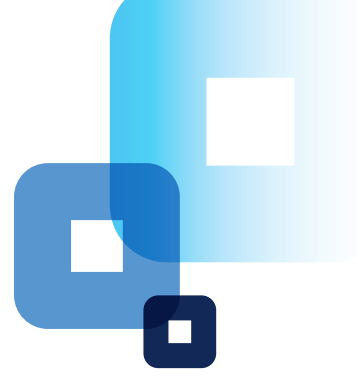**GOVERNMENT OF
WESTERN AUSTRALIA**

# Western Australian Language Services Policy 2014 and Guidelines

**Department of Local Government and Communities
Office of Multicultural Interests**

# Minister's foreword

Of all States and Territories, Western Australia has the largest proportion of people born overseas, accounting for 30.7 per cent of the population in 2011. Indigenous people constitute 3.1 per cent of the population.

More than 14 per cent of the population speak a language other than English at home. Of these, 1.6 per cent do not speak English well or at all. Nearly 13 per cent of Indigenous people do not speak English well or at all. The proportion of Western Australians who communicate through Australian Sign Language (Auslan) is 0.03 per cent.

While the majority of migrants have good English language skills, communication in English can be a challenge for others, especially in the early years of settlement. Although the majority of Indigenous people communicate fluently in English, some, particularly in remote areas of Western Australia, have English as their second, third or even fourth language. The majority of people who are Deaf or hard of hearing read and write English, however, spoken English can be difficult.

The Government of Western Australia is committed to achieving substantive equality by providing equitable access to services and programs for all Western Australians. Difficulty communicating in spoken and/or written English can be a barrier to achieving this objective.

Effective communication is vital to ensuring that the State maximises the potential of all members of the community. The *Western Australian Language Services Policy 2014* supports Western Australian public sector agencies in developing effective communication between staff and clients to improve service delivery and outcomes for all Western Australians.
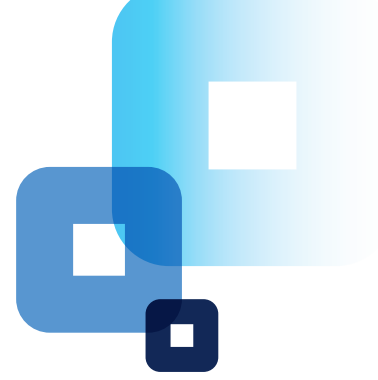
Failure to engage interpreters and translators can have serious legal implications for State Government agencies.

Implementing the policy and following its accompanying guidelines will contribute to improvements in services and ensure State Government agencies continue to enhance their responsiveness to Western Australia's diverse community.

**Hon Dr Mike Nahan MLA**
Minister for Citizenship and Multicultural Interests

# Western Australian Language Services Policy 2014
# Policy statement

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

People who are not able to communicate effectively in written and/or spoken English may require language services, such as interpreting and translations, when accessing and using State Government services. This includes people who are Deaf or hard of hearing, Indigenous Australians and people from culturally and linguistically diverse backgrounds.

This policy aims to ensure that all Western Australians have equitable access to information and services.

To implement this policy, Western Australian Government agencies will:

- plan for, fund and deliver language services that take into account relevant government policies, legal circumstances and the particular profile and needs of current and potential clients

- ensure clients who are not able to communicate in spoken and/or written English are made aware of:

  - their right to communicate in their preferred language

  - when and how to ask for an interpreter

  - complaints processes

- provide interpreters who are certified by the National Accreditation Authority for Translators and Interpreters (NAATI), or tertiary qualified (preferably both) to clients where required, free of charge and taking into account the particular service provided and/or the level of risk to clients' rights, health or safety

- ensure all relevant staff are able to identify when to engage an interpreter and how to work with an interpreter

- use multilingual communication strategies and the cultural and linguistic skills of employees where appropriate

- incorporate provision for meeting language services needs in contractual arrangements with service providers.
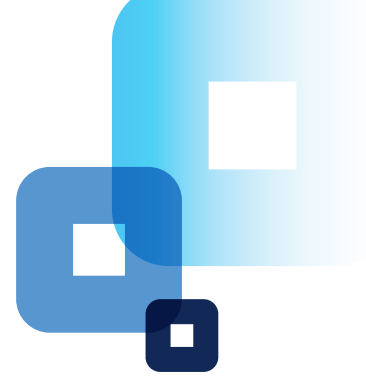
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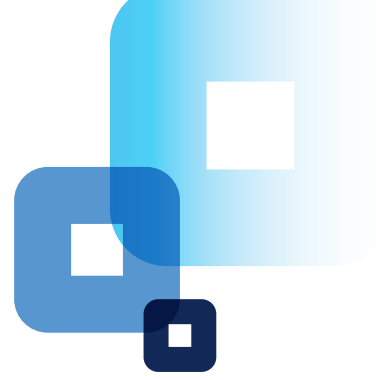
# Western Australian Language Services Guidelines

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# Why language services are important

Language services, such as interpreting and translations, are vital to ensure that government services are accessible and responsive to the needs of all Western Australians.

Of all States and Territories, Western Australia has the largest proportion of people born overseas, accounting for 30.7 per cent of the population. Indigenous peoples constitute 3.1 per cent of the population.[1]

According to the 2011 Census, 14.5 per cent of the Western Australian population spoke a language other than English at home. Of these, 84.6 per cent said that they spoke English well or very well while 1.6 per cent stated that they did not speak English well or at all. The proportion of Western Australians who communicate through Australian Sign Language (Auslan) is 0.03 per cent.

Other groups who may not be able to communicate effectively in written and/or spoken English include people who are Deaf or hard of hearing, and Indigenous Australians.

Many migrants have strong English language skills but some have little or none. For some people the process of acquiring these skills takes some time. Some people, particularly those who arrived in Australia many years ago, may not have had the opportunity to participate in English language programs and may never develop a high level of proficiency in spoken or written English. For some older migrants their English language skills may regress as a result of the ageing process.

For many Indigenous peoples, particularly those who live in regional and remote Western Australia, English is their second, third, or even fourth language. While an Aboriginal language is the first language for many of them, for 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. As a result, while a simple conversation may be possible, responses to complex questions, such as those that might relate to law or health, would be difficult. Some people may be proficient in spoken but not written English.

The graph on the next page shows the top 10 languages spoken at home in Western Australia for those people who did not speak English well, or at all, as at the 2011 Census.

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1   All statistics are drawn from the Australian Bureau of Statistics 2011 Census. Some population groups may be under-represented in these figures.

## Top 10 languages spoken in WA with the highest numbers who spoke English not well or at all

Chart: Number that spoke English not well or at all (y-axis, 0–6000) by Language spoken at home in WA (x-axis).

| Language | Number |
|---|---|
| Mandarin | ~5500 |
| Vietnamese | ~5150 |
| Italian | ~4000 |
| Cantonese | ~3550 |
| Arabic | ~2350 |
| Korean | ~1350 |
| Spanish | ~900 |
| Serbian | ~850 |
| Karen | ~850 |
| Indonesian | ~800 |
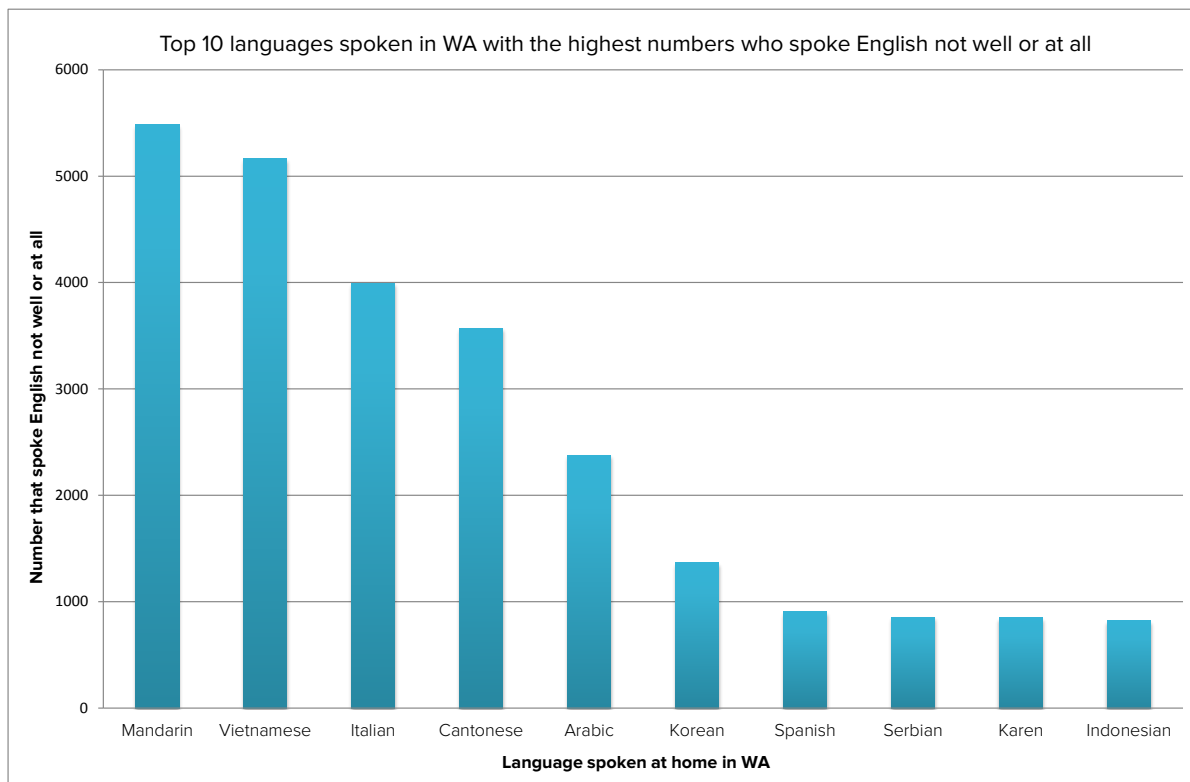
National and State legislation and policies (underpinned by the Universal Declaration on Human Rights and related covenants) support a person's rights to language services. There are also substantial risks associated with not providing language services, particularly in legal and health contexts.

For example, it is well recognised that a criminal trial cannot be fair if the accused does not understand the language in which it is conducted. The 1966 *International Covenant on Civil and Political Rights* (ICCPR) protects this right explicitly: the accused is entitled to 'have the free assistance of an interpreter if he cannot understand or speak the language used in court'.[2]

In the 1992 case of *Dietrich v R*, Justice Deane stated:

> If, for example, available interpreter facilities, which were essential to enable the fair trial of an unrepresented person who could neither speak nor understand English, were withheld by the government, a trial judge would be entitled and obliged to postpone or stay the trial and an appellate court would, in the absence of extraordinary circumstances, be entitled and obliged to quash any conviction entered after such an inherently unfair trial.[3]

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2   International Covenant on Civil and Political Rights article 14(3)(f).

3   *Dietrich v R* (1992) 177 CLR 292 at 331.
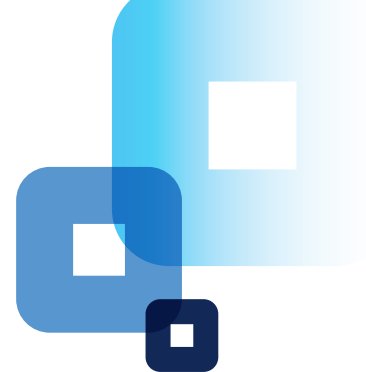
This was reiterated by the Western Australian Chief Justice, the Hon Wayne Martin, who is quoted in the 2010 WA Equal Opportunity Commission report into the need for an Indigenous Interpreting Service, as saying:

> If the trial of an alleged offender occurs in circumstances in which that person is unable to comprehend the course of the trial because, for example, of an inability with English and the lack of an interpreter, the trial process is unfair and any judgement obtained would be set aside. The provision of adequate interpreting services for Aboriginal people is therefore an essential pre-requisite to the capacity of the courts of this State to deliver justice.[4]

The provision of interpreting services in health settings is similarly crucial. Failure to use an interpreter may result in misdiagnosis, a client misunderstanding a health practitioner's advice, or the client being unable to give informed consent to treatment because they do not understand the nature and associated risks of a treatment or procedure.

For example, cases have been cited in which a 35-year-old Afghan refugee died and two clients had procedures undertaken on the wrong body parts because an interpreter was not provided.[5] Failure to engage a qualified interpreter was considered by the Human Rights and Equal Opportunity Commission (now Australian Human Rights Commission) to be a contributing factor to the involuntary committing of a Bosnian refugee with an intellectual disability who was misdiagnosed as having post-traumatic stress disorder.[6]

There are legal implications associated with failure to use an interpreter when required. For example, a health practitioner may be liable for negligence if they carry out a procedure on a client without first obtaining the client's informed consent and the client suffers an adverse outcome. Hospitals and other health care providers may be vicariously liable for the negligent acts of their employees performed during the course of their employment. A hospital may subsequently be liable to compensate a client if the client succeeds in an action for negligence against a practitioner.[7]

It is therefore imperative that WA public sector staff have the skills to determine when interpreters and translators should be used, based on the legislative requirement, particular service provided, the duty of care to a client and the level of risk to clients' rights, health or safety.

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4    Western Australian Equal Opportunity Commission (2010) 'Indigenous Interpreting Service—Is there a need?' p. 4.

5    Quoted in Foundation House (2012) *Exploring Barriers and Facilitators to the Use of Qualified Interpreters in Health Discussion Paper April 2012* p. 21; see: Bird, S (2010) 'Failure to use an interpreter', *Australian Family Physician*, Vol 39 (4), p. 241 and Department of Human Services (2004) *Sentinel event program: annual report 2003–04*, p. 24.

6    Quoted in Foundation House (2012) op cit, p. 21.

7    ibid p. 24.

# Legislation and policy

A range of legislation and policies underpins this policy.

## National

### AUSTRALIAN HUMAN RIGHTS COMMISSION ACT 1986

The *Australian Human Rights Commission Act 1986* (formerly called the *Human Rights and Equal Opportunity Commission Act 1986*) established the Human Rights and Equal Opportunity Commission (now known as the Australian Human Rights Commission) and gives it functions in relation to a number of international instruments including the International Covenant on Civil and Political Rights (ICCPR) and Convention on the Rights of Persons with Disabilities.

In addition, the Aboriginal and Torres Strait Islander Social Justice Commissioner has specific functions under the Act and the *Native Title Act 1993* to monitor the human rights of Indigenous people.

### RACIAL DISCRIMINATION ACT 1975

The *Racial Discrimination Act 1975* (Cth) gives effect to Australia's obligations under the 1969 International Convention on the Elimination of All Forms of Racial Discrimination, which Australia has ratified. It aims to ensure that Australians of all backgrounds are treated equally and have the same opportunities. The Act makes it unlawful to discriminate against a person on the grounds of race, colour, descent, nationality or their origin, and immigration status.

Section 9 of the Act states that:

It is unlawful for a person to do any act involving a distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of any human right or fundamental freedom in the political, economic, social, cultural or any other field of public life.

### DISABILITY DISCRIMINATION ACT 1992

The *Disability Discrimination Act 1992* (Cth) makes disability discrimination unlawful in many areas of public life, such as employment, education and access to premises, and aims to promote equal rights, opportunity and access for people with disabilities. An agency can discriminate against a person by imposing an unreasonable requirement or condition that they participate in a process without the assistance of an interpreter or translator.

Under section 31 of the Act the Attorney-General may make Disability Standards to specify rights and responsibilities about equal access and opportunity for people with a disability, in more detail and with more certainty than the Act itself provides. The Disability Standards for Education (2005), which are a form of delegated legislation, clarify and make more explicit the obligations of education and training service providers under the Act and the rights of people with disabilities in relation to education and training.

Under the Act and Standards employers and education providers are required to make reasonable adjustments for employees and students with disabilities, to enable them

to participate in training, education and the workplace on the same basis as other people. This includes the provision of interpreters and translators. For example, a person who is hard of hearing may need to be placed in a position where they can clearly see the lips of the people present or be provided with a sign language interpreter.

## ACCESSIBLE GOVERNMENT SERVICES FOR ALL (2006)

'Accessible Government Services for All' is the performance management framework for the Australian Government's access and equity strategy. The framework is based on four key principles:

- Responsiveness—the extent to which programs and services are accessible, fair and responsive to the individual needs of clients

- Communication—open and effective channels of communication with all stakeholders

- Accountability—effective and transparent reporting and review mechanisms

- Leadership—a whole-of-government approach to management of issues arising from Australia's culturally and linguistically diverse society.

## NATIONAL INDIGENOUS REFORM AGREEMENT (2008)

The National Indigenous Reform Agreement (known as 'Closing the Gap') was agreed by the Council of Australian Governments in November 2008.

One of the schedules to the agreement relates to service delivery principles for programs and services for Indigenous Australians. One of these principles requires programs and services to be physically and culturally accessible to Indigenous people, recognising the diversity of urban, regional and remote needs.

## State

### EQUAL OPPORTUNITY ACT 1984

The *Equal Opportunity Act 1984* (WA) provides a legislative mechanism to:

- eliminate discrimination on the grounds of sex, marital status, pregnancy, breastfeeding, 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

- 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.

An agency could discriminate against a person by imposing an unreasonable requirement or condition that they participate in a process or activity without the assistance of an interpreter or translator.

## WESTERN AUSTRALIAN DISABILITY SERVICES ACT 1993

The *Disability Services Act 1993* sets the legislative framework for the:

- establishment and functions of the Disability Services Commission

- provisions relating to the Ministerial Advisory Council on Disability

- complaints mechanisms for disability services

- provisions for the delivery and funding of specialist disability services

- the principles and objectives that guide service delivery for people with a disability.

The Act promotes an accessible and socially inclusive community through the Disability Access and Inclusion Plan framework requirements of State and Local Government Authorities. It also enables Western Australia to meet its obligations under the United Nations Convention on the Rights of Persons with Disabilities.

## THE POLICY FRAMEWORK FOR SUBSTANTIVE EQUALITY

The objective of *The Policy Framework for Substantive Equality* is to achieve substantive equality in the Western Australian public sector by:

- eliminating systemic racial discrimination in the provision of public sector services

- promoting sensitivity to the different needs of client groups.

To achieve this, Western Australian public sector agencies are responsible for ensuring the policy framework is integral to service delivery and to:

- monitor the implementation of policies and programs and ensure they meet the diverse needs of the people of Western Australia

- ensure that staff are equipped with the knowledge and skills to address issues of systemic racism.

## OFFICE OF MULTICULTURAL INTERESTS STRATEGIC PLAN 2014–18
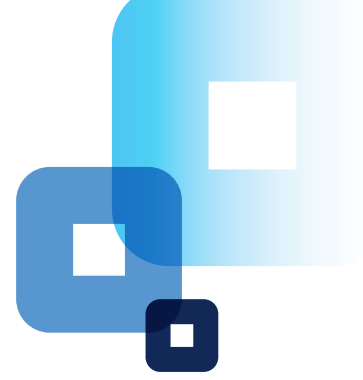
The Office of Multicultural Interests (OMI) Strategic Plan 2014–18 articulates a vision of an inclusive and cohesive society that draws on its cultural and linguistic diversity to enhance the social, economic, cultural and civic development of Western Australia and the wellbeing of all community members.

The plan has four objectives:

- Strengthen the capacity of culturally diverse communities.

- Support the development of culturally inclusive policies, programs and services.

- Facilitate full participation by culturally diverse communities in social, economic, cultural and civic activities.

- Develop intercultural understanding and promote the benefits of Western Australia's cultural diversity.

A key strategy is to develop policy, guidelines and tools to increase cultural competency and encourage the delivery of language services.

**Note:** Many State Government agencies have their own language services policy that customises the State policy and guidelines to their operations.

# Interpreting

## Assessing the need for an interpreter

All Western Australian public sector staff should make an initial assessment of whether any communication with a client requires the use of interpreting services.



Where the assessment indicates it is warranted public sector agencies should provide an interpreter where a person has difficulty communicating in English.

If a person requests an interpreter, or shows a Western Australian Government or Department of Social Services Interpreter Card, they should be provided with one.

The 'I need an interpreter' card aims to help clients request an interpreter and makes it easier for staff in government agencies to arrange for an interpreter in the appropriate language.

If a person presents an 'I need an Interpreter' card:

*   check the language on the front of the card

*   inform the client that you will arrange for an interpreter

*   arrange an interpreter, following your agency's policy or guidelines on how to do so

*   make a note in the client's file (if relevant) to assist with arranging an interpreter on any subsequent visit.

The language your client speaks will be written in English on the front of the card. However, more than one language may be written on the card. This means the cardholder is proficient in each of these languages. It is important to make every effort to arrange an interpreter in the client's first language. If this is not possible you may be able to engage an interpreter in one of the other languages listed.

If the client does not have an 'I need an Interpreter' card it may be difficult to assess whether a person needs an interpreter. The ability to speak English does not necessarily mean that a person will understand complex language. For example, 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.

To help you decide whether or not a person needs an interpreter you may:

*   ask a question that requires a person to answer in a sentence

*   give the person a set of information and ask them to repeat this in their own words.

## Aboriginal languages

English is by far the most common language used by Indigenous peoples today, yet many speak a dialect of English that differs considerably from the Standard English used in Australian media and education. This dialect is referred to as Aboriginal English. The second most common language is Kriol which draws largely on the English language for vocabulary, but has features of an Indigenous language. Many non-Indigenous Australians, hearing either an Aboriginal English dialect or Kriol, will assume that these languages are essentially the same as Standard Australian English. However, this assumption can lead to serious miscommunication.

Underlying the Aboriginal English and Kriol languages is the Aboriginal culture. Words that may seem to be the same as English have been changed to fit the Indigenous context. For example, the meaning of 'cheeky' changes and can refer to something that is dangerous or harmful. Likewise, the grammars have differences so that the requirement of English to specify gender in pronouns he/she/it does not apply to Aboriginal English and Kriol. They use only one form of the pronoun. Concepts reflecting the Aboriginal world view are retained in both Aboriginal English and Kriol and can be easily misinterpreted by the Standard English speaker.

Be aware of the risks of gratuitous concurrence, which occurs when a person nods to acknowledge you (similar to 'aha', 'hmm' or 'uh-huh'). This does not necessarily mean agreement to what is said and may not even indicate that the person understands what has been said to them. If there is any doubt about a person's ability to communicate or understand English, an interpreter should be engaged.

Engaging an interpreter will be critical in some circumstances, such as:

- appearances in courts/tribunals

- obtaining informed consent (for example, for health, mental health or aged care assessment)

- conveying complex or vital health information

- swearing of affidavits or statutory declarations.

If a face-to-face interpreter is not available then, if appropriate, you could:

- access an interpreter via telephone, videoconference or video calling

- make an appointment for your client to come back later and arrange for an interpreter to be available then

- provide written information in a language the client can read, if it is available

- use a bilingual staff member who speaks the client's language, if one is available, to gather some basic information and/or to help arrange an appointment with an interpreter.
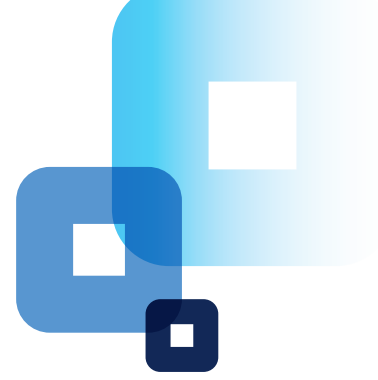
Note that bilingual staff are not interpreters and should only be used to convey simple information. They may not have the language skills required for a particular situation and are not bound by a professional code of ethics requiring confidentiality, impartiality and accuracy.

Clients may ask to use a family member or friend to interpret for them. This is not recommended as they may be emotionally involved, and may lack the necessary skills and impartiality. They are not bound by the same standards of conduct, such as maintaining confidentiality, as interpreters. However, providing the action does not compromise the service being provided, and does not expose the State of Western Australia and its agencies to legal liability, a family member or friend (over the age of 18) may be used in urgent situations or for basic communication exchanges. For example, in an emergency such as a car accident involving police and paramedics, a family member might provide initial information on behalf of a person but an appropriate NAATI accredited or tertiary qualified interpreter should be sought immediately before further discussions are held.

Persons under the age of 18 years who are not tertiary qualified or NAATI accredited interpreters must not be engaged for any bilingual communication exchange.

In all cases where a person other than an interpreter has been used, details of the decision and the circumstances justifying that decision should be documented to address any potential liability issues.

# When to use an interpreter—decision-making tree

```
┌─────────────────────┐                    ┌─────────────────────┐
│   Does the          │                    │  Is the client a    │
│ client/interviewee  │                    │   deaf person?      │
│ need an interpreter?│                    └─────────────────────┘
└─────────────────────┘
   yes          no                              yes
```

```
┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│ Is a qualified/     │   │  Continue with      │   │ An Auslan interpreter│
│ certified           │   │  consultation       │   │ is required         │
│ interpreter         │   └─────────────────────┘   └─────────────────────┘
│ available?          │
└─────────────────────┘                                    │
   no                                         ┌─────────────────────┐
┌─────────────────────┐   ┌─────────────────────┐ │ Continue with      │
│ Would interpreting  │   │ Use telephone       │ │ consultation        │
│ by telephone        │yes│ interpreting        │ └─────────────────────┘
│ be appropriate?     │──▶│ service             │
└─────────────────────┘   └─────────────────────┘
   no
┌─────────────────────┐   ┌─────────────────────┐
│ If appropriate, is  │   │ Use recognised      │
│ a recognised        │yes│ interpreter         │
│ interpreter         │──▶│                     │
│ available onsite?   │   └─────────────────────┘
└─────────────────────┘
   no
┌─────────────────────┐   ┌─────────────────────┐
│ If appropriate, is  │yes│ Use the staff member│
│ a trained bilingual │──▶│ to gather sufficient│
│ staff member        │   │ information to deal │
│ available?          │   │ with the immediate  │
└─────────────────────┘   │ situation           │
                          └─────────────────────┘
   No—and the client
   is Indigenous
┌─────────────────────┐   ┌─────────────────────┐
│ Is an appropriate   │yes│ Use the Aboriginal  │
│ Aboriginal liaison  │──▶│ liaison officer to  │
│ officer available?  │   │ gather sufficient   │
└─────────────────────┘   │ information to deal │
                          │ with the immediate  │
   no                     │ situation           │
                          └─────────────────────┘
  No—and the client
  is non-Indigenous
┌─────────────────────┐   ┌─────────────────────┐
│ Can the             │yes│ Postpone until a    │
│ appointment be      │──▶│ time when an        │
│ postponed?          │   │ interpreter is      │
└─────────────────────┘   │ available           │
                          └─────────────────────┘
   no
┌─────────────────────┐   ┌─────────────────────┐
│ Is there a family   │yes│ Use the family      │
│ member or friend    │──▶│ member/friend to    │
│ over 18 years of    │   │ gather sufficient   │
│ age available?      │   │ information to deal │
└─────────────────────┘   │ with the immediate  │
                          │ situation           │
   no                     └─────────────────────┘
┌─────────────────────┐   ┌─────────────────────┐
│ Deal with the       │   │ Document reasons    │
│ emergency in        │──▶│ for doing so.       │
│ accordance with     │   │ Arrange another     │
│ current agency      │   │ time when an        │
│ operating procedures│   │ interpreter is      │
└─────────────────────┘   │ available, if       │
                          │ necessary           │
                          └─────────────────────┘
```

```
┌─────────────────────┐
│ Delay any further   │
│ discussion until a  │
│ qualified or        │
│ accredited          │
│ interpreter is      │
│ available           │
└─────────────────────┘
```

## PAYING FOR INTERPRETERS

State Government agencies are responsible for ensuring language services, including paying for interpreters, are considered in annual budgeting processes. This includes client-initiated contact. Clients of Western Australian Government agencies do not pay for interpreting services.

The *Western Australian Language Services Policy 2014* requires WA public sector agencies to incorporate language services needs in contractual arrangements with funded organisations.

Circular to Departments and Authorities No. 5 of 1994—Language Allowance provides for Western Australian Government agencies to pay a special allowance to employees who provide interpreting or translating services for their employer in addition to their normal duties. However, the allowance is no longer included in the Public Sector and Government Officers General Agreement 2011.

## Translating and Interpreting Service National

The Australian Government, through Translating and Interpreting Service (TIS) National, provides free interpreting services to non-English speaking Australian citizens and permanent residents communicating with the following approved groups and individuals:

- Private medical practitioners (defined as General Practitioners and Medical Specialists) providing Medicare-rebateable services and their reception staff to arrange appointments and provide results of medical tests. Practitioners must register for the service.

- Not-for-profit, non-government, community-based organisations for case work and emergency services where the organisation does not receive funding to provide these services. (Organisations are encouraged to incorporate the cost of language services in their funding applications.) Organisations must apply for exemption from TIS charges.

- Members of Parliament for constituency purposes.

- Local Government Authorities to communicate with residents on issues such as rates, garbage collection and urban services.

- Emergency Management Australia.

- Pharmacies for the purpose of dispensing Pharmaceutical Benefits Scheme (PBS) medications. Pharmacies must register for the service.

## Types of interpreting

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

- on-site
- telephone
- videoconferencing/Skype.

### ON-SITE INTERPRETING

On-site interpreting occurs when an interpreter attends 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 can provide a broader understanding of the information than telephone interpreting, where the interpreter cannot see either the client or staff member. (Note, however, that caution needs to be exercised to ensure no miscommunication occurs as a result of cultural misunderstandings of non-verbal cues.)

Most booking 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 minimum rate.

For cost efficiency, you may wish to schedule consecutive interviews with clients with the same preferred language. However, consideration needs to be given to clients preferred interpreters and to interpreter fatigue.

On-site interpreting is generally more expensive than other interpreting options and requires advance notice, particularly where interpreters are required to travel long distances.

On-site interpreting is undertaken in the form of either consecutive interpretation or simultaneous interpretation.
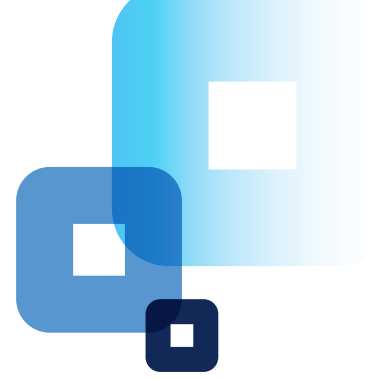
*Consecutive interpretation*—in which the interpreter listens, converts and reproduces the original message after the speaker or signer pauses. It is also generally bidirectional in nature where the interpreter conveys messages back and forth between two languages.

*Simultaneous interpretation*—in which the interpreter listens (or, in the case of Auslan interpreters, watches), converts and reproduces a message while the speaker continues to speak or sign. This often involves the use of headphones in a context where the person is speaking or signing to a group. Use of simultaneous interpretation generally occurs at conferences.

Other forms of interpreting include:

*Multidirectional interpretation*—in which two or more languages are interpreted and where the interpreter may relay messages back and forth between more than two languages—for example, where an interpreter can speak three languages and three individuals require interpretation in each of their languages.

*Unidirectional interpretation*—where an interpreter conveys a message from one language to another only. This may occur where information is being conveyed to an audience.

*Sight translating*—involves the oral translation of a text. For example, an interpreter at a press conference might be handed a prepared statement in English and asked to read it aloud in the target language.

*Relay interpretation*—where one language is interpreted into a second language, and the second language is the basis of an interpretation into a third language—for example, where English is interpreted into Arabic which provides the basis of interpreting a message into Dari. Relay interpretation should only be used in exceptional circumstances when interpreters with the required language combination cannot be found.

*Deaf relay interpreting*—involves use of a range of communication skills and knowledge to address complex situations and the needs of particular client groups. For example, a person may be both Deaf and blind, or be Deaf and suffer dementia. It could include Deaf people who are Indigenous or speak a language other than English.

A Deaf Relay Interpreter (DRI) is an interpreter who is Deaf or hard of hearing and fluent in Auslan. The DRI usually works with an Auslan interpreter to connect the hearing and Deaf clients. The Auslan interpreter works between English and Auslan and the DRI bridges the gap between Auslan and the Deaf client's particular communication style as needed. In very challenging situations, the DRI and Auslan interpreter may work together to understand a Deaf person's message, conferring with each other to arrive at the best interpretation, before the Auslan interpreter translates it into English.

A DRI is highly recommended in situations where misunderstandings can result in especially serious outcomes. For example, a DRI should be used in the courts, by the police when interviewing victims, witnesses or suspects who are Deaf; or in mental health settings where clear and accurate communication assists professionals in determining correct medication or other interventions. Child protection workers may need to use a DRI to ensure communication is as effective as possible.

## TELEPHONE INTERPRETING

Telephone interpreting may be particularly useful in emergency situations when immediate assistance is needed. It may be less expensive and more anonymous than on-site interpreting and can provide access to a wider pool of interpreters. 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 engaged. Telephone interpreting can be pre-booked and, after a minimum period, is generally charged per 15 minutes.

Telephone interpreting is not suitable for interviews of a sensitive or complex nature, such as mental health or legal matters. Some clients, such as older people, may not be comfortable using the telephone for interpreting.

Telephone interpreting also does not allow for non-verbal signals.

It is not suitable:

- when forms need to be completed

- For Auslan users or people who are hard of hearing. In these instances, agencies can make use of TTY, a teletype system over a phone-line appliance where the message is not spoken, but typed, and appears in type when received.

## VIDEOCONFERENCE

Videoconference and Skype are alternatives where on-site interpreting is not available. They are useful in rural and regional locations where it is difficult to access on-site interpreting services, or meet the associated travel costs.

Videoconference interpreting uses an interpreter to deliver a service through video link. This enables large groups of people to take part in a discussion and can be organised at short notice where the necessary facilities are available. Skype is more suited to smaller groups.

Videoconferencing technology is available in many locations including through the Western Australian Telecentre Network, hospitals, registered training organisations, local governments and courts.

Disadvantages include:

- some people lacking the knowledge or confidence to use the required technology

- not all agencies having access to videoconferencing facilities

- additional telecommunications costs

- possible confusion for mental health patients

- challenges for both the interpreter and participants in relation to:

  - quality of sound and vision

  - reliability of the communication link

  - vision being blocked by movement.

## VIDEO CALLING

Video calling allows users to communicate with peers by voice using a microphone, video (by using a webcam) and instant messaging over the internet. It can be used via a desktop computer, laptop or tablet (iPad) or via some mobile telephones. The technology is therefore readily available and does not require a high degree of technical proficiency to operate.

A number of providers offer facilities, such as Skype, Face Flow, Friend Caller, ooVoo and Google video.

Usage relies on the availability of internet access and, if using a mobile telephone, the availability of networks in rural and remote areas. Slower connections can result in unreliable connections and poor quality reception and is therefore not the ideal interpreting option.

Interpreting sessions using these facilities should be limited to small groups and, in the case of mobile telephones, a maximum of two people.
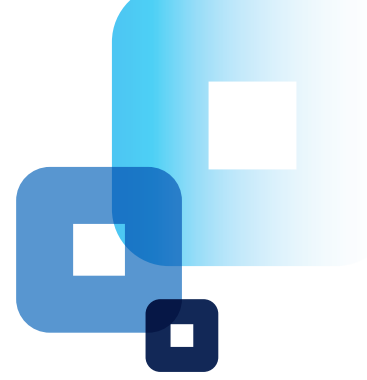
## Working with an interpreter on-site

### FINDING AN INTERPRETER

The Department of Finance has developed a Common Use Arrangement (CUA) for Interpreting and Translating Services, CUAITS2012, to provide services to Western Australian Government agencies, Public Benevolent Institutions and other users approved by the State Supply Commission. Agencies and approved users may 'pick and buy' from the contractors on the CUA.

The CUA covers three categories:

- Culturally and linguistically diverse languages
- Indigenous Australian languages
- Auslan (Australian Sign Language).

Further information and an order form can be obtained from the Department of Finance ContractWA website at http://www.contractswa.finance.wa.gov.au.

Agencies are strongly encouraged to utilise the CUA, however, where not practical or reasonable for operational purposes, agencies may buy off contract. In this case, certified interpreters can be found using the NAATI Online Directory of credentialed practitioners of interpreting and translating which is available at www.naati.com.au. Professional associations also maintain online directories available at www.ausit.org or www.waiti.org.au You could also contact IPIA at http://ipiawa.wordpress.com. Professional interpreting and translating services are also listed in the Yellow Pages. Note that commitment to a professional, accurate and quality service is best assured through working with tertiary qualified and/or NAATI certified interpreters. For information on interpreting qualifications and NAATI credentials see pages 33–37.

### BEFORE CONTACTING AN INTERPRETING AND TRANSLATING SERVICE

The nature of the situation will impact on the desired level of qualification or credential. **Complex situations, which may have serious implications for the person and the public sector agency, should be undertaken by the most qualified interpreter available.**

In most cases, the interpreting and translating service will be in a position to assess the qualification or credential level required for a particular situation. It is therefore critical that as much information as possible about the assignment is provided when requesting an interpreter.

The following are some points to consider. The CUA Buyers Guide includes an appropriate order form. See www.contractswa.finance.wa.gov.au.

### Situation

- Subject matter and purpose of the event
- Domain—for example, community, business, diplomatic
- Setting—such as health, law, education (be as specific as possible; for example, if it is a health setting, whether it is an emergency department, operating room or home visit)
- Type of event—for example, interview, meeting, court appearance, conference:
  - for court requests, a list of all parties involved in the case will assist an interpreter to

determine whether to accept or reject the assignment to avoid cultural conflict

- for medical or legal cases, specific details about the case will assist an interpreter to determine whether to accept or reject an assignment, based on the sex of the patient/client and cultural appropriateness of the subject matter

- Length and nature of the assignment in case, for occupational health and safety reasons, more than one interpreter is needed.

### Client

- Number of people requiring interpreting services

- Client/s community/ies

- Language/s spoken, including any regional variation. It may be important to identify the country of birth. For example, Arabic spoken in Somalia and Sudan will be different from Arabic spoken in Iraq or Lebanon.

- Client/s preferred interpreter/s

- Cultural, religious and/or gender issues

- Age of client/s

- If the client is Indigenous, their skin group.

Be aware of any confidentiality issues when providing details of the assignment to the interpreting and translating service and as part of any pre- or post-briefing with the interpreter. Consider any relevant legislation or policies under which your agency operates and take adequate precautions to ensure these are not breached.
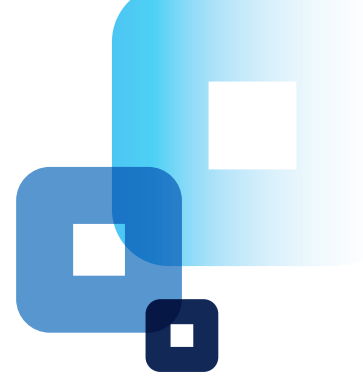
### Location

- Correct address for the assignment (and map/details if required)

- Available parking.

### Technical/administrative requirements

- Mode of interpreting (consecutive or simultaneous)

- Special needs (for example, appropriate seating of interpreters and clients/participants or technical requirements such as microphones)

- Your agency's reference/cost centre/order or client number (if relevant).

Your agency may have guidelines about booking procedures, a preferred interpreter provider or an in-house interpreter service. Follow these guidelines when making a booking.

## What to consider when requesting an interpreter:

- Give as much notice as possible
- Provide the interpreting and translating service with as much information as possible about the situation, the client, the location of the event and any technical requirements
- Request the same interpreter where continuity and client confidentiality is important
- Provide relevant documents where appropriate.

### BEFORE THE SESSION

- Allow sufficient time for the session—generally, double the amount of time you would require if not engaging an interpreter.
- Prior to the session, brief the interpreter so that they are aware of the aim and nature of the session and anything specific that may arise.
- If the session is expected to be lengthy or involve complex matters, provide any relevant written material prior to the session so that the interpreter can be adequately prepared.
- If the assignment is expected to be lengthy, regular breaks should be negotiated beforehand. It may be necessary to have two or more interpreters working in tandem. It is best to check with the interpreting and translating service.

Consider whether the nature of the interview makes it important for the client and interpreter to be separated if required to wait before a session.

### SETTING UP

For spoken languages, an interpreter should be positioned in front of you and the client. It is preferable to use a triangle arrangement, as below.

| Interpreter |
| Client | You |

For Auslan interpreters, the interpreter should be seated beside you so that the client can see both you and the interpreter.

| Client |
| Auslan Interpreter | You |
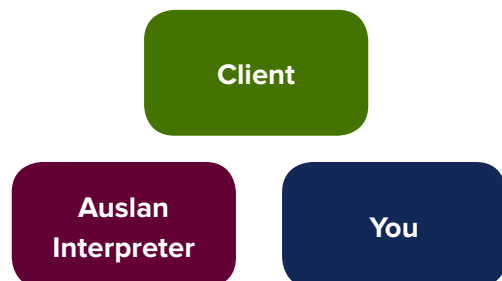
**A client has the right to refuse an interpreter that has been arranged for them. For this reason, if possible, advise the client in advance of the name of the interpreter who has been engaged.**

For Deaf Relay Interpreters, the following seating arrangement should be used:

| | |
|---|---|
| **Client** | **Auslan Interpreter** |
| **You** | **Deaf Relay Interpreter** |

**DURING THE SESSION**

- If the client(s) has not used an interpreter before, begin by explaining the role of the interpreter and how the session will be conducted.

- Stress that the interpreter's role is only to convey information and that they must adhere to strict confidentiality requirements. Face the client and not the interpreter.

- Avoid speaking to the interpreter and excluding the client/s. Direct all questions to the client/s and not to the interpreter. For example, say 'How can I help you?' not 'How can I help him/her?'

- Be helpful to the interpreter—for example, some terms may be difficult to interpret and may need clarification.

- Use simple language and avoid using colloquialisms, idioms, technical language and acronyms.

- Give the client/s an opportunity to provide feedback to ensure that the pace is appropriate and that the interpreter or client/s can seek clarification if necessary.

- Give adequate time to the interpreter: speak in short, concise sentences.

- Provide frequent pauses between sentences—give three or four sentences at a time to enable the interpreter to adequately remember, convey and interpret what was said. Provide regular breaks in the session—it is recommended that breaks are offered every 15–25 minutes for Auslan interpreters and every 20 minutes for others. Ensure that everything that is said during the interview is interpreted, even if it seems unimportant or irrelevant.

- Be conscious of how well the session is going. If at any time you or your client are not satisfied with the interpreter, it is better to end the meeting.

## Indigenous clients

For Indigenous clients, make allowances for cultural differences. For example:

- direct eye contact can be intimidating and be considered rude or aggressive

- a female client will usually prefer a female interpreter

- relationships between Indigenous people may determine certain behaviours. For example, some relatives cannot look at or talk to each other. It is important that you tell the prospective interpreter or agency the name of the client so that inappropriate or difficult situations do not develop. This is also the reason for asking the client's skin group before booking an interpreter.
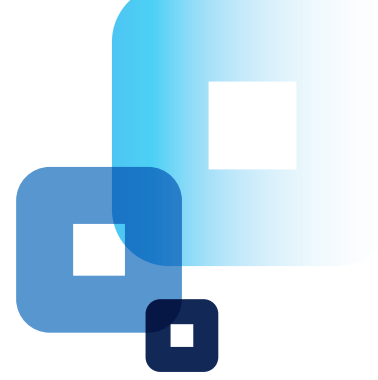
## COMPLETING THE SESSION

- Check that the client has understood the key information.

- Provide time for questions.

- It is not recommended that a client and an interpreter leave the meeting at the same time as this may impact on the appropriate professional distance between the interpreter and client.

- Debrief the interpreter/s after the session and clarify any questions you may have, but not to ascertain further information about the client.

Family and friends have the right to be present in an interview to provide support to the client. However, they must not interfere with the interpreting and should speak only to the client. They must not ask questions of the interpreter after the interview.

## Working with a telephone interpreter

**BEFORE THE ASSIGNMENT**

- Determine whether the subject matter to be discussed can be appropriately dealt with by telephone.

- Organise appropriate equipment and a suitable room.

- Ensure that you are in a quiet environment with minimal noise and other distractions.

- If you have the client with you ensure that appropriate handsets, speaker phone or dual handsets are organised.

- Allow adequate time for the interpreting to take place.

- Be clear about the information to be provided or sought before beginning so that this can be communicated clearly to the interpreter.
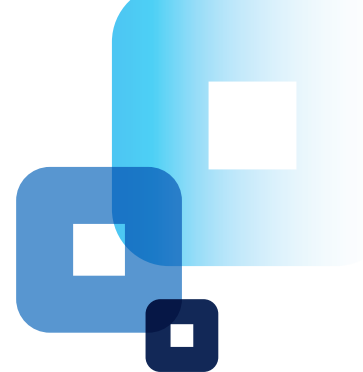
**DURING THE INTERVIEW**

- Introduce yourself to the interpreter.

- Brief the interpreter about the aim, context and situation for the telephone call.

- Let the interpreter know if you have a
  - single handset telephone
  - dual handset telephone
  - conference telephone.

- Describe where you are—for example, counter, office, hospital ward.

- When beginning the conversation, introduce yourself and the interpreter to the client and explain what will be discussed.

- Ask direct questions and speak in short sentences. Avoid using colloquialisms, idioms, technical language and acronyms.

- Speak clearly and at a moderate pace.

**COMPLETING THE INTERVIEW**

- Clearly indicate to all parties when the session is complete.

- Provide the interpreter with an opportunity to debrief following the interpreting session, particularly if the matter has been complex or sensitive.

Telephone interpreting can take place when none of the three parties are together and operates as a three-way telephone conversation. If this is the case, ring the interpreter first and use the time to introduce yourself and the context for the telephone call so that they are ready to relay the information to the client once they are on the line.

## Quality control and quality assurance

**Quality control** is a procedure(s) intended to ensure that a product or service adheres to a defined set of quality criteria or meets specified requirements.

**Quality assurance** is the systematic process of checking that a product or service has met or will meet specified requirements and contributes to continuous improvement.

The following guidelines are provided for WA public sector agencies to support the provision of quality interpreting services.

### QUALITY CONTROL IN INTERPRETING

Quality control is a shared responsibility between the government agency, interpreting and translating service and interpreter. There are three key areas in which government agencies play a key role in maximising the quality of the interpreting service that is provided:

- ensuring staff are trained in the use of interpreters
- matching practitioner competence to task
- implementing processes that support delivery of a quality product.

This involves actions undertaken before, during and after an interpreting assignment as well as addressing systemic issues at a whole-of-agency level.

### Staff training

Ensuring all relevant staff are trained in working with interpreters and translators is fundamental to the delivery of quality interpreting services.

Training will enable staff to assess:

- the need for an interpreter
- the tertiary qualifications and/or NAATI certification levels required for different situations
- how to use an interpreter to support delivery of a quality outcome.

### Matching practitioner to task

While it is the role of the interpreting and translating service to match an interpreter to the assignment, government agencies have a responsibility to provide all relevant information to assist this process. This involves:

- defining the setting and providing adequate job specifications
- assessing interpreter credentials or qualifications required and confirming these prior to commencement of the assignment.

#### *Define the setting and job specifications*

The setting will determine the skills required of an interpreter. When requesting an interpreter it is therefore important to provide detailed information to the interpreting and translating service (see page 17–18).

#### *Assess and confirm the qualifications or credentials of the interpreter*

The setting for the interpreting assignment helps determine the tertiary qualifications and/or NAATI certification levels appropriate to the job prior to engaging the services of an interpreter. See pages 33–37 for guidance.

Interpreters should not be placed in a position in which they are required to work beyond their level of competence. The information you provide when defining the setting will help the interpreting and translating service to identify an appropriately qualified or certified interpreter for the task. If possible, confirm the practitioner's NAATI certification level and/or tertiary qualifications prior to commencement of the assignment.

**Supporting delivery of a quality product**

WA public sector agencies can support delivery of a quality product by providing the practitioner with:

- any relevant documentation before the assignment

- pre- and post-interview briefings

- technical tools and resources appropriate to the task

- a safe, healthy environment.

*Documentation*

If possible, provide the interpreter with any relevant documentation in advance, particularly in specialised fields such as law and health. In such cases, the interpreter may wish to research the subject and prepare a glossary of terms to assist them with the assignment.

This is also relevant for large meetings or conferences that include agendas, papers or scripted presentations.

*Pre- and post-interview briefings*

Interpreting is a physically and mentally demanding task. Some assignments may involve emotionally charged content and traumatic situations. These factors should be taken into consideration when scheduling interpreters. Additional time may be needed for briefing and debriefing.

It is also important to ensure that the client is aware of the role of the interpreter prior to commencement.

*Technical tools and resources*

The technical equipment required will vary according to the mode of interpreting and may include microphones or headsets for large group settings, speakerphones for telephone interpreting and videoconferencing facilities.

*A safe and healthy environment*

Consideration should be given to ensuring that interpreters have a safe environment conducive to quality work. This includes:

- regular breaks—it is recommended that breaks in the session are offered every 15–25 minutes for Auslan interpreters and every 20 minutes for others

- engaging additional interpreters for lengthy or complex assignments

- acoustics—it is important for the interpreter to hear the speaker well, particularly in the case of large meetings, conferences and telephone interpreting (for this reason, mobile telephones are not recommended)
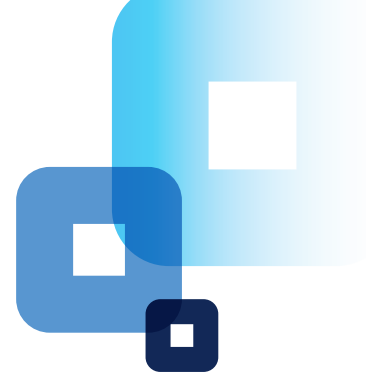
- visibility—non-verbal communication is an important component of spoken interpreting and is essential for signed language interpretation

- adequate seating, water and rest breaks for long assignments

- any protective clothing and equipment necessary for the situation

- ensuring that a practitioner is not required to work in situations or circumstances that are beyond their competence.

Where there is a potential risk to their health and wellbeing, interpreters should be afforded the same protective measures as those provided for the agency officer.

## QUALITY ASSURANCE IN INTERPRETING

Agencies may establish quality assurance measures such as:

- including quality assurance requirements in contractual arrangements

- monitoring the quality of interpreting services

- evaluating the quality of interpreting services.

### Contractual arrangements

Agencies should include quality assurance requirements in any contractual arrangements they have with:

- interpreting and translating services

- service providers in receipt of agency funding.

These should cover requirements in relation to:

- practitioners' tertiary qualifications/NAATI certification levels

- a commitment to engaging practitioners who adhere to professional codes of ethics

- transparent and accessible complaints processes.

Interpreting and translating services included as providers through the Common Use Arrangement for Interpreting and Translating (CUAITS2012) are required to adhere to quality assurance arrangements detailed in their contracts.

### Monitoring

Agencies can monitor the use of interpreting services by:

- obtaining feedback on the outcome of the service from staff, clients and practitioners

- providing regular feedback to the Department of Finance if using the CUA

- instituting effective complaints processes that:
  - are accessible and visible to staff, clients and practitioners, including translated information where relevant
  - are prompt and appropriately implemented
  - are reviewed and adapted as required.

### Evaluation

Agencies can evaluate their use of interpreters. This could include an assessment of information gathered through the monitoring process.

## Case study: Taking responsibility for quality

I recently terminated an interview because the interpreter's level of English was the same as the client's. I could hear that the client was getting frustrated. She was saying things like "no good, no good" and the interpreter had difficulties in explaining what the client was saying. So I said "I'm sorry I'm not able to understand and I need to terminate the interview".

# Translating

## Choosing languages for translations of public documents

Choosing the languages for translations of material produced for public use includes consideration of a number of factors particularly the purpose of the communication and target audience.

### PURPOSE

Translation needs will vary depending on the purpose of the communication. For example, producing a standard list of the most commonly spoken community languages may be an appropriate strategy when prioritising translations aimed at a general readership. In this case a review of cultural and linguistic data for the State or a local government area (available on the Office of Multicultural Interests website) may provide sufficient information on which to base a choice of languages. Analysing relevant demographic data is therefore important.

However, the number of potential clients using a particular language is not the only relevant factor. For example, the languages spoken by more established CaLD communities will be relevant for translations of information targeting older people. Information about ante-natal and post-natal issues, on the other hand, is likely to be more relevant for new and emerging communities.

Consultation with relevant individuals and organisations can provide useful insights into the need for, and relevance of, translated materials for particular individuals and communities. For example:

• some clients who do not need an interpreter for verbal communication may still prefer written information to be translated

• smaller, recently arrived communities are likely to have fewer alternative information sources, such as internet access and community networks, than established communities.

### TARGET AUDIENCE

Written communication is not appropriate for some groups. For example:

• there is no written form of Auslan

• some people may not be literate in their preferred language, such as people from countries with oral traditions and many Indigenous people living in remote communities

• some languages do not have a written form or have had a written form for only a short period of time and therefore have no history of using written text for information.

## Identifying existing translations

If the purpose of the translations is to provide information, it may be worthwhile checking whether there are existing translations on the same topic that may be suitable, or would be suitable with minor changes. Places to check for existing translations include:

• multicultural or diversity areas within government departments

• peak bodies

• interstate organisations performing similar functions to those of your own organisation.

Many organisations have made existing translations available on the internet and agencies are increasingly developing electronic libraries of translated information that can be accessed externally.
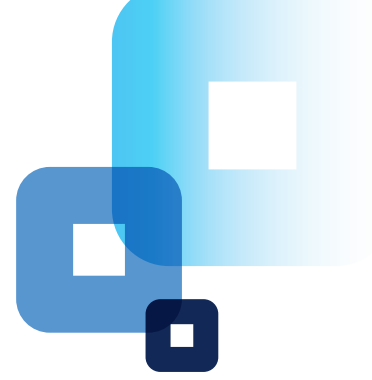
Always check the accuracy of translated information before it is used and seek formal approval from the author or authorising person before reproducing or amending their work.

## Accessing translating services

The Department of Finance has developed a Common Use Arrangement (CUA) for Interpreting and Translating Services, CUAITS2012, to provide services to Western Australian Government agencies, Public Benevolent Institutions and other users approved by the State Supply Commission (see page 17).

Note that commitment to professional, accurate and quality service is best assured through working with tertiary qualified and/or NAATI certified translators. For information on translating qualifications and NAATI credentials see page 33–37.

**OBTAINING A QUOTE FOR TRANSLATION SERVICES**

Fees for translating services will vary according to:

- the complexity of the material
- whether checking, editing and proofreading by another accredited or qualified translator is needed
- the timeframe for the assignment
- whether the format is provided as a hard or electronic copy.

Prepare a list of questions to ask when obtaining a quotation. You may also wish to clarify:

- the tertiary qualification/NAATI certification level required for the assignment
- what fees would apply if changes are made to the English text
- whether the translating agency has provided similar services to other government agencies.

## Useful resources

ABS Census and Statistics, available at www.abs.gov.au

Department of immigration and Border Protection, available at www.immi.gov.au

*Guide to cultural and linguistic data collection for the public sector: If you can't count, you can't plan* at http://www.omi.wa.gov.au/omi_publications.cfm?pg=6

*Cultural Diversity in Western Australia—A Demographic Profile* at http://www.omi.wa.gov.au/omi_diversity_statistics.cfm

Local government profiles at http://www.omi.wa.gov.au/omi_local_government.cfm

*New and Emerging Communities in Western Australia* fact sheet at http://www.omi.wa.gov.au/resources/publications/community_profiles/New_and_Emerging_Communities.pdf

Diverse WA—online cultural competency training for WA public sector and local government employees at http://www.diversewa.omi.wa.gov.au

Provide detailed specifications such as:

- subject area (for example, health, education, law, agriculture, employment)
- type (for example, letter, contract, information brochure)
- purpose (for example, to inform, advise, promote, legally bind)
- target audience—including language spoken and country of origin

- format and style, such as electronic or hard copy or any desktop publishing requirements
- any legal and ethical requirements, such as copyright and confidentiality issues
- timelines
- editing and proofreading requirements.
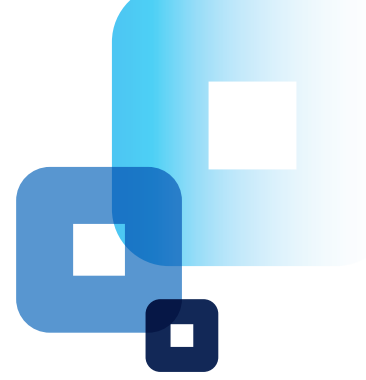
## Translating services

The Department of Social Services provides a free translating service for the translation of key personal documents. The service is available to eligible permanent residents and Australian citizens within the first two years of arrival in Australia. Some temporary/provisional visa holders are also eligible.

A maximum of 10 documents can be translated from any of the approved four categories:

- **Identity and Relationship**—such as birth, marriage, divorce and death certificates
- **Facilitation**—such as driver's licences and medical certificates
- **Education**—such as primary, secondary and tertiary education certificates
- **Employment**—such as trade certificates letters of appointment and references.

Documents for translation are lodged at Adult Migrant English Program (AMEP) centres. In Western Australia they are Central Institute of Technology (telephone: 1300 202 134) and Polytechnic West (telephone: 1800 862 166).

For more information see: www.tisnational.gov.au

## Translating process

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

- preparation of quality hardcopies suitable for printing.

Interpreting and translating services should be able to provide the final translation in hard and/or electronic copy. If you receive the final translation electronically, specify the file type needed. Unless your computer system has multilingual software, you may have difficulty with electronic files containing foreign language characters, such as Chinese or Arabic scripts. This difficulty can be avoided by asking for documents in PDF format. You may also need to reconfigure your computer or check that the computer and printer memory is sufficient to download and print documents in other language scripts or fonts.

### PREPARING TEXT FOR TRANSLATIONS

Ensure that the original document is written in English that is clear, concise and as simple as possible. This will assist a wide variety of clients including those with limited English literacy or other comprehension difficulties. It will also be of great assistance to a translator.

It is important that the content takes into account the cultural and religious backgrounds of the target audience. Consultation with relevant community organisations, service providers or focus groups will help determine the appropriateness of the content before it is translated.

### MONITORING PRODUCTION

Government agencies have a role in monitoring the production of the translation by:

- reviewing the specifications agreement before commencement of the assignment

- clarifying any terminology and providing any reference materials and glossaries of terms

- providing the contact details of a staff member to whom queries can be directed during the course of the assignment

- providing suitable working conditions if the assignment is being carried out on-site

- identifying each version of the document with a version number, a time and date and marking changes

- checking that the document/s have been edited and proofread.

### CHECKING AND FINALISING TRANSLATIONS

It is important to ensure that the document does not contain inaccuracies or incorrect information. It is recommended that the translation is edited and then checked by another tertiary qualified or NAATI certified translator. This checking can be requested through the original interpreting and translating service or arranged through another service.

## PRODUCING AND DISTRIBUTING TRANSLATED INFORMATION

The effectiveness of any translated information depends on how well it is disseminated and how many of the target audience have access to the material.

Include a reference in English with the document title and the translated language to assist distribution to the appropriate audience.

Relevant community organisations, leaders, networks and service providers, religious networks, community service providers, Indigenous and ethnic media (both print and radio) and peak associations are good channels for dissemination of translated documents or promotion of their availability.
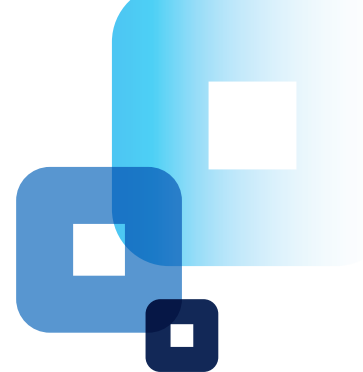
## TRANSLATIONS ON THE INTERNET

It is difficult and inappropriate to communicate with many groups, such as newly arrived refugees or the less literate, through the internet or electronic media. However, many young people access information online and this is an effective way of disseminating information to relevant groups in their communities.

Translated information on government websites can be printed out and provided to clients. It is also less expensive to update and revise translated information on the website than it is to print revisions.

Use of web-based translation applications are not encouraged, except for the literal translation of simple content that does not have any cultural, technical or nuanced components. While the tools are easy to use and can provide the gist or general understanding of the text, the translation cannot be relied on for accuracy.

Inaccurate translations could pose a risk to clients' rights, health and safety. It is recommended that State Government agencies do not endorse the use of web-based translation applications or provide links to automated online translating tools on their websites.

## Quality control and quality assurance

**Quality control** is a procedure(s) intended to ensure that a product or service adheres to a defined set of quality criteria or meets specified requirements.

**Quality assurance** is the systematic process of checking that a product or service has met or will meet specified requirements and contributes to continuous improvement.

The following guidelines are provided for WA public sector agencies to support the provision of quality translating services.

### QUALITY CONTROL IN TRANSLATING

Quality in translation relates to the production of a text in another language based on a source text and agreed specifications.

Translations are needed for different purposes and audiences. This places different demands on translators and requires different skill sets. Translations include:

- polished texts—such as marketing materials, books and legally binding documents
- information—such as emails and documents for personal use
- 'gisting' and abstracts—such as summaries of research documents.

Quality control in translating therefore includes writing clear specifications and ensuring that they are adhered to during the translation process.

There are three key areas in which government agencies play a crucial role in maximising the quality of the translating service that is provided:

- providing clear specifications
- monitoring the production process
- ensuring that translations are checked by a second tertiary qualified or NAATI certified translator.

### Specifications

Selection of a translator will depend on the:

- language for translation, including the source country of the target audience
- nature of the task.

Government agencies have a role in achieving a quality product by providing detailed specifications to the booking agency. These include:

- subject area (for example, health, education, law, agriculture, employment)
- type (for example, letter, contract, information brochure)
- purpose (for example, to inform, advise, promote, legally bind)
- target audience—including language spoken and country of origin
- format and style, such as electronic or hardcopy or any desktop publishing requirements
- any legal and ethical requirements, such as copyright and confidentiality issues
- timelines
- editing and proofreading requirements.

## Monitoring the process

Government agencies have a role in monitoring the production of the translation by:

- reviewing the specifications agreement before commencement of the assignment

- clarifying any terminology and providing any reference materials and glossaries of terms

- providing suitable working conditions if the assignment is being carried out on-site

- identifying each version of the document with a version number, a time and date and marking changes

- checking that the document/s have been edited and proofread, including following any typesetting.

## Quality assurance in translating

Agencies may wish to:

- arrange for an additional review by a NAATI accredited or tertiary qualified third party

- have the document translated back into English as an additional check

- conduct a post-project review comparing the product with the original project specifications.

# Qualifications and credentials

The Western Australian Language Services Policy recognises that an interpreter or translator may have obtained:

- university qualifications in interpreting or translating—for example, a bachelor's degree— or vocational education and training ((VET) qualifications from a State training provider (such as a TAFE college)—for example, a diploma
- certification issued by the National Accreditation Authority for Translators and Interpreters (NAATI).

Ideally, practitioners will have both qualifications and NAATI certification.

For languages of some Indigenous and new and emerging communities, a tertiary qualification or NAATI certification may not be available. In such cases, interpreters or translators may have received NAATI recognition or, in the case of Indigenous interpreters, be registered by the Kimberley Interpreting Service.

The qualification and certification levels will reflect interpreters' and translators' skills at different levels of complexity. When booking an interpreter or translator, the public sector agency should request the booking agency provide a practitioner with the qualifications or certification levels appropriate to the task. WA public sector awareness of the relevant skills required for various circumstances will contribute to agencies' quality control processes.

## Tertiary qualifications

Australia has a national policy for regulating tertiary qualifications in the education and training sector—the Australian Qualifications Framework (AQF)—which provides the standards for Australian qualifications.

An AQF qualification is the result of an accredited complete program of learning that leads to formal certification. A qualification certifies the knowledge, skills and learning outcomes of the graduate obtained through study, training, work and life experiences.

An AQF qualification is recognised across Australia and by other countries.

The AQF covers qualification levels and types from a Level 1 (Certificate 1) to a Level 10 (doctoral degree).

### UNIVERSITY QUALIFICATIONS

Qualifications from a university include bachelor's and master's degrees in interpreting or translating. A graduate certificate may also be available.

### VOCATIONAL EDUCATION AND TRAINING (VET) SECTOR QUALIFICATIONS

Qualifications from a State training provider (such as a TAFE college) or other registered training provider may include the following:

### Advanced Diploma of Interpreting

This reflects the skills and knowledge required to interpret in complex dialogue and monologue settings where there are additional demands in

managing the discourse. The interpreter needs to have advanced skills in retention and recall and may be required to switch modes (for example, from consecutive to simultaneous interpreting).

The advanced diploma prepares interpreters for work where interpreting content may not easily be predicted or planned for or may require specialist subject knowledge and context awareness.

They can work in all community, business and diplomatic domains such as health and welfare, policing and courts, formal immigration hearings, education, the media, commerce, government and international relations, professional sectors such as law, technology and science, and assignments involving formality, or participants with high status and accountability where the consequences of errors in communicative intent can have significant implications.

### Diploma of Interpreting

This reflects the skills and knowledge required to interpret in general dialogue settings, with the potential to interpret in general monologue settings, where the interpreter is able to physically control the discourse to assist retention and recall.

The diploma prepares interpreters for work where interpreting content is broad and routine or may be readily predicted and planned for. They can work in community and business domains such as general health, welfare and community services, non-complex disability assistance, educational and social contexts, initial police interviews, over the counter interviews in customer and community information services, tourism, and other informal

business and workplace contexts where the consequences of errors in communicative intent can be readily managed.

### Advanced Diploma of Translating

This reflects the skills and knowledge required to translate special purpose texts using specific terminology for a specific audience from one language to another.

The advanced diploma prepares translators to translate texts where there may be significant equivalence problems, the subject of the text has its own specific terminology or where there is a need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations—including immigration, both regular and humanitarian—the media, and sectors generally considered to be professional, such as law, health and medicine, technology and science. Assignments in these areas can deal with material requiring significant additional quality assurance processes to achieve functional equivalence.

### Diploma of Translating

This reflects the skills and knowledge required to translate general purpose texts from one language to another to convey information written in plain language to a limited and known audience.

The diploma prepares translators to translate texts where there are limited equivalence problems, plain language and concepts accessible to the general public, and limited requirements for
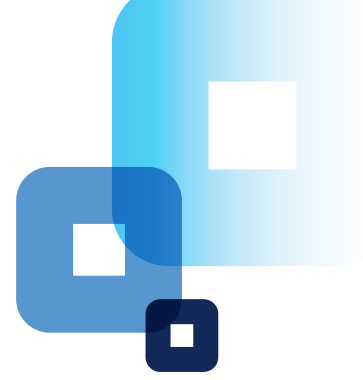
research on the subject beyond client resources. Limited and known audiences may include the clients of community services, educational institutions, community information services and businesses, or may relate to government client relationships. Assignments may involve additional quality assurance to achieve functional equivalence.

## NAATI credentials

The National Accreditation Authority for Translators and Interpreters Ltd (NAATI) is the body responsible for setting and monitoring the standards for the translating and interpreting profession in Australia. It does this through its credentialing system.

NAATI credentials include NAATI Certification and NAATI Recognition.

NAATI Certification may be obtained in five ways:

- passing a NAATI certification test

- successful completion of a course of studies in translation and/or interpreting at an Australian institution as approved by NAATI

- providing evidence of a specialised tertiary qualification in translation and/or interpreting obtained from an educational institution overseas

- providing evidence of membership of a recognised international translating and/or interpreting professional association

- providing evidence of advanced standing in translating or interpreting.

### INTERPRETERS

### Conference Interpreter (Senior)

This is the highest level of NAATI interpreting certification. It reflects a level of excellence in conference interpreting, recognised through demonstrated extensive experience and international leadership. It encompasses and builds on the competencies of conference interpreter certification.

Certification pathways at this level are either through membership of certain overseas professional associations or demonstrated advanced standing in the profession.

## NAATI revalidation

Revalidation is the mechanism by which translators and interpreters with NAATI certification demonstrate at regular intervals that they remain up-to-date and committed to the highest level of competency and currency in the profession. From 1 July 2012, NAATI certifications with an expiry date require revalidation.

From 1 January 2007, all certifications awarded by NAATI were awarded with an expiry date, initially three years from when they were awarded. Practitioners with older certifications were provided with the opportunity to opt in to the system.

Before the expiry of the certification, practitioners are required to provide evidence of continuing work practice and professional development to renew the accreditation for a further three-year period.

If a practitioner does not apply for revalidation or does not meet the revalidation criteria, the certification will lapse.

## Conference Interpreter

This represents the level of competence required to handle complex, technical and sophisticated interpreting, in both consecutive and simultaneous modes, in line with recognised international practice. Conference Interpreters operate in diverse situations, including at conferences, high-level negotiations, and court proceedings and may choose to specialise in a particular area(s).

Certification pathways at this level are through either successful completion of a NAATI-approved Australian course or recognition of a specialised tertiary qualification in translating and/or interpreting obtained overseas.

## Professional Interpreter

This represents the minimum level of competence for professional interpreting and is the minimum level recommended by NAATI for work in most settings, including banking, law, health, and social and community services. Professional Interpreters are capable of interpreting across a wide range of semi-specialised situations and are capable of using the consecutive mode to interpret speeches or presentations.

Certification pathways are through either success in a NAATI certification test or successful completion of a NAATI-approved Australian course.

## Paraprofessional Interpreter

This represents a level of competence in interpreting for the purpose of general conversations. Paraprofessional Interpreters generally undertake the interpretation of non-specialist dialogues. Practitioners at this level are encouraged to obtain professional-level certification.

Certification pathways are through either success in a NAATI certification test or successful completion of a NAATI-approved Australian course.

## Deaf Relay Interpreters

Deaf Relay Interpreters (DRIs) are expected to have NAATI certification and will ideally hold an Australian Qualifications Framework (AQF) qualification in interpreting.
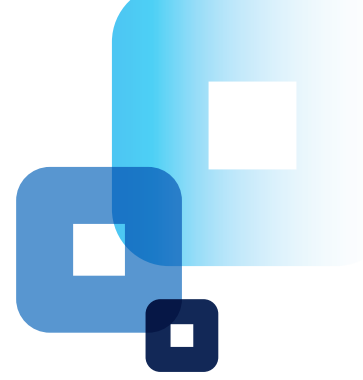
Where practitioners with tertiary qualifications or certification are not available, it is preferred that people providing language assistance have either:

- completed as a minimum the following three generic units of competency from the Diplomas of Interpreting and Translating or similar:
  - PSPTIS501A    Negotiate Translating and Interpreting Assignments
  - PSPTIS502A    Prepare to Translate and Interpret
  - PSPTIS503A    Apply Codes and Standards to Ethical Practice

or

- hold NAATI Recognition.

Where a certified or qualified Deaf Relay Interpreter is not available, language assistance may be sought from people who hold DRI certification obtained from a State training provider (such as a TAFE), the National Auslan Interpreter Booking and Payment Service (NABS) or ASLIA National.

## TRANSLATORS

### Advanced Translator (Senior)

This is the highest level of NAATI translating certification. It reflects a level of excellence in specialised translating, recognised through demonstrated extensive experience and international leadership. It encompasses and builds on the competencies of Advanced Translator certification.

Certification pathways at this level are through either membership of certain overseas professional associations or demonstrated advanced standing in the profession.

### Advanced Translator

This represents the level of competence required to handle complex, technical and sophisticated translations in line with recognised international practice. Advanced Translators operate in diverse situations and may choose to specialise in a particular area(s) including translating technical manuals, research papers, providing translations for conferences, high-level negotiations and court proceedings.

Certification pathways are through either success in a NAATI certification test, successful completion of a NAATI-approved Australian course or recognition of a specialised tertiary qualification in translating and/or interpreting obtained overseas.

### Professional Translator

This represents the minimum level of competence for professional translating and is the minimum level recommended by NAATI for work in settings including banking, law, health, and social and community services. Translators at this level work across a wide range of subjects involving documents with specialised content.

Certification pathways are through either success in a NAATI certification test, successful completion of a NAATI-approved Australian course, recognition of a specialised tertiary qualification in translating and/or interpreting obtained overseas, membership of certain overseas professional associations or demonstrated advanced standing in the profession.

### Paraprofessional Translator

This represents a level of competence enabling the production of translation of non-specialised information (for example a birth certificate). Practitioners at this level are encouraged to obtain professional-level certification. The certification pathway is through success in a NAATI certification test.

Interpreting and translating services are expected to identify interpreter and translator skills and competencies appropriate to the particular interpreting or translation task.

NAATI Recognition is a separate category from NAATI Certification. It is granted only in languages for which NAATI does not test and, unlike certification, does not specify a level of proficiency. Recognition does not have the same status as certification because NAATI has not undertaken a formal assessment to determine a particular standard of performance.

NAATI Recognition acknowledges that, at the time of the award, the applicant had recent and regular work experience as an interpreter. In order to be granted NAATI Recognition, the applicant must provide proof of English proficiency and complete an introductory NAATI workshop or related activity. Recipients of NAATI Recognition are encouraged to obtain certification as it becomes available.

# Ethics

NAATI certification processes and tertiary qualifications in interpreting and translating place strong emphasis on practitioner ethics. While the National Accreditation Authority for Translators and Interpreters Ltd (NAATI) does not prescribe a code of ethics for the profession, it strongly endorses adherence to such codes. If at any time NAATI considers that a practitioner has breached the applicable code of ethics, NAATI reserves the right to counsel a practitioner and in certain circumstances to cancel a NAATI credential.
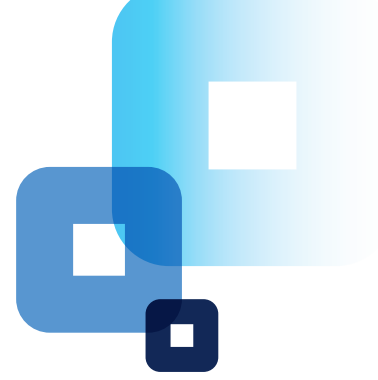
Practitioners who are members of professional associations are bound to adhere to relevant codes of ethics. Practitioners who are Western Australian public sector employees must also adhere to the WA Public Sector Code of Ethics.

The two codes of ethics relevant in Australia are those governed by The Australian Institute of Interpreters and Translators (AUSIT) and the Austalian Sign Language interpreters' Association (ASLIA). Members of these associations must adhere to the relevant code. A brief description of each is provided below.

## AUSIT Code of Ethics

Adherence to the AUSIT Code of Ethics represents an undertaking by members of professional interpreting and translating associations, as well as other members of the sector, that they can be relied upon to behave according to rules that protect and respect the interests of all parties involved as well as those of their fellow members. In summary, the codes require:

- professional conduct—including providing a quality service in a respectful and culturally sensitive manner, disclosing any conflict of interest or any matter that may compromise their impartiality, and dealing honestly and fairly with all parties

- confidentiality

- competency—only undertaking work they are competent to perform

- impartiality

- accuracy in transferring the meaning and intent of messages

- clarity of role boundaries—including maintaining a focus on message transfer and not engaging in other tasks such as advocacy, guidance or advice

- professional development—continually upgrading language and transfer skills and contextual and cultural understanding, and keeping up to date with technological advances pertinent to their practice

- professional solidarity—supporting fellow professionals and upholding the reputation and trustworthiness of the profession.

## ASLIA Code of Ethics and Guidelines for Professional Conduct

Members of ASLIA are required to abide by the Code of Ethics and follow the Guidelines for Professional Conduct as a condition of membership of the association. The code articulates ethical principles, values, and standards of conduct to guide all practitioners in their pursuit of professional practice. They are:

- Professional accountability—accepting responsibility for professional decisions and actions and maintaining confidentiality, professional conduct, scope of practice and integrity of service.

- Professional competence—providing the highest possible quality of service through all aspects of professional practice including being qualified to practise, faithfulness of interpretation, accountability for professional competence and ongoing professional development.

- Non-discrimination—approaching professional service with respect and cultural sensitivity towards all participants.

- Integrity in professional relationships—dealing honestly and fairly with participants and colleagues while establishing and maintaining professional boundaries.

- Integrity in business relationships—establishing and maintaining professional boundaries with participants and colleagues in a manner that is honest and fair.

# Complaints processes

Complaints may be viewed from three perspectives:

- the client—about the quality of an interpreter/translation
- the WA public sector agency—about the quality of an interpreter/translation
- an interpreter/translator—about their experience of the interpreting or translating process.

## Clients

Clients may complain about their experience of an interpreting session or translation organised by a WA public sector agency through that agency's complaints management process.

Guidelines for WA public sector complaints management processes are contained in the *Public Sector Commissioner's Circular 2009–27: Complaints Management.* The policy applies to all Western Australian State Government agencies covered by the *Public Sector Management Act 1994*. The policy states that agencies are required to:

- have in place a complaints management system that conforms to the principles of the Australian Standard on Complaints Handling (AS ISO 10002)
- have a direct link on the front page of the website to information assisting people to make a complaint about that agency (those agencies with websites)
- where complaints remain unresolved at the agency level, refer people to appropriate external bodies such as the Ombudsman Western Australia.

The objectives of the policy are to increase:

- community access to complaints mechanisms
- community knowledge of complaints mechanisms and what to expect regarding complaints procedures
- the capacity of agencies to meet an appropriate standard of complaints management, including suitable commitment and resources
- monitoring and evaluation of complaints processes and data received by agencies to ensure service delivery improvement.

Agencies can ensure that their complaints processes are accessible to clients through:

- a clearly identifiable link to feedback on the 'home' or 'contact us' pages of the website
- a statement encouraging clients to provide feedback or make a complaint
- complaints forms translated into languages other than English
- customer feedback forms that ask 'Do you require an interpreter?' and including the interpreting and sign language symbols:
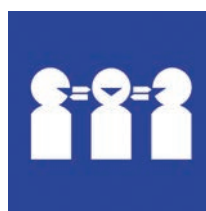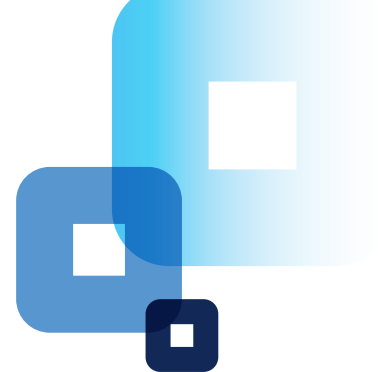
- a video clip on their website

- guidelines on how the agency uses information from client feedback and complaints

- clear identification of the issues about which a person may or may not complain

- guidelines on how to escalate a complaint if it is not resolved to the client's satisfaction

- clear reporting frameworks and procedures.

## WA public sector agencies

Western Australian Government agencies may make complaints about interpreting and translating services through:

- the Department of Finance, if services are obtained via the Common Use Arrangement for Interpreting and Translating Services (CUAITS2012)

- direct recourse to the booking agency that referred the interpreter or translator to the assignment

- the Australian Institute of Interpreters and Translators (AUSIT) and the Western Australian Institute of Translators and Interpreters (WAITI). AUSIT has the ability to investigate breaches of its Code of Ethics and Code of Professional Conduct by its members

- the Department of Social Services (DSS) if the complaint is in relation to the Translating and Interpreting Service (TIS) National

- the National Accreditation Authority for Translators and Interpreters (NAATI) if the complaint relates to an interpreter or translator who has NAATI Certification or NAATI Recognition.

## Interpreters/translators

Interpreters and translators wishing to make a complaint about their experiences of the interpreting or translating assignment may do so to their employer or their booking agency, or to WA public sector agencies, through existing complaints processes.

Interpreters and translators may also lodge complaints with the Ombudsman Western Australia (telephone 9220 7555 or freecall 1800 117 000 for country and interstate callers).

# Communication strategies

Communication strategies play a critical role in providing accessible and responsive services to all Western Australians. How to communicate effectively with people from Indigenous communities, people from culturally and linguistically diverse (CaLD) backgrounds and people who are Deaf or hard of hearing is therefore an important consideration. In some cases, targeted strategies may be required to ensure messages reach particular groups. The following steps can be integrated into generic communication strategies or form the basis of targeted approaches.

- Identify the purpose of the communication, for example, to raise awareness about a policy or to provide information about a government service.

- Collect and analyse relevant data to identify client/customer demographics. Different groups will have specific and varying communication needs and may require information at different times and through different channels and formats.

- Identify and consult with relevant organisations, groups and individuals to:

  - define areas of greatest need for information provision

  - identify the most effective communication tools

  - seek assistance with testing the effectiveness of the communication tools and appropriateness of the messages for the target audience

- seek assistance with information dissemination where appropriate.[8]

This could include forming partnerships with local Indigenous, multicultural and disability service delivery organisations, associations and networks, local governments, State or Australian government agencies and non-government organisations.

Consider a range of communication tools, such as:

- engaging interpreters for face-to-face information sessions

- use of plain English in verbal and written communications

- graphics such as international signs, symbols and storyboards

- translated information for electronic media such as email or internet web pages, or printed publications such as brochures, booklets, fact sheets, flyers and mainstream and/or ethnic media[9]

- audio-visual materials such as:

  - subtitled, dubbed, voice-over or original language videos

  - audio cassettes

  - multilingual telephone lines

  - Indigenous and ethnic radio[10] and television scripts

  - discussion groups, information sharing sessions and seminars through an interpreter/bilingual worker

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8   See the Office of Multicultural Interests (2010) Directory of Services for New Arrivals in Western Australia at http://www.omi.wa.gov.au/omi_publications.cfm for a full list of services for people from CaLD backgrounds.

9   For ethnic media contacts see the Office of Multicultural Interests website www.omi.wa.gov.au.

10  Contact ethnic radio station 6EBA FM Multicultural Radio and Television Association by telephone (08) 9328 2351 or email manager@6eba.com.au or see www.6eba.com.au
For Indigenous radio, contact Noongar Radio by telephone (08) 9228 0606, email info@noongarradio.com or see www.noongarradio.com.
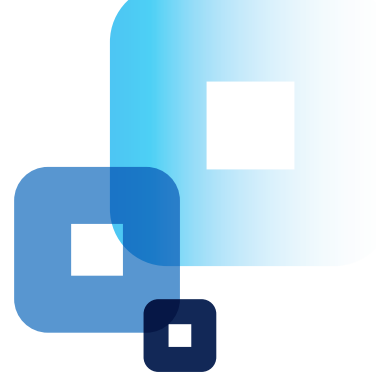
- for Deaf people, information in Auslan in an electronic format, on DVD, via video link online or on DVDs as Picture in Picture (PiP).

A mixture of approaches is generally more effective than communication strategies that rely on only one or two methods. Note that, if a person speaks English as their second language they may be disadvantaged if provided with information only in written format. Review the effectiveness of the strategies and amend them as required.

# Data collection and monitoring

## Data collection

To plan for the provision of language services, agencies are encouraged to collect cultural and linguistic data on clients using their services, according to the Australian Bureau of Statistics (ABS) standard set of indicators. Agencies should endeavour to collect the minimum core set of indicators, which comprises:

- country of birth

- main language other than English spoken at home

- proficiency in spoken English

- Indigenous status.

The other indicators in the standard set are: ancestry, birthplace of parents, first language spoken, languages spoken at home, main language spoken at home, religious affiliation and year of arrival in Australia.

Agencies are encouraged to collect the minimum core data set and to identify and include relevant standard variables as appropriate.

Each agency collects data for different reasons and has unique administrative and management processes. There is also no single measure of cultural and linguistic diversity. The type of data collected and how it is collected will depend on the:

- core business of the agency or program

- target demographic of an agency or a program

- purpose of the data (for example performance indicators, service needs analysis, community profiles).

Combining main language other than English spoken at home with proficiency in spoken English can help identify the need for language services and inform marketing and communication strategies.

For more information, see the *Guide to cultural and linguistic data collection for the Public Sector,* available on the Office of Multicultural Interests website at: www.omi.wa.gov.au.

## Monitoring

To monitor the extent to which language services are provided, and to assist future planning, Western Australian Government agencies may wish to record data on the:

- number of times an interpreter has been engaged

- languages for which interpreters have been engaged and into which languages documents have been translated

- expenditure on interpreting and translating

- languages for which interpreters or translators are required but not able to be sourced from a provider

- number of times an interpreter has been requested by a client and subsequently declined, including the reasons why

- type of interpreting service used, for example, telephone or face-to-face.

# Glossary of terms

The following terms are used in these guidelines.

## ASLIA

The Australian Sign Language Interpreters' Association (ASLIA) is a not-for-profit body and the national peak organisation representing the needs and interests of Auslan/English interpreters and Deaf Interpreters in Australia. The association comprises a national executive committee, a representative council and branches in most States/Territories.

## Auslan

Australian sign language (Auslan) is the preferred language of the Australian Deaf community. It evolved from the sign languages brought to Australia during the 19th century from Britain and Ireland. Its grammar and vocabulary are different from English. Auslan was recognised by the Australian government as a 'community language other than English' and was the preferred language of the Deaf community in policy statements in 1987 and 1991.

## AUSIT

The Australian Institute of Interpreters and Translators (AUSIT) is the national association for the translating and interpreting profession. It was founded in 1987, bringing together existing local associations and specialist groups and has branches in each State and Territory. AUSIT is a fully independent association, incorporated in the Australian Capital Territory, with an Australia-wide membership. Members of AUSIT are mainly practising translators and interpreters.

## Bilingual worker/language assistant

A bilingual worker or language assistant is a person who uses language skills to provide basic information. The person is responsible to the client for the information provided. They typically work in government agencies, semi-government authorities, government funded or subsidised organisations, charitable organisations, ethnic organisations and businesses.

## Indigenous

For the purposes of these guidelines, 'Indigenous' refers to Aboriginal and Torres Strait Islander peoples and their languages.

## Interpreter

An interpreter is a person who facilitates communication between two parties who use different languages. The interpreter conveys an oral or signed message or statement from one language into another with accuracy and objectivity. The interpreter is responsible for the communication process between the two parties and not for the information provided.

## IPIA

The Independent Practising Interpreters Association (IPIA) was founded in 2004 by a group of Royal Perth Hospital contractors providing interpreting services. Its purpose is to look after the interests of practising interpreters. IPIA relies on the voluntary work of its members, who communicate via email.

## Language services

Language services refer to actions taken by agencies to help people who have difficulty in communicating in English, or who are Deaf and hard of hearing. These activities include the engagement of interpreters and bilingual workers/language assistants, provision of special telephone equipment for the Deaf and hard of hearing, and translation of signs and pamphlets. Language services in relation to this policy do not refer to language maintenance.

## NAATI

The National Accreditation Authority for Translators and Interpreters Ltd (trading as NAATI) is the national standards and certification body for translators and interpreters in Australia. NAATI is incorporated in Australia under the *Corporations Act 2001*. It is owned jointly by the Commonwealth, State and Territory governments and is governed by a board of directors who are appointed by the owners.

## Tertiary qualifications

Tertiary qualifications in interpreting and translating refer to qualifications awarded by higher education providers, such as universities, or vocational education and training (VET) providers, such as TAFE colleges and other registered training providers. They include master's and bachelor's degrees, advanced diplomas and diplomas.

## Translator

A translator is 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. As is the case with interpreters, translators are responsible for the communication process, and not for the information provided.

## WAITI

The Western Australian Institute of Translators and Interpreters (WAITI) Inc was established in 1975 as a not-for-profit body run by practitioners, for practitioners. It aims to further the interests of member interpreters and translators and support quality language services. WAITI focuses on Western Australian issues while actively leading or contributing to initiatives affecting practitioners at the national level.
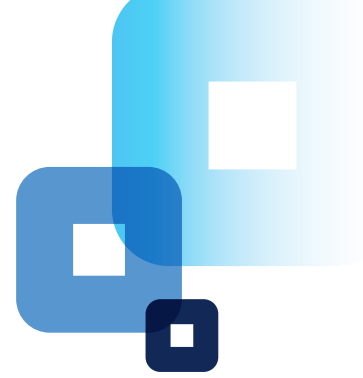
# Appendices

## Rights and responsibilities

| Party | Rights | Responsibilities |
|---|---|---|
| WA public sector staff | • Request the services of an interpreter or translator to assist their work<br>• Professionalism from interpreter or translator including compliance with the AUSIT or ASLIA Code of Ethics<br>• Quality service from interpreting and translating service | • Provide services that are non-discriminatory and do not result in disadvantage to any client due to language/cultural barriers<br>• Understand when an interpreter or multilingual strategies may be required<br>• Request the services of an interpreter or translator<br>• Provide adequate job specifications to contracted interpreting and translating service<br>• Treat the interpreter or translator with respect<br>• Ensure that the client is aware of the interpreter's role<br>• Ensure that the interpreter is able to work in a safe, healthy environment<br>• Provide the interpreter with adequate pre-interview briefing and post-interview debriefing<br>• Maintain professionalism<br>• Deal with complaints promptly and appropriately |
| Client | • Not to be disadvantaged in accessing government services<br>• Access to an interpreter<br>• Request an interpreter (including a preferred interperter) or translated information in preferred language<br>• Respect, including not being coerced into communicating in broken English<br>• Request consideration of gender and religious/cultural/kinship affiliations | • Respect the right of the agency to engage an interpreter<br>• Respect the role of an interpreter<br>• Not ask personal details of the interpreter<br>• Be punctual and cooperative |

| Party | Rights | Responsibilities |
|---|---|---|
| Interpreter/ Translator | • Respect as a professional<br>• Adequate briefing prior to an interview<br>• Adequate instructions for translations<br>• Safe and healthy working conditions<br>• Debriefing following assignment if required | • Comply with relevant code of ethics including the principles of impartiality and confidentiality and providing a quality service in terms of accuracy and faithfulness<br>• Wear or carry appropriate identification<br>• Participate in briefings and debriefings<br>• Maintain professionalism including being punctual and dealing with complaints promptly and appropriately<br>• Maintain skills by undertaking regular professional development |
| Interpreting and/or translating service | • Adequate job specifications from agencies<br>• Reliability and professionalism from interpreters and translators | • Provide a high quality service to agencies<br>• Deal with complaints promptly and appropriately<br>• Provide formal identification badges for interpreters, which include their qualification/credential<br>• Treat interpreters and translators with respect<br>• Provide support to interpreters and translators including:<br>  • attending to their safety<br>  • providing constructive feedback<br>  • proactive communication<br>  • transparent and fair job allocation<br>  • incentives for professional development and training<br>  • providing professional development and training opportunities<br>  • Provide accessible complaints processes |
| Accompanying persons such as family and friends | • Attend interview by agreement from all parties | • Not to interfere with interpreting<br>• Provide support and speak only to the interviewee<br>• Not to ask questions of the interpreter after the interview |
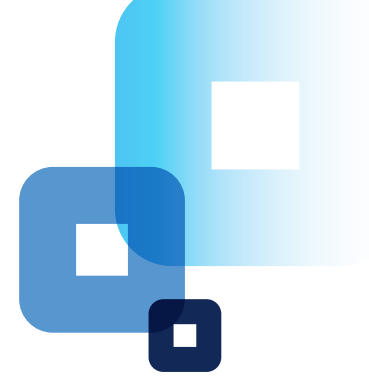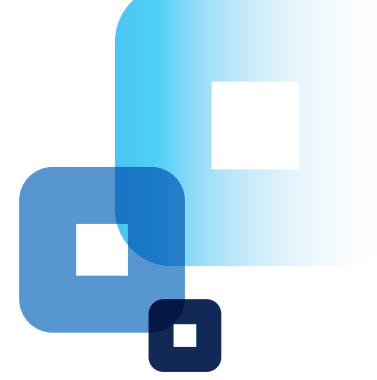
## Country of birth and main languages spoken

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Afghanistan 3925 | Dari<br>Farsi<br>Hazaraghi<br>Pashto<br>Arabic |
| Albania 138 | Albanian<br>Greek<br>Italian<br>Macedonian<br>German |
| Algeria 139 | French<br>Arabic |
| Angola 60 | Portuguese<br>Afrikaans<br>French |
| Argentina 620 | Spanish<br>Italian<br>Portuguese<br>German |
| Armenia 31 | Russian<br>Armenian |
| Austria 1406 | German<br>Polish<br>Italian<br>Hungarian<br>Croatian |
| Azerbaijan 50 | Russian<br>Azeri<br>Turkish |
| Bahrain 206 | Arabic<br>Gujarati<br>Punjabi<br>Malayalam<br>Bengali |
| Bangladesh 1496 | Bengali<br>Indo-Aryan, nec<br>Urdu<br>Hindi<br>Mandarin |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Belarus 65 | Russian<br>Belorussian<br>Czech |
| Belgium 740 | French<br>Dutch<br>German<br>Afrikaans<br>Italian |
| Belize 12 | Spanish |
| Benin 8 | French |
| Bermuda 102 | Tamil |
| Bhutan 135 | Other Southern Asian Languages<br>Nepali |
| Bolivia 31 | Spanish |
| Bosnia-Herzegovina 2814 | Bosnian<br>Serbian<br>Croatian<br>Serbo-Croatian/ Yugoslavian, so described<br>German |
| Botswana 224 | Tswana<br>Shona<br>Afrikaans<br>African languages, nec<br>Malayalam |
| Brazil 1749 | Portuguese<br>Spanish<br>Italian<br>Greek<br>French |
| Brunei Darussalam 1002 | Mandarin<br>Cantonese<br>Malay<br>Hakka<br>Min Nan |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home | Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|---|---|
| Bulgaria 318 | Bulgarian Turkish Macedonian Arabic Greek | Colombia 921 | Spanish Italian |
| Burkina Faso 9 | French French Creole, nfd | Congo, Democratic Republic of the 448 | Swahili French African languages, nec Dutch Vietnamese |
| Burma 7455 | Burmese Karen Burmese and related languages, nfd Mandarin Chin Haka | Congo, Republic of the 177 | Swahili French Kirundi Kinyarwanda |
| Burundi 325 | Kirundi Swahili French | Cook Islands 91 | Maori (Cook Island) Maori (New Zealand) |
| Cambodia 1022 | Khmer Cantonese Vietnamese Mandarin | Costa Rica 41 | Spanish |
| | | Côte d'Ivoire (Ivory Coast) 74 | French Dan (Gio-Dan) Krahn |
| Cameroon 49 | French African languages, nec | Croatia 5148 | Croatian Serbian Serbo-Croatian/ Yugoslavian, so described Italian Bosnian |
| Cape Verde 5 | Portuguese | | |
| Central African Republic 7 | French | | |
| Chad 8 | French | Cuba 46 | Spanish |
| Chile 1512 | Spanish Italian Mandarin Portuguese | Curacao 13 | Dutch |
| | | Cyprus 443 | Greek Turkish Armenian Serbian Cypriot, so described |
| China (including Hong Kong, Macau and Taiwan) 19,030 | Mandarin Cantonese Chinese, nfd Min Nan Wu | Czech Republic 648 | Czech German Serbian Polish Slovak |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Denmark 1181 | Danish French Serbian Urdu German Hebrew |
| Djibouti 15 | Somali Arabic French |
| Dominican Republic 10 | Spanish |
| Ecuador 86 | Spanish |
| Egypt 1853 | Arabic Italian Greek French Dinka |
| El Salvador 1295 | Spanish Italian German Danish |
| Eritrea 455 | Arabic Tigrinya Tigre Italian Amharic |
| Estonia 241 | Estonian German Russian |
| Ethiopia 1152 | Amharic Oromo Tigrinya Arabic Somali |
| Fiji 1034 | Hindi Fijian Gujarati Fijian Hindustani Southern Asian Languages, nfd |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Finland 526 | Finnish Swedish |
| Former Yugoslav Republic of Macedonia 2988 | Macedonian Albanian Greek Italian Romany |
| France 2790 | French Italian Spanish Portuguese Arabic |
| French Polynesia 17 | French |
| Gabon 3 | French |
| Gambia 19 | African languages, nfd Mandinka Bemba |
| Gaza Strip and West Bank 181 | Arabic Assyrian Neo-Aramaic |
| Georgia 4 | Russian |
| Germany 10,964 | German Polish Italian Ukrainian Croatian |
| Ghana 435 | Akan Ewe Ga African languages, nec Mandarin |
| Greece 2652 | Greek Macedonian Italian German French |
| Guadeloupe 3 | French |

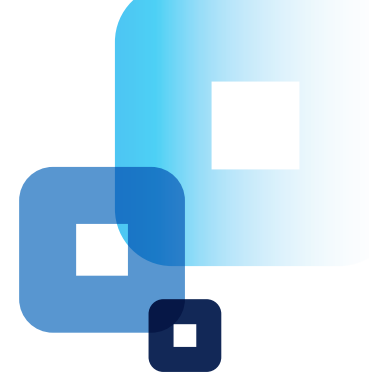| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home | Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|---|---|
| Guatemala 24 | Spanish | Israel 691 | Hebrew<br>Arabic<br>German<br>Italian<br>Dutch |
| Guinea 95 | French<br>Krio<br>Fulfulde<br>Mandinka<br>African languages, nec | Italy 19,477 | Italian<br>Spanish<br>Croatian<br>French<br>German |
| Honduras 31 | Spanish | Japan 3564 | Japanese<br>Korean<br>Mandarin<br>German<br>Bengali |
| Hungary 1177 | Hungarian<br>German<br>Macedonian<br>Italian<br>French | Jordan 349 | Arabic<br>Assyrian Neo-Aramaic |
| Iceland 156 | Icelandic | Kazakhstan 141 | Russian<br>Turkic, nec<br>German<br>French |
| India 29,915 | Hindi<br>Punjabi<br>Gujarati<br>Malayalam<br>Tamil | Kenya 4397 | Gujarati<br>Swahili<br>Punjabi<br>Dinka<br>Somali |
| Indonesia 10,140 | Indonesian<br>Mandarin<br>Dutch<br>Min Nan<br>Vietnamese | Kiribati 25 | Gilbertese |
| | | Kosovo 49 | Albanian<br>Bosnian |
| Iran 3722 | Farsi<br>Arabic<br>Kurdish<br>Dari<br>Assyrian Neo-Aramaic | Korea, Democratic Republic of (North) 6 | Korean |
| Iraq 2601 | Arabic<br>Kurdish<br>Assyrian Neo-Aramaic<br>Turkish<br>Farsi | Korea, Republic of (South) 4098 | Korean<br>Japanese<br>Mandarin<br>German |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Kuwait 369 | Arabic<br>Malayalam<br>Urdu<br>Hindi<br>Tamil |
| Kyrgyzstan 53 | Russian<br>German<br>Turkic, nec |
| Laos 202 | Lao<br>Vietnamese<br>Mandarin<br>Thai<br>Cantonese |
| Latvia 346 | Latvian<br>Russian |
| Lebanon 1031 | Arabic<br>French<br>Armenian<br>Italian<br>Tigrinya |
| Lesotho 23 | Dutch<br>African languages, nec<br>Yoruba |
| Liberia 495 | Loma (Lorma)<br>Dan (Gio-Dan)<br>Krahn<br>Krio<br>Mandinka |
| Libya 328 | Arabic<br>Italian<br>Hindi |
| Liechtenstein 5 | German<br>Polish |
| Lithuania 183 | Lithuanian<br>Russian<br>German<br>Polish |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| Luxembourg 39 | Letzeburgish<br>French |
| Madagascar 24 | French |
| Malawi 238 | Nyanja (Chichewa)<br>Swahili<br>African languages, nec<br>Somali<br>French |
| Malaysia 24,967 | Mandarin<br>Cantonese<br>Malay<br>Min Nan<br>Tamil |
| Maldives 107 | Dhivehi |
| Malta 999 | Maltese<br>Italian |
| Mauritania 18 | Fulfulde<br>French |
| Mauritius 3933 | French<br>Mauritian Creole<br>French Creole<br>Mandarin<br>Hindi |
| Mexico 250 | Spanish |
| Moldova 31 | Russian<br>Hebrew<br>Romanian |
| Mongolia 98 | Mongol<br>Mandarin |
| Montenegro 137 | Serbian<br>Croatian<br>Serbo-Croatian/ Yugoslavian, so described<br>Bosnian<br>Macedonian |

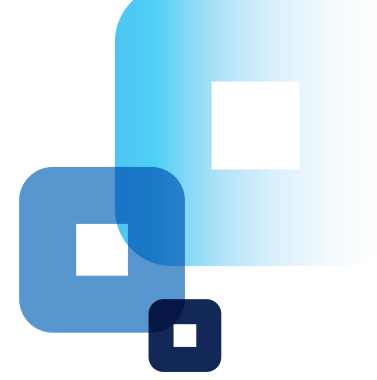| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home | Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|---|---|
| Morocco 136 | French Arabic Hebrew African languages, nfd Tigrinya | Oman 211 | Arabic Dutch Malayalam Urdu Farsi |
| Mozambique 173 | Portuguese | Pakistan 2420 | Urdu Pashto Dari Punjabi Balochi |
| Namibia 300 | Afrikaans German Ndebele | Panama 33 | Spanish |
| Nepal 920 | Nepali Hindi Other Southern Asian languages Urdu | Papua New Guinea 1763 | Tok Pisin Hiri Motu Yumplatok Cantonese Dutch |
| Netherlands 9982 | Dutch German French Italian Afrikaans | Paraguay 28 | Spanish |
| | | Peru 579 | Spanish |
| New Caledonia 34 | French | Philippines 17,231 | Tagalog Filipino Bisaya Cebuano Min Nan |
| Nicaragua 42 | Spanish | | |
| Nigeria 726 | Yoruba Igbo African languages, nec Italian African languages, nfd | Poland 5568 | Polish German Ukrainian Russian |
| | | Portugal 2450 | Portuguese Italian Spanish German French |
| Niue 48 | Niue | | |
| Norway 10 | Norwegian Swedish Dutch French Spanish | Puerto Rico 24 | Spanish |
| | | Qatar 146 | Arabic Malayalam Urdu Tagalog Sinhalese |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home | Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|---|---|
| Romania 1573 | Romanian Hungarian German Greek Italian | Sierra Leone 421 | Krio Fulfulde French Mandinka Themne |
| Russia 1235 | Russian Polish Italian Greek Latvian | Singapore 13,972 | Mandarin Malay Cantonese Tamil Min Nan |
| Rwanda 128 | Kinyarwanda Kirundi Swahili French | Slovakia 343 | Slovak Hungarian German Czech Polish |
| Samoa 364 | Samoan | Slovenia 304 | Slovene Serbian Croatian Bosnian Serbo-Croatian/ Yugoslavian, so described |
| American Samoa 10 | Samoan Niue Tongan | | |
| São Tomé and Príncipe 4 | Portuguese | Solomon Islands 84 | Solomon Islands Pijin Cantonese Tok Pisin Gilbertese |
| Saudi Arabia 1142 | Arabic Malayalam Urdu Tagalog Bengali | Somalia 1045 | Somali Arabic Italian Gujarati |
| Senegal 51 | Fulfulde French African languages, nec | South Sudan 488 | Dinka Arabic Bari Nuer Acholi |
| Serbia 1660 | Serbian Hungarian Bosnian Croatian Macedonian | | |
| Seychelles 805 | Seychelles Creole French French Creole Sinhalese German | Spain 1161 | Spanish Italian French Catalan Dutch |

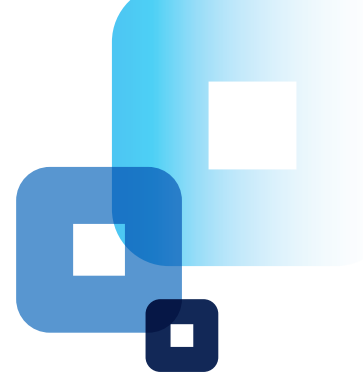| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home | Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|---|---|
| Sri Lanka 5339 | Sinhalese Tamil Southern Asian languages, nfd Dhivehi German | Thailand 5663 | Thai Karen Khmer Burmese Vietnamese |
| Sudan 2721 | Arabic Dinka Acholi Tigrinya Bari | Timor-Leste 424 | Portuguese Tetum Mandarin Timorese Hakka |
| Suriname 19 | Dutch | Togo 43 | French Ewe |
| Swaziland 79 | African languages, nec | Tonga 213 | Tongan |
| Sweden 959 | Swedish Farsi Spanish Arabic Danish | Trinidad and Tobago 407 | Spanish |
| Switzerland 1872 | German French Swiss, so described Italian Spanish | Tunisia 42 | French Italian Maltese Arabic |
| Syria 289 | Arabic Armenian Kurdish Assyrian Neo-Aramaic | Turkey 1047 | Turkish Kurdish Greek German Armenian |
| Tajikistan 17 | Farsi Russian | Turkmenistan 5 | Russian |
| | | Tuvalu 3 | Tuvaluan |
| Tanzania 779 | Kirundi Swahili Gujarati Punjabi Konkani | Uganda 528 | Acholi Madi Luganda Gujarati Swahili |
| | | Ukraine 645 | Ukrainian Russian Polish Italian German |

| Country of birth and population in Western Australia (2011 census) | Main languages other than English spoken at home |
|---|---|
| United Arab Emirates 699 | Arabic<br>Malayalam<br>Urdu<br>Hindi<br>Sinhalese |
| Uruguay 170 | Spanish<br>Italian |
| Uzbekistan 92 | Russian<br>Greek<br>Uzbek |
| Vanuatu 51 | French<br>Bislama |
| Venezuela 449 | Spanish<br>Portuguese<br>French<br>Italian<br>German |
| Vietnam 12,715 | Vietnamese<br>Cantonese<br>Min Nan<br>Mandarin<br>Khmer |
| Yemen 98 | Arabic<br>Somali |
| Zambia 2123 | Bemba<br>Nyanja (Chichewa)<br>Gujarati<br>Afrikaans<br>Shona |
| Zimbabwe 9818 | Shona<br>Ndebele<br>Afrikaans<br>Gujarati<br>Portuguese |

- Languages are listed in order of highest number of speakers and are limited to the top five languages spoken where five languages or more are spoken. For selected countries, languages with nfd and nec (see third bullet point below) are excluded from top five where other languages are listed beneath.

- List excludes main English speaking countries. These are the United Kingdom, Canada, South Africa, New Zealand, the United States and Ireland. The list also excludes countries in which English was the only language spoken at home as indicated in the 2011 Census.

- 'nec' refers to languages that are 'not elsewhere classified' and 'nfd' refers to languages that are 'not further defined' as defined by the ABS. Further details of classifications of languages and the use of supplementary codes can be found on the ABS website.

## Languages spoken at home by people who speak English not well or not at all by age

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 25–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Mandarin | 918 | 612 | 2035 | 1429 | 487 | 5481 |
| Vietnamese | 741 | 200 | 1593 | 1969 | 665 | 5168 |
| Italian | 160 | 52 | 159 | 335 | 3289 | 3995 |
| Cantonese | 353 | 268 | 577 | 1437 | 939 | 3574 |
| Arabic | 918 | 193 | 808 | 333 | 125 | 2377 |
| Korean | 221 | 156 | 695 | 257 | 39 | 1368 |
| Spanish | 195 | 31 | 165 | 244 | 273 | 908 |
| Serbian | 98 | 0 | 99 | 391 | 271 | 859 |
| Karen | 275 | 170 | 255 | 132 | 19 | 851 |
| Indonesian | 294 | 48 | 200 | 204 | 79 | 825 |
| Burmese | 134 | 56 | 291 | 250 | 87 | 818 |
| Japanese | 270 | 46 | 296 | 93 | 77 | 782 |
| Farsi | 158 | 47 | 237 | 200 | 134 | 776 |
| Macedonian | 73 | 20 | 57 | 209 | 398 | 757 |
| Portuguese | 86 | 33 | 82 | 196 | 351 | 748 |
| Thai | 148 | 53 | 303 | 167 | 25 | 696 |
| Croatian | 38 | 3 | 30 | 186 | 425 | 682 |
| Dari | 175 | 84 | 192 | 111 | 39 | 601 |
| Polish | 56 | 0 | 26 | 203 | 303 | 588 |
| Chinese, nfd | 61 | 133 | 208 | 88 | 26 | 516 |
| Malay | 162 | 18 | 42 | 162 | 131 | 515 |
| Greek | 44 | 10 | 25 | 60 | 373 | 512 |
| Tagalog | 293 | 13 | 84 | 37 | 20 | 447 |
| Khmer | 51 | 14 | 113 | 156 | 57 | 391 |
| French | 142 | 23 | 67 | 49 | 68 | 349 |
| Dinka | 210 | 24 | 81 | 34 | 0 | 349 |
| Gujarati | 159 | 12 | 62 | 48 | 37 | 318 |
| Somali | 128 | 28 | 96 | 60 | 6 | 318 |

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 25–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Tamil | 130 | 16 | 106 | 42 | 22 | 316 |
| Turkish | 70 | 24 | 124 | 63 | 32 | 313 |
| Punjabi | 122 | 18 | 90 | 42 | 24 | 296 |
| Bosnian | 23 | 5 | 19 | 173 | 71 | 291 |
| Hazaraghi | 80 | 68 | 103 | 30 | 3 | 284 |
| Hindi | 137 | 8 | 83 | 34 | 14 | 276 |
| Afrikaans | 254 | 11 | 6 | 0 | 0 | 271 |
| German | 130 | 10 | 20 | 26 | 83 | 269 |
| Min Nan | 14 | 4 | 27 | 95 | 116 | 256 |
| Malayalam | 172 | 0 | 34 | 40 | 7 | 253 |
| Russian | 74 | 7 | 38 | 40 | 85 | 244 |
| Filipino | 147 | 3 | 45 | 30 | 10 | 235 |
| Sinhalese | 102 | 8 | 53 | 20 | 16 | 199 |
| Urdu | 131 | 3 | 31 | 22 | 12 | 199 |
| Kirundi | 57 | 20 | 79 | 39 | 0 | 195 |
| Burmese and related languages, nfd | 71 | 14 | 90 | 4 | 0 | 179 |
| Auslan | 28 | 26 | 49 | 53 | 21 | 177 |
| Romanian | 37 | 0 | 26 | 38 | 60 | 161 |
| Bengali | 97 | 9 | 41 | 7 | 0 | 154 |
| Dutch | 73 | 0 | 3 | 8 | 67 | 151 |
| Swahili | 55 | 7 | 56 | 20 | 3 | 141 |
| Tigrinya | 29 | 4 | 46 | 46 | 6 | 131 |
| Kurdish | 42 | 5 | 39 | 16 | 0 | 102 |
| Hungarian | 7 | 0 | 16 | 28 | 49 | 100 |
| African languages, nec | 38 | 9 | 32 | 20 | 0 | 99 |
| Serbo-Croatian/Yugoslavian, so described | 0 | 0 | 11 | 47 | 40 | 98 |
| Telugu | 52 | 6 | 15 | 21 | 4 | 98 |
| Pashto | 25 | 3 | 21 | 18 | 0 | 67 |
| Hakka | 13 | 0 | 0 | 21 | 33 | 67 |
| Shona | 61 | 0 | 4 | 0 | 0 | 65 |
| Oromo | 20 | 13 | 31 | 0 | 0 | 64 |
| Amharic | 11 | 10 | 34 | 8 | 0 | 63 |

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 25–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Nepali | 28 | 3 | 23 | 4 | 0 | 58 |
| Chin Haka | 17 | 4 | 37 | 0 | 0 | 58 |
| Albanian | 11 | 0 | 9 | 20 | 13 | 53 |
| Maori (New Zealand) | 34 | 4 | 7 | 3 | 0 | 48 |
| Ukrainian | 8 | 0 | 10 | 8 | 20 | 46 |
| Nuer | 28 | 4 | 13 | 0 | 0 | 45 |
| Sign languages, nfd | 10 | 0 | 20 | 5 | 10 | 45 |
| Marathi | 29 | 4 | 7 | 4 | 0 | 44 |
| Samoan | 17 | 0 | 18 | 9 | 0 | 44 |
| Finnish | 3 | 0 | 0 | 7 | 33 | 43 |
| Tongan | 21 | 0 | 13 | 4 | 5 | 43 |
| Southern Asian languages, nfd | 15 | 0 | 13 | 4 | 9 | 41 |
| Acholi | 22 | 0 | 9 | 4 | 0 | 35 |
| Krio | 20 | 3 | 7 | 4 | 0 | 34 |
| Czech | 15 | 0 | 0 | 12 | 6 | 33 |
| Lao | 3 | 0 | 14 | 10 | 3 | 30 |
| Bari | 20 | 0 | 0 | 10 | 0 | 30 |
| Balochi | 16 | 0 | 7 | 3 | 3 | 29 |
| Fulfulde | 19 | 6 | 4 | 0 | 0 | 29 |
| African languages, nfd | 3 | 0 | 16 | 9 | 0 | 28 |
| Madi | 17 | 6 | 5 | 0 | 0 | 28 |
| Slovak | 17 | 0 | 0 | 6 | 3 | 26 |
| Hebrew | 18 | 0 | 3 | 0 | 4 | 25 |
| Swedish | 16 | 0 | 3 | 0 | 0 | 19 |
| Assyrian Neo-Aramaic | 8 | 6 | 0 | 5 | 0 | 19 |
| Moro (Nuba Moro) | 7 | 0 | 7 | 5 | 0 | 19 |
| Tok Pisin | 16 | 0 | 3 | 0 | 0 | 19 |
| Kannada | 17 | 0 | 0 | 0 | 0 | 17 |
| Mongolian | 10 | 0 | 7 | 0 | 0 | 17 |

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 25–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Seychelles Creole | 3 | 0 | 0 | 5 | 9 | 17 |
| Bulgarian | 6 | 0 | 0 | 0 | 10 | 16 |
| Makaton | 16 | 0 | 0 | 0 | 0 | 16 |
| Maltese | 0 | 0 | 0 | 3 | 12 | 15 |
| Danish | 9 | 0 | 0 | 0 | 5 | 14 |
| Norwegian | 14 | 0 | 0 | 0 | 0 | 14 |
| Bisaya | 10 | 0 | 4 | 0 | 0 | 14 |
| Mauritian Creole | 6 | 0 | 0 | 0 | 8 | 14 |
| Anuak | 7 | 0 | 5 | 0 | 0 | 12 |
| French Creole, nfd | 5 | 0 | 3 | 3 | 0 | 11 |
| Lithuanian | 5 | 0 | 0 | 0 | 5 | 10 |
| Burmese and related languages, nec | 4 | 0 | 6 | 0 | 0 | 10 |
| Tetum | 0 | 0 | 5 | 5 | 0 | 10 |
| South-East Asian Austronesian languages, nec | 3 | 0 | 7 | 0 | 0 | 10 |
| Latvian | 6 | 0 | 3 | 0 | 0 | 9 |
| Mon | 3 | 0 | 0 | 3 | 3 | 9 |
| Ewe | 9 | 0 | 0 | 0 | 0 | 9 |
| Kinyarwanda (Rwanda) | 6 | 0 | 0 | 0 | 3 | 9 |
| Slovene | 3 | 0 | 0 | 0 | 5 | 8 |
| Konkani | 8 | 0 | 0 | 0 | 0 | 8 |
| Cebuano | 8 | 0 | 0 | 0 | 0 | 8 |
| Balinese | 5 | 0 | 3 | 0 | 0 | 8 |
| Wu | 0 | 0 | 0 | 0 | 8 | 8 |
| Akan | 8 | 0 | 0 | 0 | 0 | 8 |
| Mandinka | 0 | 4 | 4 | 0 | 0 | 8 |
| Dhivehi | 4 | 0 | 3 | 0 | 0 | 7 |
| Icelandic | 3 | 0 | 3 | 0 | 0 | 6 |
| Uzbek | 0 | 0 | 6 | 0 | 0 | 6 |
| Armenian | 0 | 0 | 0 | 0 | 6 | 6 |
| Tigre | 3 | 0 | 0 | 0 | 3 | 6 |
| Irish | 0 | 0 | 5 | 0 | 0 | 5 |

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 25–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Estonian | 0 | 0 | 5 | 0 | 0 | 5 |
| Uygur | 0 | 0 | 0 | 4 | 0 | 4 |
| Turkic, nec | 4 | 0 | 0 | 0 | 0 | 4 |
| Other Southern Asian languages | 4 | 0 | 0 | 0 | 0 | 4 |
| Timorese | 0 | 0 | 4 | 0 | 0 | 4 |
| Zulu | 4 | 0 | 0 | 0 | 0 | 4 |
| Welsh | 0 | 0 | 0 | 0 | 3 | 3 |
| Eastern European languages, nfd | 0 | 0 | 3 | 0 | 0 | 3 |
| Tulu | 3 | 0 | 0 | 0 | 0 | 3 |
| Indo-Aryan, nec | 3 | 0 | 0 | 0 | 0 | 3 |
| Rohingya | 0 | 0 | 3 | 0 | 0 | 3 |
| Nyanja (Chichewa) | 0 | 0 | 3 | 0 | 0 | 3 |
| Shilluk | 3 | 0 | 0 | 0 | 0 | 3 |
| Loma (Lorma) | 3 | 0 | 0 | 0 | 0 | 3 |
| Fijian | 3 | 0 | 0 | 0 | 0 | 3 |
| Maori (Cook Island) | 0 | 0 | 3 | 0 | 0 | 3 |
| Tokelauan | 3 | 0 | 0 | 0 | 0 | 3 |
| Swiss, so described | 3 | 0 | 0 | 0 | 0 | 3 |
| Creole, nfd | 0 | 0 | 0 | 0 | 3 | 3 |
| Total | 9515 | 2702 | 10583 | 10250 | 9713 | 42763 |
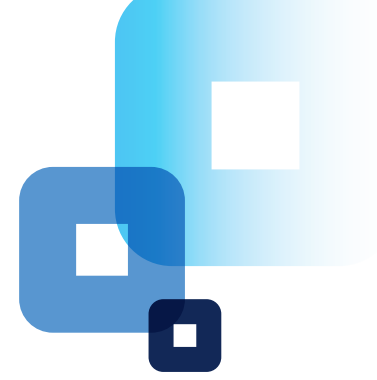
Note:

Languages are listed in order of highest number of speakers.

Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. The ABS advises that no reliance should be placed on small cells.

'nec' refers to responses which are 'not elsewhere classified' and 'nfd' refers to responses that are 'not further defined' as defined by the ABS.  Further details of the classifications of languages and the use of supplementary codes can be found on the ABS website.
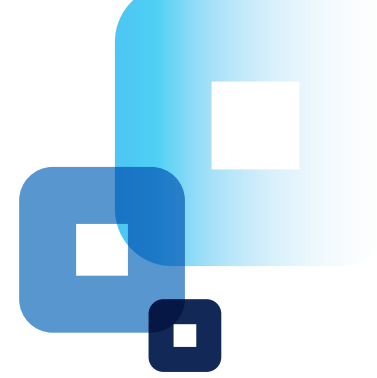
## Aboriginal languages spoken at home in Western Australia by people who speak English not well or not at all by age

| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 5–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Kriol | 169 | 25 | 35 | 37 | 19 | 285 |
| Ngaanyatjarra | 81 | 11 | 16 | 20 | 34 | 162 |
| Kukatja | 66 | 21 | 19 | 17 | 13 | 136 |
| Walmajarri | 19 | 3 | 14 | 18 | 30 | 84 |
| Pitjantjatjara | 35 | 0 | 14 | 10 | 9 | 68 |
| Manyjilyjarra | 31 | 6 | 15 | 5 | 9 | 66 |
| Australian Indigenous languages, nfd | 4 | 7 | 3 | 18 | 23 | 55 |
| Pintupi | 5 | 6 | 14 | 4 | 3 | 32 |
| Jaru | 16 | 0 | 0 | 8 | 0 | 24 |
| Martu Wangka | 21 | 0 | 0 | 0 | 0 | 21 |
| Nyungar | 4 | 0 | 7 | 0 | 3 | 14 |
| Luritja | 3 | 10 | 0 | 0 | 0 | 13 |
| Murrinh Patha | 6 | 0 | 6 | 0 | 0 | 12 |
| Kartujarra | 3 | 4 | 5 | 0 | 0 | 12 |
| Wangkatha | 10 | 0 | 0 | 0 | 0 | 10 |
| Torres Strait Island languages, nfd | 4 | 5 | 0 | 0 | 0 | 9 |
| Yindjibarndi | 9 | 0 | 0 | 0 | 0 | 9 |
| Kija | 7 | 0 | 0 | 0 | 0 | 7 |
| Ngarluma | 0 | 4 | 3 | 0 | 0 | 7 |
| Bunuba | 6 | 0 | 0 | 0 | 0 | 6 |
| Karajarri | 3 | 0 | 0 | 0 | 3 | 6 |
| Nyangumarta | 3 | 0 | 0 | 0 | 3 | 6 |
| Other Australian Indigenous languages, nec | 3 | 0 | 0 | 0 | 3 | 6 |
| Miriwoong | 5 | 0 | 0 | 0 | 0 | 5 |
| Nyikina | 0 | 0 | 0 | 5 | 0 | 5 |
| Mangala | 0 | 0 | 0 | 0 | 5 | 5 |
| Yumplatok (Torres Strait Creole) | 3 | 0 | 0 | 0 | 0 | 3 |

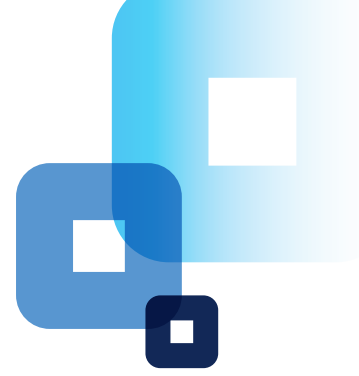| Language spoken at home (2011 Census) | 0–14 Years | 15–24 Years | 5–44 Years | 45–64 Years | 65+ Years | Total |
|---|---|---|---|---|---|---|
| Warlpiri | 0 | 3 | 0 | 0 | 0 | 3 |
| Wangkajunga | 3 | 0 | 0 | 0 | 0 | 3 |
| Yulparija | 0 | 0 | 0 | 3 | 0 | 3 |
| Bardi | 0 | 3 | 0 | 0 | 0 | 3 |
| Gooniyandi | 0 | 0 | 0 | 0 | 3 | 3 |
| Yawuru | 3 | 0 | 0 | 0 | 0 | 3 |
| Nyamal | 0 | 0 | 3 | 0 | 0 | 3 |
| Aboriginal English, so described | 0 | 0 | 0 | 0 | 3 | 3 |
| Total | 522 | 108 | 154 | 145 | 163 | 1092 |

Note:

Languages are listed in order of highest number of speakers.

Cells in this table have been randomly adjusted by the ABS to avoid the release of confidential data. The ABS advises that no reliance should be placed on small cells.

'nec' refers to responses which are 'not elsewhere classified' and 'nfd' refers responses that are 'not further defined' as defined by the ABS.  Further details of the classifications of languages and the use of supplementary codes can be found on the ABS website.

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