example, a person from China may speak Mandarin, Cantonese, Hakka or any of a number of other Chinese dialects. In situations where a client speaks a particularly rare dialect, it may be useful to identify whether they also speak another language, and how well. For example, someone born in Malaysia may have Hakka as their first language and Bahasa Malaysia as their second. If there are no interpreters who speak the client's preferred language, you may be able to arrange an interpreter who speaks their second language.

#### **Staff awareness of agency protocols**

All staff should be made aware of their agency's protocols regarding when professional interpreters and translators 'must', 'should' or 'may' be used. Agencies are responsible for communicating the Language Services Policy to staff and ensuring that staff know how the Policy relates to service delivery within the agency.

Agencies should make it clear to clients that professional and competent interpreters are engaged to serve the interests of both clients and agencies.

A client may feel more comfortable working with an interpreter if a family member or friend is present. In these cases it should be understood that the interpreter is responsible for interpreting between the staff member and the client.

The rights and responsibilities of all parties in a communication exchange are summarised in Appendix 3.

## 4. How to access and use interpreting and translating services

### Finding an interpreter or translating service

Agencies can access competent interpreters and translating services in a number of ways.

#### **Language services providers**

Language services providers arrange the supply of competent interpreters or translators.

Professional interpreting and translating agencies are listed in the Yellow Pages. Accredited interpreters and translators can be found using the NAATI Directory of Accredited and Recognised Practitioners of Interpreting and Translating, which is available at [www.naati.com.au](http://www.naati.com.au). Professional associations also maintain online directories available at [www.ausit.org](http://www.ausit.org) or [www.waiti.org.au](http://www.waiti.org.au).

Where bilingual workers, full-time or part-time interpreters are employed, agencies should consider making this information as broadly available as is appropriate.

#### **Aboriginal Language Centres**

Language groups are kin-based with kin relationships usually accorded priority in an Indigenous person's life. Speakers of a particular language usually occupy a specific area within a broader region. In addition to the distinctiveness of Aboriginal languages, the cultural nuances associated with kin groups vary from region to region and can impact heavily on the provision of interpreter services. Given this diversity, Aboriginal Language Centres that have a strong regional focus are best placed to advise on interpreter services due to their in-depth understanding of language use, regional culture, customs and traditions, and strong regional networks. Appendix 5 provides a list of Aboriginal Language Centres.

### Available interpreting services

There are three types of interpreting services available in Western Australia.

#### **On-site interpreting**

An on-site interpreter attends a meeting in person and should generally be used in situations where complex, sensitive or lengthy matters need to be discussed.

On-site interpreters offer a face-to-face service by facilitating both non-verbal and verbal communication. This results in a broader understanding of the information than occurs with telephone interpreting, where the interpreter cannot see either the client or staff member.

On-site interpreting is generally more expensive than other interpreting options and requires advance notice, particularly where interpreters are required to travel long distances. The availability of on-site interpreters may also be limited in some rural and regional areas, although on-site interpreting would be the preferred option for Indigenous people in rural and remote locations.

Most interpreting agencies have a minimum fee for on-site interpreting. If a session with an interpreter takes less than the minimum time, your agency will still be charged the full minimum. Increased value for money can be obtained by scheduling consecutive interviews with clients with the same preferred language.

### ***Telephone interpreting***

A telephone interpreter delivers a service over the telephone.

Telephone interpreting may be particularly useful in emergency situations when you need immediate assistance. It may be less expensive and more anonymous than on-site interpreting. It is also more widely used in remote or regional areas.

Telephone interpreters can also be used to establish the language spoken and the nature of an enquiry before an on-site interpreter is called. Telephone interpreting can be pre-booked and is generally charged per 15 minutes.

Telephone interpreting is not suitable for interviews of a sensitive or complex nature. Telephone interpreters cannot take account of non-verbal signals and some clients, such as the elderly, may not be comfortable using the telephone. In some instances, a face-to-face meeting with an interpreter may be better.

Telephone interpreting is not suitable for Auslan users or other people with hearing impairment or where forms need to be filled in. Agencies can make use of TTY, a teletype system over a phone-like appliance where the message is not spoken, but typed, and turns up in type on the other end.

### ***Videoconference interpreting***

Videoconference interpreting uses an interpreter to deliver a service through video link.

This type of interpreting service enables large groups of people to take part in a discussion and can be organised at short notice where the necessary facilities are available.

Videoconference interpreting may appeal to organisations in rural and regional locations that find it difficult to access, or meet the travel costs associated with, on-site interpreting services. Using videoconferencing may save organisations time and money. It is an ideal alternative where on-site interpreting is not available.

Videoconferencing technology is available through many government offices including the Western Australian Telecentre Network, hospitals, TAFE institutions, local councils and courts.

One disadvantage is that some people may lack the knowledge or confidence to use the required technology. Not all agencies can offer videoconferencing. Charges for videoconference interpreting are similar to those for on-site interpreting but there may be additional telecommunications costs.

## **Available translating services**

Most translating service providers offer a range of services including:

- basic translations;
- checking of text;
- editing translations for publication;
- multilingual desktop publishing and design and e-translations; and
- preparation of bromide-quality hardcopies suitable for printing.

Translating agencies should be able to provide the final translation in hardcopy and/or electronically. If you receive the final translation electronically make sure to specify the file type needed. Unless your computer system has special multilingual software, you may

have difficulty with electronic files containing foreign language characters, such as Chinese or Arabic scripts.

This problem can be avoided by asking for documents in PDF format. You may also need to configure your computer or check that the computer and printer memory are sufficient to download and print documents in other language scripts or fonts.

### ***Audio and videotape translations***

Audiotapes or videotapes of important information can be played in the office or at home and are an alternative to written translations. These are worth considering if your clients have limited literacy in their preferred language. Reasons for this may include limited or disrupted schooling for various reasons, such as war or displacement.

## **Consultation: the key to producing effective information**

The number of potential clients using a particular language is not the only relevant factor when choosing appropriate languages for translation.

To ensure that printed materials are useful and culturally appropriate, it is important to consult with Indigenous and ethnic community organisations, community workers (preferably those that work in the specific field covered by the information material) and/or potential clients. These people will have additional insight into the following crucial factors:

- some clients who do not need an interpreter for verbal communication may still prefer written information to be translated. In the case of Auslan users, the majority will be comfortable reading and writing in English;
- some people may not be literate in their preferred language. This will generally be the case for many Indigenous people in remote communities and those from countries with oral traditions;
- workers in the field can advise about which language groups have a significant need for translated information;
- smaller, recently arrived communities are likely to have fewer alternative information sources, such as internet access and community networks, than established communities;
- some language groups regard printed information as a more useful source of information than verbal sources; and
- some languages do not have a written form or have had a written language for a short period of time only. As a result they have no history of using written texts for information.

In most cases, the most effective communication strategy will be a combination of translated material with other information distribution strategies.

## **Staff awareness training**

Successful delivery of interpreting and translating services requires more than staff awareness of government policy, legislation and agency obligations and how to find interpreter or translator services. Staff must be able to put policy, legislation and obligations into practice.

They should know how to:

- identify when a client needs an interpreter, and in what situations;
- communicate effectively through an interpreter and avoid communication problems;
- identify and deal with sensitive gender, ethno-specific and religious issues;
- determine the form of interpreting – face-to-face, telephone, video – best suited to particular situations; and
- deal with complaints about interpreting and translating services.

Agencies that regularly use interpreters should provide interpreter awareness training, preferably as part of staff induction. Training can be highly successful at overcoming initial staff resistance to interpreters by helping staff understand the importance of addressing language barriers and how to organise interpreting services.

## APPENDIX 1

### Questionnaire for Determining if an Interpreter is Required

#### Aboriginal Languages

This test was developed by the Northern Territory's Aboriginal Interpreter Service.

The full guidelines are available at [http://www.dlghs.nt.gov.au/\\_\\_data/assets/pdf\\_file/0019/6544/Guidelines.pdf](http://www.dlghs.nt.gov.au/__data/assets/pdf_file/0019/6544/Guidelines.pdf).

**The following test method should only take a few minutes. It is designed to see how much someone can understand English. It involves laying a few 'word traps' to uncover the potential for unrecognised miscommunication.**

Instructions for administering the test:

1. You should take notes of the interviewee's response for checking.
2. Speak clearly in plain Australian English.
3. After you ask each question give adequate time for a response. 30 seconds is not too long.
4. If a response or lack of response shows that the question may not have been understood, investigate this further:
  - Repeat the question
  - Ask the person to repeat the question
5. If the person cannot answer or repeat the question, an interpreter's assistance is required.

#### Warning:

*This test is a guide only. Even where the interviewees "pass", it is no guarantee that they can understand complex explanations about medical procedures and /or legal issues.*

The test is structured in three stages and involves asking questions that are designed to see how far the person can understand English and how well they can respond using English.

#### STAGE 1

"Before we talk about \_\_\_\_\_, I need to be sure that we can communicate effectively in English.

I am going to ask you some questions to see how you answer them. This will help us work out if you need an interpreter. Let me ask you this question first:

Do you have any difficulties with speaking or understanding English?"

*If the interviewee does not respond or if they answer yes, but can give no clear details, then there is no need to proceed further, an interpreter is warranted.*

#### STAGE 2

"Now I'm going to ask you a few questions about yourself so that I can check that you are able to give me information in English. Please listen to my questions and answer them as well as you can.

- Can you tell me where you were born and your date of birth?
- What education have you had?
- Do you know how to read and write English? (If yes, then ask them to read a newspaper headline and to write: I know how to read and write in English)
- I would like to find out if you have enough English to tell me a story. So tell me a little bit about your country where you come from – for example, things like where it is, what it looks like and what bush tucker you can find there."

*If the interviewee's responses are inappropriate to the questions OR if answers are only one or two words long OR if the interviewee cannot come up with a few clear sentences for the last question, then there is no need to proceed further as an interpreter is warranted.*

#### STAGE 3

"Now I'm going to ask you just a few more questions. This time I might try to make some questions a little bit tricky or ask them in another way so I can see if you stay on track.

- When you were born was that this century or last century?
- When you were growing up in Sydney, was the food good?
- Gough Whitlam comes from your community too! That's right isn't it?
- How long did you go to school in Canberra; was it more than one year?
- Okay this is the last question: are you satisfied that we can go ahead in English or do you think we need an interpreter?"

*If the responses don't match the questions or fails to recognise and rectify false insertions about Gough Whitlam, Sydney or Canberra, then an interpreter is required.*

## Questionnaire for Determining if an Interpreter is Required

### Migrant Languages

This test was adapted from the Northern Territory's Aboriginal Interpreter Service Test for Aboriginal Languages.

**The following test method should only take a few minutes. It is designed to see how much someone can understand English. It involves laying a few 'word traps' to uncover the potential for unrecognised miscommunication.**

Instructions for administering the test:

1. You should take notes of the interviewee's response for checking.
2. Speak clearly in plain Australian English.
3. After you ask each question give adequate time for a response. 30 seconds is not too long.
4. If a response or lack of response shows that the question may not have been understood, investigate this further:
  - Repeat the question
  - Ask the person to repeat the question
5. If the person cannot answer or repeat the question, an interpreter's assistance is required.

#### **Warning:**

*This test is a guide only. Even where the interviewees "pass", it is no guarantee that they can understand complex explanations about medical procedures and /or legal issues.*

The test is structured in three stages and involves asking questions that are designed to see how far the person can understand English and how well they can respond using English.

#### **STAGE 1**

"Before we talk about \_\_\_\_\_, I need to be sure that we can communicate effectively in English.

I am going to ask you some questions to see how you answer them. This will help us work out if you need an interpreter. Let me ask you this question first:

Do you have any difficulties with speaking or understanding English?"

*If the interviewee does not respond or if they answer yes, but can give no clear details, then there is no need to proceed further, an interpreter is warranted.*

#### **STAGE 2**

"Now I'm going to ask you a few questions about yourself so that I can check that you are able to give me information in English. Please listen to my questions and answer them as well as you can.

- Can you tell me where you were born and your date of birth?
- What education have you had?
- Do you know how to read and write English? (If yes, then ask them to read a newspaper headline and to write: I know how to read and write in English)
- I would like to find out if you have enough English to tell me a story. So tell me a little bit about the country you came from. For example- where is it, what did you do there, how is it different from Australia."

*If the interviewee's responses are inappropriate to the questions OR if answers are only one or two words long OR if the interviewee cannot come up with a few clear sentences for the last question, then there is no need to proceed further as an interpreter is warranted.*

#### **STAGE 3**

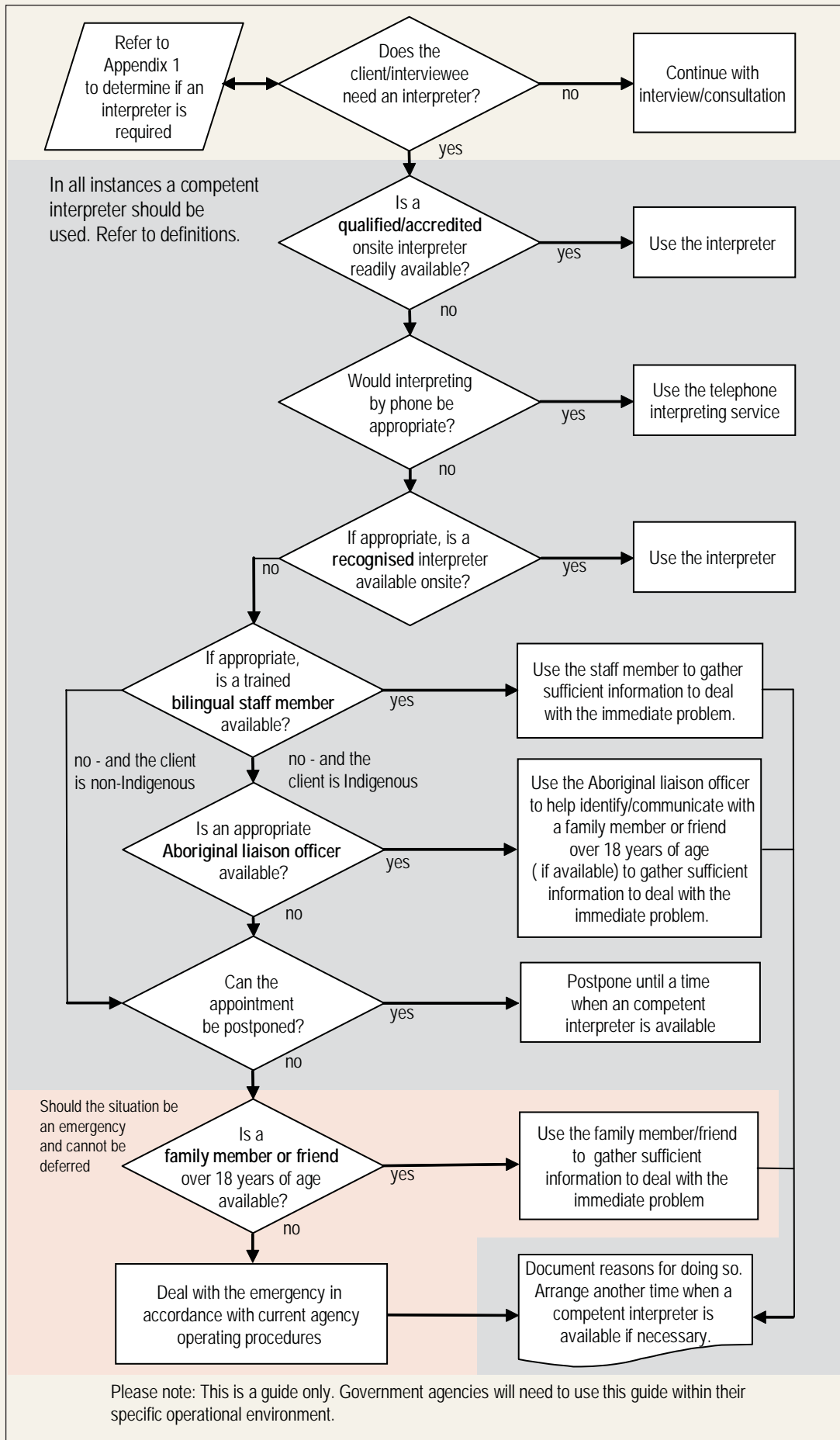
"Now I'm going to ask you just a few more questions. This time I might try to make some questions a little bit tricky or ask them in another way so I can see if you stay on track.

- When you were born was that this century or last century?
- When you were growing up in Sydney, was the food good?
- Gough Whitlam comes from your community too! That's right isn't it?
- How long did you go to school in Canberra; was it more than one year?
- Okay this is the last question: are you satisfied that we can go ahead in English or do you think we need an interpreter?"

*If the responses don't match the questions or fails to recognize and rectify false insertions about Gough Whitlam, Sydney or Canberra, then an interpreter is required.*

**APPENDIX 2**

**Decision Tree for Engaging an Interpreter**



### APPENDIX 3

## Rights and Responsibilities of Parties in a Communicative Discourse

RIGHTS		RESPONSIBILITIES
Non-English speaker or deaf person	<ul style="list-style-type: none"> <li>• Not to be disadvantaged in accessing government services</li> <li>• Respect including not being coerced into communicating in broken English</li> <li>• Request an interpreter or translated information in preferred language and to request specific consideration of gender &amp; religious/ cultural/ kinship affiliations</li> <li>• Access to a competent Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the right of the agency to engage a competent interpreter</li> <li>• Respect the role of an interpreter</li> <li>• Not ask personal details of the interpreter</li> <li>• Be punctual and cooperative</li> </ul>
Agency staff - English speaker	<ul style="list-style-type: none"> <li>• Request the services of a competent interpreter or translator</li> <li>• Professionalism from interpreter or translator including compliance with the AUSIT Code of Ethics</li> <li>• Quality service from a interpreting service provider</li> </ul>	<ul style="list-style-type: none"> <li>• Provide services that are non-discriminatory and do not result in disadvantage to any client due to language/ cultural barriers</li> <li>• Request the services of a competent interpreter or translator and provide adequate job specifications</li> <li>• Treat the interpreter or translator with respect</li> <li>• Ensure that the client is aware of the interpreter's role</li> <li>• Ensure the interpreter is able to work in a safe, healthy environment</li> <li>• Provide the interpreter with adequate pre interview briefing and post interview debriefing</li> <li>• Deal with disputes/grievances promptly and appropriately</li> <li>• Maintain professionalism</li> </ul>
Accompanying persons - family - friends - relatives	<ul style="list-style-type: none"> <li>• Attend interview by agreement from all parties</li> </ul>	<ul style="list-style-type: none"> <li>• Not to interfere with interpreting</li> <li>• Provide support and speak only to the interviewee</li> <li>• Not to ask questions of the interpreter after the interview</li> </ul>
Interpreter/ Translator	<ul style="list-style-type: none"> <li>• Respect as a professional</li> <li>• Adequate briefing prior to an interview</li> <li>• Adequate instructions for translations</li> <li>• Safe and healthy working conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with the principles of impartiality and confidentiality</li> <li>• Provide a quality service, measurable in terms of both accuracy and faithfulness</li> <li>• Wear appropriate interpreter identification or carry appropriate identification</li> <li>• Participate in briefings and debriefings</li> <li>• Maintain professionalism including being punctual and by dealing with complaints promptly and appropriately</li> <li>• Maintain skills by undertaking regular professional development</li> </ul>
Service provider	<ul style="list-style-type: none"> <li>• Adequate job specifications from agencies</li> <li>• Reliability and professionalism from Interpreters and Translators</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a high quality service to agencies</li> <li>• Deal with disputes, grievances promptly and appropriately</li> <li>• Provide formal identification badges for interpreters which include their accreditation status</li> <li>• Treat Interpreters and Translators with respect</li> <li>• Provide support to Interpreters and Translators –safety, constructive feedback, proactive communication, transparent and fair job allocation, incentives for professional development &amp; training</li> <li>• Provide professional development and training opportunities</li> </ul>

**APPENDIX 4****Countries and main languages used**

Country	Main Languages Used
Afghanistan	Pushtu, Dari, Uzbeki, Tajik, Turkmani
Albania	Albanian, Greek
Algeria	Arabic, Berber dialects, French
Angola	Portuguese, various Bantu languages
Antigua and Barbuda	English
Argentina	Spanish, Italian, German, Native American Indian languages
Armenia	Armenian, Arabic, Turkish, French, Russian, Azeri
Aruba	Dutch, Papiamentu
Australia	English
Austria	German
Azerbaijan	Azerbaijani (Azeri), Russian, Armenian, Lezgin
Bahamas	English
Bahrain	Arabic, Farsi
Bangladesh	Bengali, English, Urdu, Assamese
Barbados	English
Belarus	Belarusian, Russian, Ukrainian, Polish
Belgium	Flemish, French, Dutch, German
Belize	English
Benin	French, Fon, Yoruba, West African languages
Bermuda	English
Bhutan	Dzongkha, Nepalese
Bolivia	Spanish, Quechua, Aymara
Bosnia-Herzegovina	Bosnian, Serbian, Croatian
Botswana	English, Setswana
Brazil	Portuguese, Spanish, German, Native American Indian languages
Brunei Darussalam	Malay, English, Chinese, Indian and native languages
Bulgaria	Bulgarian, Macedonian, Russian, Turkish, Romani, Greek
Burkina Faso	French, West African languages
Burma	Burmese, Kachin, Karen, Chin, Naga, Arkanese
Burundi	Kirundi, French, Swahili
Cambodia	Khmer, Mandarin, Teo Chiew, Vietnamese, French
Cameroon	French, English, various Afro-Asiatic, Nilo-Saharan, and Niger-Congo Languages
Canada	English, French
Cape Verde	Portuguese, Creole (Criuolo)
Cayman Islands	English
Central African Republic	French, Sangho, Arabic, Hausa, Swahili
Chad	Arabic, French, African languages
Channel Islands	Norman French, English
Chile	Spanish, Indigenous languages

Country	Main Languages Used
China	Mandarin, Cantonese, Hakka, Hokkien, Teo Chiew, Tibetan, Mongolian
Christmas Island	Mandarin, Cantonese, Bahasa Malaysia, English
Cocos Islands	Cocos Malay, English
Colombia	Spanish, Native American Indian languages
Congo	French, Lingala, Kikongo
Congo (Democratic Republic of)	French, Swahili, Lingala, Ishiluba, Kikongo
Cook Islands	Cook Islands Maori, English
Costa Rica	Spanish, Creole, English
Cote d'Ivoire (Ivory Coast)	French, Diaula
Croatia	Croatian, Serbian, Hungarian, Italian, Slovak
Cuba	Spanish
Cyprus	Greek, Turkish
Czech Republic	Czech, Slovak, German
Denmark	Danish
Djibouti	Arabic, French, Afar, Somali
Dominica	English, French, Patois
Dominican Republic	Spanish
East Timor	Tetum, Portuguese
Ecuador	Spanish, Quechua
Egypt	Arabic (Egyptian), Armenian
El Salvador	Spanish
Equatorial Guinea	Spanish, Pidgin English, Fang, Bubi, Ibo
Eritrea	Arabic, Tigrinya, Tigre, Afar
Estonia	Estonian, Russian
Ethiopia	Amharic, Tigre, Tigrinya, Oromo (Galla), Guraghe, Somali
Falkland Islands	English
Faroe Islands	Faroese, Danish
Fiji	Fijian, Hindi, English
Finland	Finnish, Swedish
Former Yugoslav Republic of Macedonia	Macedonian, Albanian, Bulgarian
France	French, Breton, Basque, Corsican
French Guiana	French
French Polynesia	French, Polynesian Languages
Gabon	French, Fang
Gambia	English, West African languages
Georgia	Georgian, Russian, Armenian
Germany	German
Ghana	English, Brong, Ahafo, Twi, Fanti, Ga, Ewe, Dagbani
Gibraltar	English
Greece	Greek
Grenada	English

Country	Main Languages Used
Guadeloupe	French, Creole
Guatemala	Spanish
Guinea	French, Malinke, Susu, Fulani
Guinea-Bissau	Portuguese Criolo, West African languages
Guyana	English, Hindi, Amerindian languages
Haiti	French, Creole
Honduras	Spanish, Native American Indian languages
Hong Kong	Cantonese, other Chinese dialects
Hungary	Hungarian, Slovak, German, Rumanian
Iceland	Icelandic
India	Hindi, Bengali, Punjabi, Tamil, Urdu, Gujarati, Marathi, Parsi, English, Kashmiri, Malayalam, Oriya, Telugu, Kannada, Assamese, Konkani, Manipuri, Sindhi
Indonesia	Bahasa Indonesia, Chinese dialects, Dutch, Javanese, Sudanese, Madurese, Achinese, Minangkabau, Batak, Dayak, Menadonese, Buginese, Macassarese, Sasak, Toraja, Balinese
Iran	Farsi, Arabic, Armenian, Assyrian, Kurdish, Baluchi
Iraq	Arabic, Armenian, Assyrian, Kurdish, Chaldean
Ireland	English, Irish (Gaelic)
Israel	Hebrew, Yiddish, Arabic, Russian, Romanian
Italy	Italian, French, German
Jamaica	English
Japan	Japanese
Jordan	Arabic
Kazakhstan	Kazakh, Russian
Kenya	Swahili, English
Kiribati	English, local Micronesian language
Korea, Democratic Republic of (North)	Korean
Korea, Republic of (South)	Korean
Kuwait	Arabic
Kyrgyz Republic	Kyrgyz, Russian
Laos	Laotian, Miao/Meo, Hmong, Teo Chiew, Mandarin
Latvia	Latvian, Russian
Lebanon	Arabic (Lebanese), Assyrian, Armenian
Lesotho	Sesotho, Zulu, Xhosa, English
Liberia	English, West African tribal languages
Libya	Arabic
Liechtenstein	German
Lithuania	Lithuanian, Russian, Polish
Luxembourg	Luxembourgish, French, German
Madagascar	Malagasy, French
Malawi	English, Chicheva, Tombuka

Country	Main Languages Used
Malaysia	Bahasa Malaysia, Hokkien, Cantonese, Tamil, English,
Maldives	Dhivehi
Mali	French, Bambara, Peul, Soninke, Malinke, Songhai, Dogon, Senoufo, Minianka, Berber
Malta	Maltese, English
Marshall Islands	Micronesian languages, English
Mauritania	Hassaniya Arabic, French, Pulaar, Senike, Wolof
Mauritius	French-Creole, Hindi, English
Mexico	Spanish
Micronesia	Micronesian languages, French
Moldova	Moldavian, Russian
Monaco	French, Italian
Mongolia	Mongolian
Montenegro	Montenegrin language, Albanian, Bosnian, Croatian.
Morocco	Arabic, Berber, French
Mozambique	Portuguese, Bantu languages, Swahili
Namibia	Afrikaans, German, English, African languages
Nauru	Nauruan, English
Nepal	Nepalese, Newari, Bhutia, Maithali
Netherlands	Dutch, Frisian
Netherlands Antilles	Papiamentu, Dutch, Spanish, English
New Caledonia	French, Melanesian languages, Tahitian, Wallisian
New Zealand	Maori, English
Nicaragua	Spanish
Niger	French, Hausa, Songhai, Arabic
Nigeria	English, Hausa, Yoruba, Igbo
Niue	Polynesian, English
Norway	Norwegian
Northern Mariana Islands	English, Chamorro, Filipino and Carolinian Languages
Oman	Arabic
Pakistan	Urdu, Punjabi, English, Pushtu, Baloch
Palau	Palau Micronesian, English
Panama	Spanish
Papua New Guinea	English, Melanesian Pidgin, Hiri Motu
Paraguay	Spanish, Guarani
Peru	Spanish, Quechua, Ayamara
Philippines	Tagalog, Cebuano
Pitcairn	English, Pitcairn dialect
Poland	Polish
Portugal	Portuguese
Puerto Rico	Spanish, English
Qatar	Arabic

Country	Main Languages Used
Reunion	French, Creole
Romania	Romanian, Serbian, German, Hungarian
Russian Federation	Russian and various regional languages
Rwanda	Kinyarwanda, French, English
Samoa	Samoaan
San Marino	Italian
Sao Tome and Principe	Portuguese
Saudi Arabia	Arabic
Senegal	French, Wolof, Pulaar, Serer
Serbia	Serbian, Hungarian, Slovak, Romanian, Croatian, Rusyn, Albanian
Seychelles	French, Creole, English
Sierra Leone	English, Mende, Temne, Krio
Singapore	Mandarin, Bahasa Malaysia, English, Tamil
Slovakia	Slovak, Czech, Hungarian
Slovenia	Slovene
Solomon Islands	English, Pidgin
Somalia	Somali, Arabic, English, Italian
South Africa	Afrikaans, English, Xhosa, Ndebele, Zulu
Spain	Spanish, Catalan, Basque, Galician
Sri Lanka	Sinhalese, Tamil, English
St Helena	English
St Kitts & Nevis	English
St Lucia	English, Patois
Sudan	Standard Arabic, English, Sudanese Arabic, Nubian languages, Beja, Bedawi, Dinka, Nuer
Suriname	Dutch, Surinamese, English
Swaziland	Swazi, English
Sweden	Swedish
Switzerland	German, French, Italian
Syria	Arabic, Armenian, Assyrian
Tahiti	Tahitian, French
Taiwan	Mandarin, Taiwanese
Tajikistan	Tajik, Russian, Farsi
Tanzania	Swahili, English
Thailand	Thai, Hokkien, Mandarin, Teo Chiew, Laotian, Bahasa Malaysia, Khmer
Togo	French, Ewe, Mina, Kabye, Cotocoli
Tokelau	Tokelau, Polynesian, English
Tonga	Tongan, English
Trinidad & Tobago	English, Hindi, Spanish
Tunisia	Arabic, French
Turkey	Turkish, Armenian, Kurdish
Turkmenistan	Turkmani, Russian, Uzbek, Farsi

Country	Main Languages Used
Turks and Caicos Islands	English
Tuvalu	Tuvaluan, Irikibati, English
Uganda	English, Swahili, Luganda, Lusaga, Teso
Ukraine	Ukrainian, Russian, Romanian, Polish
United Arab Emirates	Arabic, Farsi, English, Urdu
United Kingdom	English
United States of America	English
Uruguay	Spanish
Uzbekistan	Uzbek, Russian, Farsi
Vanuatu	Bislama, French, English, Pidgin
Vatican City State	Latin, Italian
Venezuela	Spanish, Native American Indian languages
Vietnam	Vietnamese, Cantonese, Teo Chiew, Mandarin
Yemen	Arabic
Zambia	English, Tonga, Nyanja and other Bantu Languages
Zimbabwe	English, Shona, Ndebele

**Please Note :** This is not an exhaustive list.

**Adapted from :** *"Improving the Use of Translation and Interpreting Services : A guide to Victorian Government Policy and Procedures"*, Victorian Office of Multicultural Affairs, 2003

**APPENDIX 5****Aboriginal Languages**

Amangu	Ngardi
Andajin	Ngarinyin
Badimaya	Ngarla
Balardung	Ngarluma
Bibbulman	Ngatjumaya
Bidungu	Nhanta
Buluguda	Nhuwala
Bunuba	Nyaki-Nyaki
Banyjima	Nyamal
Bardi	Nyangumarta
Binjarub	Nyikina
Daguda	Nyiyaparli
Damala	Palyku
Gajirrabeng	Payungu
Gooniyandi	Pinikura
Goreng	Pintupi
Gwini	Pitjantjatjara
Inggarda	Purduna
Jaru	Putjarra
Jawaliny	Thalanyji
Jiwarli	Tharrkari
Jurruru	Thiin
Kalaamaya	Wajarri
Kalaku	Wajuk
Kaniyang	Walmajarri
Karajarri	Wanggatha/Wangkatja
Kariyarra	Wangkajunga
Kartujarra	Wangkajunga
Kija	Wardandi
Kukatja	Warnman
Kurrama	Watjanti
Malkana	Widi
Mangala	Wiilman
Manjiljarra	Worrorra
Martuthunira	Wudjaari
Martu Wangka	Wunambal
Minang	Yapurarra
Miriwoong	Yawuru
Mirning	Yindijbarndi
Mulyara	Yinhawangka
Murrinh-patha (Northern Territory language; has relevance in the Kimberley)	Yulparija
Ngaanyatjarra	Yuwat
Ngaatjatjarra	<b>Post-contact languages</b>
Ngala (-wangka)	Western Australian Aboriginal English
	Kriol

## **APPENDIX 6**

### **Aboriginal Language Centres**

#### **Irra Wangga Language Programme – Geraldton**

Tel: 9923 9733

Fax: 9923 9744

Email: yamaji@wn.com.au

#### **Karlkurla Language and Culture Aboriginal Corporation – Kalgoorlie**

Tel: 9091 4705

Fax: 9091 4704

Email: wnt@aurum.net.au

#### **Kimberley Interpreting Service – Broome**

Tel: 9192 3891

Fax: 9192 3982

Email: kis.bookings@westnet.com.au

#### **Kimberley Language Resource Centre – Halls Creek**

Tel: 9168 6005

Fax: 9168 6023

Email: info@klrc.org.au

#### **Mirima Dawang Woorlab-Gerring Language and Culture Centre – Kununurra**

Tel: 9169 1029

Fax: 9168 2639

Email: info@mirima.org.au

#### **Wangka Maya Pilbara Aboriginal Language Centre – South Hedland**

Tel: 9172 2344

Fax: 9172 2355

Email: wangkamaya@kisser.net.au



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Office of Multicultural Interests

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