VILLAGE HEALTH

A Handbook for Village Health Workers in Southeast Asia

BOOK 1

INTRODUCTION AND TRANSLATION MANUAL

Editors:
J. H. Richardus MD PhD DTM
M. Wannemacher MA

Illustrations:
G. Sharmars

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BOOK 1

INTRODUCTION AND TRANSLATION MANUAL

VILLAGE HEALTH

The "Village Health" English version consists of 6 books:

Book 1: Introduction and Translation Manual

Book 2: Unit 1 - The Village Health Worker
 Unit 2 - How to Prevent Many Health Problems
 Unit 3 - Nutrition
 Unit 4 - How to Take Care of Sick People
 Unit 5 - First Aid

Book 3: Unit 6 - The Body and How the Body Works
 Unit 7 - Introduction to Sickness
 Unit 8 - How to Examine a Sick Person
 Unit 9 - How to Use Medicines

Book 4: Unit 10 - Signs Index
 Unit 11 - List of Sicknesses
 Unit 12 - Dehydration, Diarrhea and Vomiting
 Unit 13 - Skin Problems
 Unit 14 - Eye Problems
 Unit 15 - Teeth, Gums and Mouth

Book 5: Unit 16 - Family Planning
 Unit 17 - Women's Health, Pregnancy and Childbirth
 Unit 18 - Health and Sickness of Children
 Unit 19 - How to Prevent Disabilities
 Unit 20 - Health and Sickness of Old People
 Unit 21 - Addiction

Book 6: Unit 22 - Family and Village Projects

If you are interested in translating this book, please contact the editors at the following address:.

This book series has currently been translated into Thai, Jinghpaw, Rawang, Burmese, Sgaw Karen, and Lisu.

Community Medical and Development Text Translation Project (CMDTTP) Staff

TABLE OF CONTENTS - BOOK 1:

INTRODUCTION:

This manual was developed specifically to be used by village health workers in Southeast Asia. The village health workers we primarily had in mind when we prepared the material are local lay workers, often with limited formal education, who are involved in community development, public health and medical activities in their rural communities. This material is for individuals without ready access to professional medical help. However, wherever possible professional medical help should be sought for health problems.

A variety of good village medical manuals are available, but, some factors have limited their usefulness in Southeast Asia. Many manuals are only available in English and/or some of the major languages of the region. Many of these books are geared towards health workers with a high level of education. Many of the materials are area specific in relation to health problems, culture and pictures and have not been adapted to the situation in Southeast Asia. This manual is designed to:

1. Be easily translated into other languages by second language speakers of English.
2. Include necessary information for a primary health care worker with only intermediate education.
3. Address the health problems and cultural practices which affect health in the Southeast Asia region.

In preparation for the development of this manual, medical anthropology surveys were done among several of the minority ethnic groups in the Southeast Asia region to gain more insight into the customs and traditions of the various peoples and to help adapt the text to the local situations. Many medical and development workers, both local and foreign, with long term experience in practicing and teaching medicine and public health in Asia were consulted or have contributed to some chapters. Many of the illustrations were drawn especially for this manual.   The illustrations incorporate local culture and dress to make the situations more recognizable for local village health workers.

Finally we want to thank the Ambassador of the Royal Netherlands Embassy in Bangkok for generously funding the production of this basic English version of the manual.

May this book be translated into many tongues and be used to the benefit of the people in the villages of Southeast Asia.

The editors.

TRANSLATION HELPS FOR "VILLAGE HEALTH"

The English version of the "Village Health" series has been prepared for translation by second language speakers of English. However, in order to produce a good translation into another language, the translator will need some assistance from a first language speaker of English. The individuals who translate the material should also receive some training in translation principles and techniques prior to beginning translation of the materials.

This chapter is for the person who is a first language speaker of English and who will be overseeing the translation of the material into another language. This person will be referred to as the translation coordinator. This chapter contains:

* some helpful advice for translating the "Village Health" series,
* a set of class notes for training a translator in basic translation principles and
  techniques,
* a key term list to be translated prior to beginning translation of the series.

There are several formats used in the English version which need to be explained:

1. <u>Underline</u> - indicates a key term. The key term is underlined only the first time it appears in each unit.
2. *Italics* - indicates a medicine name.
3. **Bold** - indicates emphasis.

4. Boxes - also indicate emphasis.

5. [Brackets] - indicates information that should be investigated as to the cultural appropriateness and/or concerning cultural beliefs and practices that may affect the health topic and may need to be adapted.

Keyterms are words or phrases which are very important to the meaning of the text. These terms should be translated in consultation with a native speaker of English who understands the text. It is best to read through each unit and translate the key terms in context. The key terms list is arranged alphabetically so that the translator can use the key terms list as a mini dictionary for reference.

Medicine names are in italics since they sometimes confuse the translator. The translation of medicine names are dealt with in the translation class notes.

There are many different ways to indicate emphasis such as bolding, underlining, boxes around information, italics, a different font, etc. Each language group will need to determine how they want to emphasize important points and, to some extent, which points need emphasizing for their culture.

The information in brackets for cultural investigation should be discussed between the translation coordinator, the translator and others with knowledge of the health practices of the people. The results of these discussions can be used to edit the source material and custom fit the information for each group.

GENERAL APPROACH

The translator should be a person who has a good working knowledge of the English language and who is a first language speaker of the language he will translate into. The translator and translation coordinator will need to work together as they go over the translation class notes, key terms and information for cultural investigation. The extent of interaction beyond this will depend on many factors such as, availability of the translator and translation coordinator, the translators proficiency in English, the translators understanding of health practices and the availability of someone proficient in English and the target language who can check the translation. Following is a suggested approach for translating the material. The details as to methodology and techniques are in the translation class notes.

1) The translation coordinator and translator study and discuss the translation class notes together.

2) The translation coordinator and translator translate key terms and discuss the bracketed information. This does not have to begin with Unit 1. Some of the units that generally contain health facts may be easier to start with, such as units 13 or 14. You may choose to do all of the key terms and cultural questions first, or you may choose to do them unit by unit. I would suggest translating one of the shorter units together before working through all of the key terms so that the translator gets a feel for translating in context.

3) The translator and translation coordinator use the methodology in the class notes to translate each chapter.

4) The translation is checked and edited.

5) The translation is entered on a computer (may be done earlier).

6) The preparation and production of the "Village Health" series will depend on many factors. This will need to be worked out on a case by case basis.

A translation committee is a good way to help ensure a good translation. A committee of 3 or 4 people can divide up the task or work together. This committee can agree on key terms, agree on cultural information to be added to the source text, and check the translation. The committee can also agree upon adjustments to pictures and format. Committee members chosen for their diverse skills and influence can help people accept and use the books.

This series consists of 6 books:

Book 1 is an introduction and translation manual (this book).

Book 2 consists of Units 1-5. Book 2 is suitable for anyone in the community and can be used independently of the other material. Some groups may choose to only translate book 2. In the case that book 2 is translated for the general community, it might be best to exclude the references to medicines used in Unit 5.

Book 3 consists of Units 6-9. Book 3 is intended to be used in training village health workers. Hopefully, the health worker will only have to refer to it periodically after he is trained and gains some experience.

Book 4 consists of Units 10-15. Book 4 is designed to contain most of the information a trained health worker will need to help him diagnose and treat the most common health problems. Book 4 can be reduced in size (71%) so that 2 pages fit on an 8 ½" x 13" piece of paper. The smaller size is better for a handbook which will be used by the health worker when he travels and makes visits.

Book 5 consists of Units 16-21. Book 5 contains information on various specialty areas and should be used in conjunction with health training.

Book 6 consists of Unit 22 which contains village and family projects to improve agriculture, health and nutrition.

You can use this arrangement or rearrange the series to fit your particular situation. I strongly suggest having a single handbook which contains essential information (such as Book 4) and is easily carried in a pocket or shoulder bag. The size of the book is a major factor in whether it gets used in a field situation.

Much more could be done to improve the text, make it more consistent, and make it easier for second language speakers of English. Please feel free to send your comments and suggestions to the address in the front of this book.

TRANSLATION TRAINING CLASS NOTES

WHAT IS TRANSLATION?

Your definition of translation will effect how you translate.   Here is a definition which is helpful:

Translation is retelling or rewriting the meaning of the original language in a way that is natural, clear and accurate in your own language.

In translation you must begin with "meaning." Notice that I did not say words, or phrases or sentences.   Words, phrases, and sentences are forms we use to communicate meaning. Different languages with different forms can express the same meaning. The forms are different but the meaning is the same.

In English the following sentences have the same meaning. Translate these sentences into your language word for word.

(1)   a) My friend died.
         b) My friend passed away.
         c) My friend kicked the bucket.

If you just translate the words, your translation will often not have the same meaning as the original language.   You must translate the full meaning of the message. In English, the 3 sentences in (1) all mean "My friend died", but the forms are different.

In order to understand the meaning of the source language you must know the source language well or have someone to help you understand what the text means. After you know the full meaning of the message in the source language, you can transfer the meaning into your own language and write the meaning in the form of your language.

You must know the meaning of the message in the source language before you can transfer the meaning into the form of your own language.

Translation is retelling or rewriting the meaning of the original language in a way that is natural, clear and accurate in your own language.

FORM AND MEANING

Form is the actual words, sounds or letters that people use to express their language. Here we will not look at the letters or sounds, just the words. Consider the following ways of saying "I need to drink liquid.":

(2)	English:	I am thirsty.
	Thai:	I am hungry for water.
	Spanish:	I have thirst.
	Alekano:	I am sick for water.
	Pidgin:	My neck is dry.
	Kasom:	Thirst has me.

How do you say the same thing in your language?

In each of the sentences above the meaning is the same. The meaning is something that can be expressed in any language of the world but the form used to express the meaning is different for each language. Therefore, you can see that meaning and form are separate things. Many different forms, alphabets, or sounds can have similar meanings.

The source language is the language that you translate from. The target language is the language that you translate into. Some people think that translation means reading a text and looking up the source language words in a dictionary to find the words with the same meaning in the target language. The first problem with this is that many languages that we want to translate into don't have dictionaries. But another problem is that the forms of languages do not mean the same thing when you translate each individual word. For example, suppose you try to translate the Alekano phrase "I am sick for water" into your language. You would look up the words for "I," "am," "sick," "for," and "water". When you put these words together in your language would the meaning be "I am thirsty," as it is in Alekano?

In one language it might be possible to express one meaning by several different forms.

(3)	.	(a) "Is this place taken?"
		(b) "Is there anyone sitting here?"
		(c) "May I sit here?"

Notice that in each sentence, the meaning is basically the same, but there are differences in the word order and the choice of words.

From examples (2) and (3), we see that languages can express one meaning with several different forms. But it is also true that one form can express several different meanings.

Let's look at some examples:

(4)   (a) The boy is running.
              (b) The car is running.
              (c) The water is running.
              (d) The paint is running.

In each of these sentences there is only one word that is different, the rest of the sentence is the same. Are the meanings of the sentences the same? The meanings are very different because the word "running" means something different in each example. In (a) it means that the boy is running. In (b) "running" means that the engine of the car is turned on. In (c) "running" means that their is water coming out of the tap. And in (d) "running" means that the paint is dripping down something. In each example the form "running" is the same but the meaning is very different. Would it be correct to translate each of these sentences into your language using a single word for "running"?

Let's look at a second example. Some words in English, as in your language, are used mainly to show a certain relationship between other words. They have a function but do not really having meaning of their own. In English we have the word "my". "My" means something like "I relate to X in some way." How I relate to X will depend totally on the context.

<u>X</u>
my car   -- the car which belongs to me
my brother   -- the brother I am related to
my foot   -- the foot which is part of my body
my book   -- the book which belongs to me
              -- the book which I wrote
my village   -- the village I come from
my train   -- the train I plan to travel on

The form in each phrase is the same, but there is a very different relationship between "my" and the other word (X) in each case. Would you use a single word to translate "my" in each of these phrases? How would you translate these phrases in your language?

There are also many functions for the word "of" which means "A relates to B in some way":

<u>A</u>	*of*	<u>B</u>	<u>Meaning</u>
city	*of*	Chiang Mai	A named B
dozens	*of*	cars	A tells how many of B
day	*of*	celebration	B describes A
citizen	*of*	Thailand	B is the home of A
lines	*of*	soldiers	A consists of B
convicted	*of*	theft	B is content of A

There are many other ways to use the word "of" in English. How would you translate the examples above into your language? Would you be able to use the same word for "of" in each phrase?

When you translation, you should:

1. read the form of the source language
2. understand the meaning in the source language
3. transfer the meaning into your language
4. then write the meaning in your language in a way that is clear, accurate and natural.

Meaning

Source language form
(English)

Receptor language form
(your language)
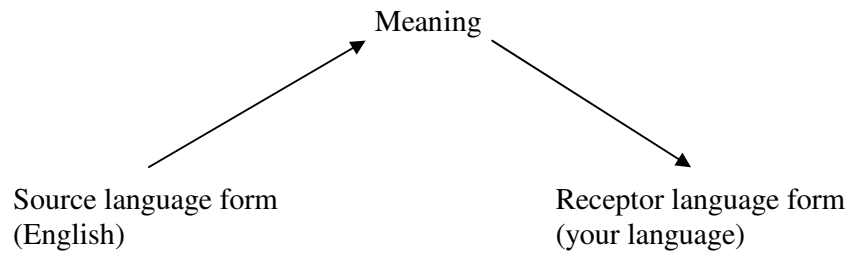
Never translate directly from one form to another form. Always find out the meaning first. After you know the meaning you do not need to think about the source language form any more. After you know the meaning, you should think about the meaning in your language and write the meaning in the form of your language.

TRANSLITERATION

Sometimes you will want to write a foreign word the way it sounds in the original language. This is called transliteration. You do this when you borrow a word from another language. You will do this with medicines and sicknesses sometimes. You should write these words in your language the way they sound when you say them. Then in parenthesis, you can write the word in the original language such as English or Thai.

For example, to transliterate "penicillin" into Kachin, I would write:

hpenisilan (penicillin)

KINDS OF TRANSLATION

Suppose a friend of yours was translating into your language English instructions about how to use a rice cooker, and he asked you "Is this a good translation?". What things would you need to consider to know if the translation was good or not good? One of the most important things to consider is "Who is the translation for?" How good a translation is depends on whether or not the average reader that the translation was designed for can understand it. Your goal is to translate so that the average reader of the translation will understand the message that was communicated in the source language. When a high percentage of the readers of a translation misunderstand the meaning, then it is not a good translation of the source language text.

Here is an example:

otor	*be*	*otohng*	(Mbembe language)
he-pulled	them	ears	(word for word translation)
he pulled their ears			(literal translation)
"He warned them strongly."			(meaning based translation)

The first line is the words in the source language, Mbembe. The second line gives the literal meaning of each word. The third line changes the word order so they make an English sentence of the literal meaning. The fourth line gives the real meaning of the sentence in English.

The third line is called a literal translation. A literal translation follows the form of the source language very closely. The fourth line is called a meaning based translation. A meaning based translation tries to communicate the meaning of the source text in a clear and meaningful way in the target language. We will discuss these in more detail here and decide which way is best to translate a message.

3 Kinds of Translation

1. Word for word translation: The word for word translation consistently reproduces the structure of the source language.

If I simply read to you the word for word translation, you will understand very little of the meaning that the original writer wanted to communicate to his readers. It is very difficult for the reader to understand because the translator did not try to put the words into a proper order in the reader's language. The word for word translation follows the order of source language words. Many people think that translation is doing something like this. You simply replace each word from the source language with the appropriate word in the target language that has the same meaning. Such a "translation" would have almost no value to a speaker of the language.

How does this fit with our definition of translation? *It doesn't fit well at all since it is not interested in the meaning of the message.*

2. Literal translation: This type of translation is an improvement over the word for word translation. It still follows the form of the source language as closely as possible, but makes adjustments to avoid improper word order in the target language.

The words from the source language are the same in most cases. The word order is changed to follow proper word order. But the meaning of the literal translation is not clear to the average reader.

3. Meaning based translation: In a meaning based translation the translator tries to communicate to the target language readers the meaning of the original message by using natural language that the target language readers will understand. A meaning based translation gives priority to communicating the meaning of the source text.

Which of these types of translations do you think a good translator tries to produce? The best translation communicates exactly the meaning given in the source language text in a natural and clear way in the target language.

What is the best way to translate a message? Our choice should clearly be a method that communicates the *meaning* of the source language text in a way that is natural for the target language readers. Simply substituting a word in the target language for a word in the source language, is unacceptable translation. The literal translation is also not acceptable for average readers because it generally is not natural or clear. Therefore, what we try to do is translate the meaning of the text.

A GOOD TRANSLATION IS:
Natural - the translation sounds normal to the reader. The words, phrases, sentence length and way of saying things do not sound strange.
Clear - people can understand what they read easily.
Accurate - the meaning in your language is the same as the meaning in the original language.

NATURAL LANGUAGE USE

Every language is different. Every language has different sounds, different words and a different order of words. When someone is talking, you know when they are speaking your language and when they are not. Sometimes when we know two or more languages, we mix them. This happens especially when we write or translate. When you translate, the writing should be in your natural language and sound like your language when it is read out loud. Have you ever read anything in your language that does not sound like your language?

Natural language is language that sounds normal and that says things in the way that you normally do at home. This is different for every language. For example:

English: What is your name?
Thai: Name what?
Spanish: How yourself called?
Your Language:

Now, replace each word in the English sentence with words from your language. Does this sound good in your language? If you speak naturally everyone who speaks your language will understand you. If you speak with foreign structures, then people will not understand or they will think it is strange.

Lets look at an English story.

"Andy likes to eat fish. Andy went to catch fish. Andy took his father's net along. Andy did not have a net of his own. Andy was fishing all day."

Can you understand this story? Is the story well written? What problems does it have? (sentences too short, needs pronouns, needs connectors). The original sentence says the proper information but not the way we say it in English.

Here is how we can make it more natural:

"Andy likes to eat fish so he decided to go catch a few. He took along his father's net because he didn't have his own net. He fished all day."

Which story sounds better?

Now, try something else. Write the corresponding words from your language under the words in the sentence below.

"I like to throw water on New Year's day."

Do you understand this sentence in your language? Would you write it that way? How would you correct it? (Have them correct it next to the first one they wrote.)

Sometimes the order of phrases changes between languages.

"At 3:00, I went to the store."
"I went to the store at 3:00."

Which way do you say this in your language?

"If the person has a high fever, then take him to a health worker."
"Take the person to a health worker if he has a high fever."

Which way do you say this in your language?

One way to help you translate naturally is for you to think about the information you will write in your own language, say it in your own language and then write it in your own language. If you get the information from another language, try to think about the meaning in your own language and say it in your own language before you write it.

When you translate information, you need to be sure that the people who read it can understand it and like the way it is written. Writing information in a natural way makes it easier to read and more interesting.

UNKNOWN CONCEPTS

One of the most difficult things you will do is to translate unknown concepts and key terms. Words from one culture almost never overlap exactly in meaning with words from another culture. For example, if we consider how English and Mbembe express colors, we find that they are very different.

English		Mbembe
red		
yellow	=	okora
orange		
green		
blue	=	obina
black		

Many cultures do not need to make sharp distinctions between colors so the number of color words may be different. Because of the cultural differences, there will be concepts or ideas in the source language that are unknown in the target language.
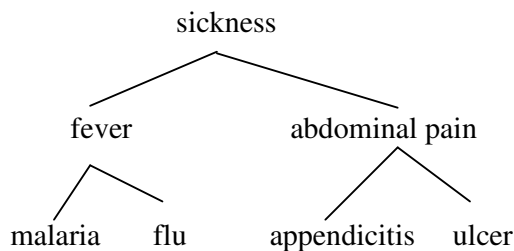
In many parts of the world the people have never seen snow before. Snow is not part of their environment. Therefore, their language will often not have a word for snow. In other places the idea of a computer might be totally foreign. Sometimes the source language culture might have a specific kind of animal that is unknown to the target language readers. Names for medicines and sicknesses might be different, more general, or not exist. These kinds of things create major problems for the translator. What are some things in your language that English might not have a word for?

For a known concept, the translator's job is to choose the right word or expression to refer to it. But with an unknown concept the translator must find a way to communicate something that is totally new, something that was previously outside of the target culture's experience. How can you do this?

There are several methods that you can learn and use. The method you use will depend on the situation. It will depend on which way of expressing the unknown concept best communicates the idea to the readers.

1. Use a more generic term.

The first option is to use what we call a more generic term. A generic term is a less specific term or a more general term. For example:

```
                    sickness
                   /        \
              fever          abdominal pain
             /     \          /          \
      malaria    flu    appendicitis    ulcer
```

If the source language word "flu" is an unknown concept in the target culture we might use the more generic term "fever" in the target language. This is not appropriate in many cases where specific information is necessary.

2. Use a more specific term.

If the source language text uses the word wash, and the target language does not have a general word for wash, then you might choose an appropriate specific type of washing that is found in the receptor culture, such as scrubbing or pouring a liquid on.

wash

pour liquid on   scrub
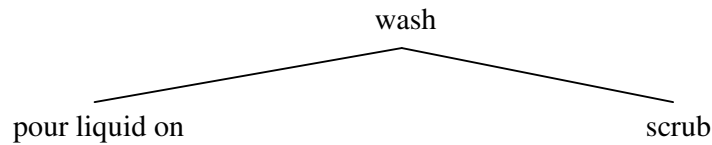
3. Use a descriptive phrase.

A third choice is to use a descriptive phrase. In this choice you need to be careful to determine whether you are going to focus on the form or function of the unknown concept. If we describe "apple" in terms of form we might talk about its size, shape, or color, "a small, round, red fruit". However, if we choose to focus on the function we could say "something people eat". If you included both form and function in your translation, then you might say "a small, round, red fruit that people eat".

Therefore, you must choose to focus on:

form - describes what something looks like

or

function - describes the purpose or use of something

or

form and function

For example:
form: syringe - a long, cylinder with a plunger and a needle.

function: syringe - a medical tool used to inject medicine.

form and function: syringe - a long, cylinder with a plunger and needle used to inject medicine.

You can combine any of these options with any other option. Often a generic term is combined with a descriptive phrase. For example:

cholera - An infectious sickness with a lot of diarrhea.

stethoscope - A tool you use to listen to a person's heart.

capsule - A pill that pulls apart and is full of powder.

4. Introduce a word from another language.

You might want to use a word from another language for technical words such as medicines or sicknesses. You can also do this with names of people and places. The only thing that would normally change is how you pronounce the word. The loan word must be a word that has meaning in another language. Don't just make up a new word. Once you decide to use a loan word you will need to either define the loan word or describe it. If you do not do this then the word will be meaningless.

Examples:

diphenhydramine
ameba
Mr. Jones
Los Angeles

5. Use Illustrations such as drawings or charts.

You should always combine this option with a description. Drawings are a great way to help the reader understand an unknown concept without filling up your translation with a lot of extra information.

One final thing that you should know relates to concepts that are familiar in both cultures but mean slightly different things. An example is a man who listens to a woman's stomach when she is sick. In American culture it is fine for a health worker to do this. Is this accepted in your culture? What would people think about this? Would a woman be better for the job? Often, when translating concepts such as this it is necessary to clarify what the meaning is in your culture.

You need to think about what is acceptable in your culture. You need to think about how people from your culture will interpret the things you translate. Be sure the meaning is clear to them.

TRANSLATION METHODOLOGY

Now we will talk about how you translate the message of the source text to a clear, accurate and natural translation in your language. You should use the steps in this section to translate the texts.

Translation is more than simply changing the words. Translation is taking the meaning of the source language and retelling it in your own language. The language you use should be as clear and natural as the language you would use when you tell your friend about a recent experience.

Before you begin to translate you must have a clear picture of the people who will read your translation. What will they understand? How many details will they need to know? In most cases you will translate for the average person in your community who has average intelligence, average education, and average understanding of the world (technology). As you translate you must remember who you are translating for and adjust your translation so they will understand the message.

The first thing you must do to translate a message is to understand the meaning.

When you translate into another language there are some problems you will find. The first, and most important problem, is that translators tend to make their translation sound a lot like the source language they are translating from. In looking at some translations in Thai from English, even though the translator uses Thai words, the translation still sounds a lot like English. Much of the grammar of the translation is English grammar. Many of the words seem strange because the translator used a word that was similar to the English word but was not appropriate in the context. This causes the translation to be unnatural and hard to understand. Therefore, when you translate you must think about the meaning of the text you read rather than only thinking about the specific English words and phrases.

A second problem with translating from another language is that you will often not understand the meaning because you are not a native speaker of that language. You should work together with a native speaker of English on unknown concepts and other difficult information to help you understand the meaning so you can translate accurately.

How to determine the meaning of the source text:

1. Work on translation of unknown concepts together with the translation coordinator. When you read through each unit together, the translator will write down the meanings of the unknown concepts in his own language on the "Key Terms" word list found in this book.

2. The translator reads the unit and marks all of the parts that he does not understand. He might want to read the unit 2 or 3 times.

3. The translator brings the unit to the translation coordinator and they discuss the meaning of the parts the translator does not understand. The translator takes notes on the meaning.

4. The translator reads the unit again and looks for ways to adapt the text.   The translator and translation coordinator should discuss the questions and material in brackets to determine whether more information needs to be added to the text.
The translator should ask himself the following questions:

> - Will the readers be able to do this?
> - Will the readers understand this?
> - Is there a better way to do this?
> - Will people want to do this?
> - Is this necessary?

If there are parts of the text that the translator thinks should change, then he should show the text to the translation coordinator and they should discuss it. Some changes may need the oversight of a nurse or doctor. All changes to medical procedures and treatment must be checked by a health professional.

How to translate the material:

When you are sure you know the meaning of all the information, then you can start to think about how you will retell the information in your language. Remember the audience. Pretend that you are speaking to someone from the group of people that will read the translation. It can be useful to pick a person that you know who is a typical member of your audience and pretend you are retelling the message to that person.

You should read one small section or paragraph at a time. Make sure you understand the section. Then think about the meaning in your own language. When you are sure you understand the meaning, then do not look at the source material any more. Say the meaning in your own language. When you say the meaning in your language it is very important that you remember what it is you are actually trying to do. You are not trying to remember specific sentences from the English text and translate these sentences into your language. What you should do is think about the paragraph or section that you read and then tell it as if you were telling it to a friend in your own language. You should explain what the text means. You are focusing on how to say the meaning naturally in your language.

After you retell the section orally or in your mind, then write it down in your language. The sections should correspond with the sections in the source material unless you think of a better way to do it. After you finish, set the translation aside for 1 or 2 days and then edit. After 1 or 2 days your mind will be fresh and you can make better changes.

Here are the steps again:

1. Remember who will read the material. Translate for them to understand.
2. Read one section of the material. Be sure you understand it. Then cover the book and think about the meaning in your own language. Say the meaning in your own language. Think about the meaning and change the way you say it until it has the same meaning as the original material but sounds natural in your language.
3. Write down the meaning in a natural way in your own language.
4. After you finish a unit, set it aside for 1 or 2 days before you edit it.

When you translate the names of sicknesses, you can do it 3 different ways.

a. Use the corresponding word or description in your language and put the English, or national language word in parentheses.

b. If your language does not have a corresponding word, you can use the national language word and put the English word in parentheses if necessary.

c. You can write the English word in your script, the way you say it, and then also put the word in parentheses spelled correctly in English.

HOW TO EDIT

Every newspaper and book printed has an editor. An editor is someone who makes sure that what is written will be interesting to the reader and that it is written so that the reader will be able to understand it. You can edit your own writing. Others who read your language can edit your writing.

Editing is changing the story. In a true story the facts should stay the same but the way the facts are presented is made clearer and more understandable. Editing makes the story better. Nobody can write a story that is perfect the first time. All writers edit their stories.

It is easier to edit a story if you wait one or two days after you write the story. Your mind will be fresh and your ideas will be new.

Here are some ideas about how to edit:

a. Think about the people you are writing for. What is their background? What do they not know about the subject? Will they be able to do what is asked just from reading the information?

b. Read the story while you think about the people who will be reading it. Will the reader understand what is going on? Is there anything that you can include that will help the reader understand better?

c. Does the language sound good? Are there places where it sounds unnatural? How can you change it to sound better? Try to say the information different ways. Is there a clearer way to say it?

d. Do you want to put in more detail somewhere? Do you want to take out something that isn't needed? Do you think the reader will have any questions about the story? Can you answer those questions in the text?

e. Are there words that the person reading the story will not understand? Are words from other languages used? Are ideas from other cultures explained well?

f. Are words spelled correctly?

g. Now read it again. Is the information accurate? Are any steps left out?

Lets try to use these ideas to edit a story.

"There were three bears. The bears were of the species bearus bigbearus. They lived in the city. The bears left their porridge on the table and went outside. After the bears left a little girl named Goldilocks came to the house. She ate the porridge and went to sleep. When the bears came home they were mad that someone ate their porridge. Goldilocks woke up and ran away."

Problems: Introduction not following normal introduction in English. More detail needed to introduce bears. Species irrelevant. City inaccurate. Some things are not clear such as: Why did the bears leave the porridge? Why did Goldilocks come? Was she hungry? Was she tired? How did the bears feel? How did Goldilocks feel?

Here is the edited story:

"Once upon a time there were three bears. A papa bear, a mama bear and a baby bear. They lived in the forest. One morning they had porridge for breakfast, but the porridge was too hot so they decided to go for a walk while the porridge cooled. Etc."

Here is another example:

"How to make a book.

1. Put the pages together.
2. Fold them.
3. Staple them.
4. Be sure the pages are in the right order.
5. Put the cover on."

Problems: Order incorrect and not enough detail. How would you edit this?

It is good for other people from your language to read your translation and give suggestions. This is not criticism. It is helpful. Since you wrote the information, you can understand it, but other people might not understand everything you do.

- Give a copy of the information to a person who reads your language. Tell them you want to know if they understand the meaning. Have them read the information and then tell it to you in their own words. Is it correct? Is there anything they missed?

- Read the information line by line to others who know your language. Encourage them to ask questions. Do they understand it? What parts are not clear?

Keep editing until you have the information the way you want it.

Editing a translation makes it better. If you edit a translation it will say what you want it to say. It will be more understandable and more enjoyable. The people who read the translation will be able to do what it says and learn from it. Editing is a way to grow in your ability to write and translate.

Editing Summary

Here are some ideas that can help you edit your translation and make it better.

1. Wait one or two days after translating a section to edit the section.

2. Think about the people who will read the information. What will they understand? What do they know about the topic?

3. Does the language used sound good? Does it sound like your language? Is there a better way to say it?

4. Do you want to add more detail? Do you want to take anything out?

5. Do you think that there are any questions that the reader will ask about the information? Can you change the information so that the questions will be answered?

6. Are there words that the reader will not understand?

7. Are the words spelled correctly?

8. Have someone read the information. Do they understand everything? Can they tell the information back to you correctly after they read it? What do they think should be changed about the translation?

TESTING THE FIRST DRAFT

1. Test the first draft with 3-5 people or more. Test the first draft with people of different ages and with men and women.

2. Each book should be tested for:
   - cover appearance
   - book format
   - pictures
   - understanding

   Before testing you should prepare your notebook so that you can write down answers to the testing questions and find them again. Use a section of your notebook for recording the answers to the questions used for testing. On the top of the notebook page write the date, the name of the book, the name of the person you are testing and the location.

   When you test the books you should give them to someone from your language who can read and who has not seen the book before. First let them look the book over without reading it. Let them open it and look inside. Then ask them the questions about the cover and book format. Record the answers to these questions in your notebook.

Questions for Cover testing.
"Do you like the color of the cover?"
"Do you think there is a better color for the cover?"
"What is this a picture of?"
"Do you like the cover picture?"
"Do you understand the title?"

Questions for Book format.
"Do you like the size of the book?"
"What size is best for this book?"
"Is the type easy to read?"
"Does the book look hard or easy to read?" "Why?"
"Are there enough pictures?"
"Is the book too long? Is the book too short?"

   Next ask the reader to read the book. Then ask him the questions about the pictures in the book. Record the page number of each picture and the answer to the question for each picture in your notebook.

Questions for Pictures. You want to make sure the reader can recognize what the picture is and what meaning it has. You can ask questions like:
"What do you think this is?"
"What do you see in this picture?"
"How do you think this person feels?".

Next ask the person to read the book again. Note his reactions and have him answer the questions about understanding.

Testing for Understanding:
You may want to ask specific questions about specific facts that the person read about in the book. This will need to be done for each major idea or procedure. For example:

"How do you check a person's temperature?"
"How do you prevent sickness from mosquitoes?"

Write down the comments that the reader says in your notebook. It is also helpful to have the reader tell the information back to you. You can say to the reader: "I want to know if what I wrote is easy to understand. Would you repeat the information back to me so that I can check if the information was easy to understand?"

After the reader tells the information back to the tester, the tester should look for parts of the information that were left out and parts of the information that were told back incorrectly.

You may want to ask some other questions such as:
"Are there any parts that are difficult to understand?"
"Do you know all of the words?"
"Is there anything you would like to know more about?"

The answers you get from testing the book can help you to change the book and make it better before you produce a lot of copies.

"VILLAGE HEALTH" KEY TERMS LIST

abdomen

abdominal emergency

abnormal lump

abortion

abscess

absorb (foods)

absorb water

accept

accident

accident check

acid

addiction

adrenaline

afraid

agricultural expert

AIDS

air bubbles

air bubbles (under the skin)

airway

alcohol

alcoholic person

alcoholism

allergic reaction

allergic shock

allergies

alternating rows

ameba

amphetamine

ampule

amputations

anemia

anemic

antacids

antibiotics

antihistamine

antiseptic

antispasmodic

antitoxin

anus

anxiety

appendix

arched back

armpit

arthritis

ash

asthma

attracts

availability

backbone

bacteria

bad blood flow

bad effect

bad germs

bag of waters

baking soda

bandages

barbiturates

barefoot

barely (swallow)

barriers

base (of a needle)

base of the penis

basic

basil leaves

BCG vaccine

beats (heart)

bed sores

bedbugs

bee stings

behaves strangely

behavior problems

Bell's palsy

benefit

berries

betel nut

bile

birth canal

birth control

birth control injections

birth control pills

birth defects

birth opening

birthmarks

bladder

blame

bleach

blisters

blocked blood vessel

blocks

blood

blood circulation system

blood clot

blood pressure

blood pressure cuff

blood vessel

blow (nose)

blows away from

blue-gray

blurred vision

blurry

body building food

bones

bored

bothers

bottle

bottle nipples

brain

brain damage

brain tumor

brand names

break open

breathe

breathing quality

breathing rate

breathing system

breed

breed fish

bridge of the nose

broken blood vessel

bronchitis

broth

brown part of the eye

bruises

bruising

bubbles

bulge

bumps (on skin)

burning (pain)

burning eyes

burns

burp

buttocks

by mouth

caffeine

calcium

calculate

cancer

cannot control (body part)

capsule

carbohydrates

care

cast

cataracts

catheter

cause (verb)

causes (noun)

cells

centigrade

cerebral palsy

chance

chance of paralysis

change his position

charcoal

chart

check (condition)

check-up

chemicals

chest

chickenpox

childbirth

chills

choke

choking

cholera

chunky

claw hands

clay jar

cleanliness

cleft palate

close relatives

cloudy

club feet

coal

cockroaches

coffee grounds

cold (feeling)

cold (sickness)

cold foods

cold sores

collar bone

comfortable

committee

community awareness

community participation

compare strength

complications

condensed milk

condoms

cones (seeds)

confusion

consistent

constipated

constipation

contract (during labor)

convenience

convulsion

cord (umbilical)

cord is wrapped around

corn cobs

corn husks

corner of the mouth

corns

corrosive substances

cotton

cotton swabs

cough

cough up mucus

covering

cowpeas

cracked

cracking noise

cracks (on lips)

cradle cap

cramps

crazy behavior

cretinism

cripples

crops

cross (legs)

cross (lines)

crossed eyes

crush

crushed

crust (on skin)

crust (on teeth)

crusty

crutches

curved

damage

dandruff

deaf

deafness

decongestant syrup

deep breath

deep breathing

defecate

deformities

deformed

dehydrated

dehydration

delicate scar

delirious

delivering babies

demonstrate

dengue fever

dents

depression

detergent

diabetes

dial (on blood pressure cuff)

diagnose

diaper rash

diarrhea

digest

digestive system

diphtheria

dipper

direct sunlight

disabilities

disaster

disinfectant

dislocated hip

dislocations

disposing

dissolves

distilled vinegar

distinct border

distort

ditch

dizziness

dizzy

dose

dot

double dose

double vision

drain

drain pus

drainage ditch

droop

drops (noun)

drowning

drug abuse

drug addict

drug addiction

drunkenness

dry out

dry vegetables

drying material

dull (color)

dull (pain)

dust

dysentery

ear canal

ear infection

eczema

effective

effectiveness

egg (reproduction)

egg shells

elastic bandages

elastic stockings

electrical tape

electrical shock

emergencies

emphysema

encephalitis

encourage

endanger

enemas

energy

energy food

epilepsy

erosion

erysipelas

evenly

examination

examine

example

excrete

expiration date

eye ulcer

eyeball

eyedrops

eyelid

eyes bulge

eyes roll back

Fahrenheit

fainting

faints

family planning

fang

fats

fault

feces

feel (emotionally)

feel (physically)

feeling (skin)

feels better

fence posts

fertile soil

fever

filariasis

file

fill in (standing water)

filter

fine-toothed comb

finger widths

first aid

fish paste

fist

flake

flap of skin

flashlight

flat part of your hand

fleas

floppy

flu

fluke

foam

foamy

folic acid

food allergies

food pipe

forbid

forehead

foreskin

froth

fruit cores

fully effective

fungus

fungus infection

gallbladder

gangrene

garbage pit

gargle

gas (in abdomen)

gauze

general condition

genital area

genitals

germs

get well

giardia

giving birth

glaucoma

goes crazy

goes wrong

goiter

gonorrhea

good germs

grain

grain storage

grams

gravel

graze (animals)

grind

groin

grumpy

grunts

guidelines

gums (in mouth)

gurgling

habits

hand is loose

hare lip

have sex

heal

health

health center

heart

heart attack

heart disease

heart problems

heartbeat

hemophilus bacteria

hemorrhoids

hepatitis

hepatitis A

hepatitis B

herbal medicines

hernia

heroin

herpes

high blood pressure

hips

hives

hookworm

hot compresses

hot foods

hydrocele

hygiene

impetigo

index finger

infected teeth

infection

infectious

infectious sickness

inflammation (redness, pain, swelling, hot)

injectable medicine

injections

injure

insecticide

instructions

insulation

intelligence

intrauterine device

intestinal worms

intestines

intravenous solution

iodine

iodized salt

iron

iron pills

iron pot

ironed

irregular

irregular (pulse)

irregular border

irritable

irritates

irritating

irritating things

isolated

itches

itching

itchy rashes

itchy skin

jaw

jerking

jerky movements

joints

kapok

kerosene

kidney

kidney or bladder blockage

kilograms

label

labor (in pregnancy)

latrine

laxatives

leaks

left-center of the chest

lemon grass

leprosy

let the water sit

lice

lime (chemical)

limit (ability)

line (of thermometer)

lips of the vagina

liver

long term

loose (feces)

loose skin

lose hope

loses consciousness

loses weight

loss of appetite

loss of consciousness

loss of hair

low blood pressure

lower chest pain

LSD

lump

lumpy

lungs

lye

lymph nodes

make the soil strong

make your mind go crazy

malaria

malnourished

malnutrition

manure

marigolds

marijuana

mash

mashed

mask of pregnancy

massage

matches

measles's rash

measles

measure

medicine

meningitis

menopause

menstrual period

mental retardation

mentally retarded

metal barrel

method

microscope

migraine headache

mild

mild sickness

milky urine

milligrams

milliliters

minerals

mint (plant)

miscarriage

modern medicine

moist

moldy

molluscum contagiosum

mongolism

monilia

mouth to mouth breathing

move equally (sides of chest)

mucus

mucus plug

muddy color

multivitamin

mumps

mung beans

muscle

muscle cramps

mushrooms

natural fertilizer

naphthalene balls

nausea

navel

needle

neem tree

nerve

nervous

nervous system

night blindness

nipple

non-infectious

nonsense speech

nose runs

nostrils

notice

numb

nutritious foods

nutrition

nutritious

observe

oily

ointment

operation

opium

ordinary

organize

organs

original disability

ovaries

over active

overlaps

oversee

pain

painless tumors

pale

pale color

palm of hand

pancreas

paper strips

paralysis

parasites

parents are blood relatives

part (one section)

pat

patch (on the skin)

peeling

peeling skin

peels off

pellagra

penis

personal cleanliness

pertussis

pesticides

petroleum jelly

pharmacy

phimosis

pickled

pill

pimples

pinch

pinch (of salt)

pits (in eye)

placenta

plant stocks

plastic envelope

plastic wrappers

platform

plugged nose

plugs (a hole)

plunger (of syringe)

pneumonia

pods

poisoning

poisonous plants

poisonous reactions

poisons

pole guards

polio

pollen

poor blood circulation

poor nutrition

poor sanitation

poorly coordinated movements

poorly nourished

pop (a blister)

portions

postpartum sepsis

pound (hit with hand)

powder

precautions

pregnancy

pregnant

premature

pressure

prevent

procedures

professional health worker

projects

prostate gland

prostate problems

protective foods

protein

psoriasis

public cleanliness

public health officer

puffy

pulse

pump (blood)

puncture

puncture wounds

pupils

pus

rabies

rails (around house)

range of motion

rapid breathing

rapid pulse

rash

rate (pulse)

raw tissue

razorblade

reaction (to medicines)

recommended

rectum

red eye

redness

regularity (pulse)

rehabilitation

rehydration drink

reject (a person)

relax (muscle)

repel

replace

reproductive system

resist

resistant

respect (beliefs)

responsible

rest

restless

retardation

retarded

rib cage

ribs

ringing in the ears

ringworm

risks

roll back (eyes)

roll over

roll the breast

roof of the mouth

rot

rot the teeth

rotate crops

rotten teeth

roundworms

rubber seals

rubber top (of medicine bottle)

rubber tube

rubella

runny nose

rust

rust colored

safety

safety check

saliva

salt meat

sawdust

scabies

scabs

scale (to weigh)

scales (on skin)

scalp

scar

scorpion

scrape

scrotum

scrub

seafood

sealer

secondary disabilities

sedate

see clearly

seed pods

seedlings

seeing spots

sensitive

septicemia

sexual ability

sexual intercourse

shallow

shallow breathing

shallow breaths

sharp (pain)

shine (skin)

shingles

shiny (skin)

shiver

shock (medical)

shocked (electrical)

shoulder blades

sickness

side effects

signs

sinuses

sinus infection

sips

sit propped up

skills

skin between the ribs sucks in

skin infections

skin patches

skin pores

skull

slide

slipped disc

slippery

slope down

slow pulse

slow respiration

slurred speech

snakebite

snap

sneeze

sniff

snoring

soak off

social change

soft spot

soles of feet

sore (on the eye)

sore nipples

sore throat

sore tongue

sores

soybean sprouts

spastic

sperm

spigot

spider

spinal cord

spinal cord injuries

spinal curve

spirit

spit

spleen

splint

splinter

sponge (noun)

sponge (verb)

spot (on skin)

sprain

spread (sickness)

spread the seeds thinly and evenly

spring (water)

squirt

stages (time periods)

standing water

stare

steady (pain)

steaming (vegetables)

steep

sterile gauze

stethoscope

stick out (nails)

sticking together

sticky

stiff

stiff (muscles)

stiff (neck)

stiffness

stimulate

sting

stitches

stomach

stomach ulcer

strains (when lifting)

strength (pulse)

stretcher

stretches

stroke

strong (pain)

strong smell

strong acids

strong medicine

stuck

stuffy

sty

substance irritates

suck up

sucks in ribs

suction bulb

sudden

sunken

sunken eyes

support

support (birth canal)

suppositories

surgery

sweat

sweating

sweats

swell

swelling

swollen

swollen abdomen

swollen lymph nodes

syphilis

syringe

syringe body

tablespoons

tablet

talc powder

tap

tapeworm

tattoos

TB

tear

tear sac

teaspoons

temperature

tender

terrace mountain land

testes

testicle

tetanus

tetanus vaccine

thallasemia

thermometer

thick

thick covering

thicken

thickened

thin

thin blood

thinly

threadlike

threadworm

throat

throb

thyroid

thyroid gland

ticks

tight muscles

tightly stuck

tin

tincture of iodine

tingling

tiredness

tissue

toasted

tobacco

tongue hangs out

tonsillitis

tonsils

toothaches

toothbrush

toothholes (cavities)

toothpowder

toxemia

traditional healing

traditional medicine

tranquilizers

transfusions

trauma

treat

treatment

tremble

trembles

trembling

trenches

trichamonas parasite

trichinosis

tubal pregnancy

tuberculosis

tuberculosis of the skin

tubes

tumor

turned inward (feet)

tweezers

twins

twisted

typhoid fever

typhus

ulcer

umbilical cord

unconscious

underside of the forearm

underweight

uneven movement

unfortunately

units (penicillin measurement)

unnecessary chances

unusual swelling

up to (a number)

upper and outer part of the thigh

upper and outer quarter of the buttocks

upper arm

upper eyelid

urinary infection

urinary problem

urinary system

urinary tract

urinary tube

urinate

urine

uterus

vaccinate

vaccination

vaccine

vagina

vaginal infection

vaginal tablet

valve (on blood pressure cuff)

varicose veins

veins

village health worker

vinegar

violence

virus

vision

vitamin

vitamin C

vitamin pills

vitiligo

vomiting

warts

water breaks

water filter

water flows

water supply

watery

watery (eye)

wax

weak

weak pulse

wears out

weeds

weigh

weld

well nourished

wells (water)

welt

wheeze

wheezing

whipworm

whiskey

whistle

white covering

white part of eyes

white patch

white vinegar

whooping cough

withhold

womb

womb cancer

work conditions

work festival

worm eggs

worms

wound

wrinkle

yellow-orange