VILLAGE HEALTH
A Handbook for Village Health Workers in Southeast Asia

BOOK 1
INTRODUCTION AND TRANSLATION MANUAL

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

Illustrations:
G. Sharmars

Produced by the Community Medical and Development Text Translation Project (CMDTTP), in cooperation with the Payap University Research and Development Institute and the Summer Institute of Linguistics, Chiang Mai, Thailand.

1993, Revised 2001
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The "Village Health" English version consists of 6 books:

Book 1: Introduction and Translation Manual

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

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

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

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

Book 6: Unit 22 - Family and Village Projects

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The books "Where There is No Doctor" by Dr. David Werner and "The Village Medical Manual" by Dr. Mary van der Kooi, were a valuable resource in the development of this material. Many chapter outlines have been adapted from these books, and many drawings have been borrowed or adapted from "Where There is No Doctor" which we gratefully acknowledge.
If you are interested in translating this book, please contact the editors at the following address:

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Thailand

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

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Mr. Martin Culy, Linguist, Summer Institute of Linguistics

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INTRODUCTION:

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

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

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

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

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

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

The editors.
TRANSLATION HELPS FOR "VILLAGE HEALTH"

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

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

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

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

1. Underline - indicates a key term. The key term is underlined only the first time it appears in each unit.
2. Italics - indicates a medicine name.
3. Bold - indicates emphasis.
4. Boxes - also indicate emphasis.
5. [Brackets] - indicates information that should be investigated as to the cultural appropriateness and/or concerning cultural beliefs and practices that may affect the health topic and may need to be adapted.

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

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

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

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

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

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

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

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

4) The translation is checked and edited.

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

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

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

This series consists of 6 books:

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

Book 2 consists of Units 1-5. Book 2 is suitable for anyone in the community and can be used independently of the other material. Some groups may choose to only translate book 2. In the case that book 2 is translated for the general community, it might be best to exclude the references to medicines used in Unit 5.
Book 3 consists of Units 6-9. Book 3 is intended to be used in training village health workers. Hopefully, the health worker will only have to refer to it periodically after he is trained and gains some experience.

Book 4 consists of Units 10-15. Book 4 is designed to contain most of the information a trained health worker will need to help him diagnose and treat the most common health problems. Book 4 can be reduced in size (71%) so that 2 pages fit on an 8½" x 13" piece of paper. The smaller size is better for a handbook which will be used by the health worker when he travels and makes visits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How do you say the same thing in your language?

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

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

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

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

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

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

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

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

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

\[
\begin{array}{l}
X \\
my \text{ car} & -- \text{the car which belongs to me} \\
my \text{ brother} & -- \text{the brother I am related to} \\
my \text{ foot} & -- \text{the foot which is part of my body} \\
my \text{ book} & -- \text{the book which belongs to me} \\
& -- \text{the book which I wrote} \\
my \text{ village} & -- \text{the village I come from} \\
my \text{ train} & -- \text{the train I plan to travel on}
\end{array}
\]

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

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

<table>
<thead>
<tr>
<th>A</th>
<th>of</th>
<th>B</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>of</td>
<td>Chiang Mai</td>
<td>A named B</td>
</tr>
<tr>
<td>dozens</td>
<td>of</td>
<td>cars</td>
<td>A tells how many of B</td>
</tr>
<tr>
<td>day</td>
<td>of</td>
<td>celebration</td>
<td>B describes A</td>
</tr>
<tr>
<td>citizen</td>
<td>of</td>
<td>Thailand</td>
<td>B is the home of A</td>
</tr>
<tr>
<td>lines</td>
<td>of</td>
<td>soldiers</td>
<td>A consists of B</td>
</tr>
<tr>
<td>convicted</td>
<td>of</td>
<td>theft</td>
<td>B is content of A</td>
</tr>
</tbody>
</table>
There are many other ways to use the word "of" in English. How would you translate the examples above into your language? Would you be able to use the same word for "of" in each phrase?

When you translation, you should:

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

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

TRANSLITERATION

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

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

hpenisilan (penicillin)
KINDS OF TRANSLATION

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

Here is an example:

<table>
<thead>
<tr>
<th>Mbembe language</th>
<th>Word for word translation</th>
<th>Literal translation</th>
<th>Meaning based translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>otor be otohng</td>
<td>he-pulled them ears</td>
<td>he pulled their ears</td>
<td>&quot;He warned them strongly.&quot;</td>
</tr>
</tbody>
</table>

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

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

3 Kinds of Translation

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

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

   How does this fit with our definition of translation? It *doesn't fit well at all since it is not interested in the meaning of the message.*
2. **Literal translation:** This type of translation is an improvement over the word for word translation. It still follows the form of the source language as closely as possible, but makes adjustments to avoid improper word order in the target language.

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

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

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

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

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

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

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

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

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

Lets look at an English story.

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

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

Here is how we can make it more natural:

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

Which story sounds better?

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

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

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

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

Which way do you say this in your language?

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

Which way do you say this in your language?

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

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

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

<table>
<thead>
<tr>
<th>English</th>
<th>Mbembe</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>okora</td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td>obina</td>
</tr>
<tr>
<td>black</td>
<td></td>
</tr>
</tbody>
</table>

Many cultures do not need to make sharp distinctions between colors so the number of color words may be different. Because of the cultural differences, there will be concepts or ideas in the source language that are unknown in the target language.

In many parts of the world the people have never seen snow before. Snow is not part of their environment. Therefore, their language will often not have a word for snow. In other places the idea of a computer might be totally foreign. Sometimes the source language culture might have a specific kind of animal that is unknown to the target language readers. Names for medicines and sicknesses might be different, more general, or not exist. These kinds of things create major problems for the translator.

What are some things in your language that English might not have a word for?

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

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

1. Use a more generic term.

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

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

2. Use a more specific term.

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

\[ \text{wash} \]
\[ \text{pour liquid on} \quad \text{scrub} \]

3. Use a descriptive phrase.

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

Therefore, you must choose to focus on:

form - describes what something looks like

or

function - describes the purpose or use of something

or

form and function

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

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

form and function: syringe - a long, cylinder with a plunger and needle used to inject medicine.
You can combine any of these options with any other option. Often a generic term is combined with a descriptive phrase. For example:

cholera - An infectious sickness with a lot of diarrhea.

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

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

4. Introduce a word from another language.

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

Examples:

diphenhydramine
ameba
Mr. Jones
Los Angeles

5. Use Illustrations such as drawings or charts.

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

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

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

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

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

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

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

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

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

How to determine the meaning of the source text:

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

2. The translator reads the unit and marks all of the parts that he does not understand. He might want to read the unit 2 or 3 times.
3. The translator brings the unit to the translation coordinator and they discuss the meaning of the parts the translator does not understand. The translator takes notes on the meaning.

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

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

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

**How to translate the material:**

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

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

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

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

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

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

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

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

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

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

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

Here are some ideas about how to edit:

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

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

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

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

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

f. Are words spelled correctly?

g. Now read it again. Is the information accurate? Are any steps left out?
Lets try to use these ideas to edit a story.

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

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

Here is the edited story:

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

Here is another example:

"How to make a book.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Are the words spelled correctly?

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

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

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

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

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

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

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

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

   Questions for Pictures. You want to make sure the reader can recognize what the picture is and what meaning it has. You can ask questions like:
   "What do you think this is?"
   "What do you see in this picture?"
   "How do you think this person feels?"
Next ask the person to read the book again. Note his reactions and have him answer the questions about understanding.

**Testing for Understanding:**

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

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

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

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

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

The answers you get from testing the book can help you to change the book and make it better before you produce a lot of copies.
"VILLAGE HEALTH" KEY TERMS LIST

abdomen
abdominal emergency
abnormal lump
abortion
abscess
absorb (foods)
absorb water
accept
accident
accident check
acid
addiction
adrenaline
afraid
agricultural expert
AIDS
air bubbles
air bubbles (under the skin)
airway
alcohol
alcoholic person
alcoholism
allergic reaction
allergic shock
allergies
alternating rows
ameba
amphetamine
ampule
amputations
anemia
anemic
antacids
antibiotics
antihistamine
antiseptic
antispasmodic
antitoxin
anus
anxiety
appendix
arched back
armpit
arthritis
ash
asthma
attracts
availability
backbone
bacteria
bad blood flow
bad effect
bad germs
bag of waters
baking soda
bandages
barbiturates
barefoot
barely (swallow)
barriers
base (of a needle)
base of the penis
basic
basil leaves
BCG vaccine
beats (heart)
bed sores
bedbugs
bee stings
behaves strangely
behavior problems
Bell's palsy
benefit
berries
betel nut
bile
birth canal
birth control
birth control injections
birth control pills
birth defects
birth opening
birthmarks
bladder
blame
bleach
blisters
blocked blood vessel
blocks
blood
blood circulation system
blood clot
blood pressure
blood pressure cuff
blood vessel
blow (nose)
blows away from
blue-gray
blurred vision
blurry
body building food
bones
bored
bothers
bottle
bottle nipples
brain
brain damage
brain tumor
brand names
break open
breathe
breathing quality
breathing rate
breathing system
breed
breed fish
bridge of the nose
broken blood vessel
bronchitis
broth
brown part of the eye
bruises
bruising
bubbles
bulge
bumps (on skin)
burning (pain)
burning eyes
burns
burp
buttocks
by mouth
caffeine
calcium
calculate
cancer
cannot control (body part)
capsule
carbohydrates
care
cast
cataracts
catheter
cause (verb)
causes (noun)
cells
centigrade
cerebral palsy
chance
chance of paralysis
change his position
charcoal
chart
check (condition)
check-up
chemicals
chest
chickenpox
childbirth
chills
choke
choking
cholera
chunky
claw hands
clay jar
cleanliness
cleft palate
close relatives
cloudy
club feet
coal
cockroaches
coffee grounds
cold (feeling)
cold (sickness)
cold foods
cold sores
collar bone
comfortable
committee
community awareness
community participation
compare strength
complications
condensed milk
condoms
cones (seeds)
confusion
consistent
constipated
constipation
contract (during labor)
convenience
convulsion
cord (umbilical)
cord is wrapped around
corn cobs
corn husks
corner of the mouth
corns
corrosive substances
cotton
cotton swabs
cough
cough up mucus
covering
cowpeas
cracked
cracking noise
cracks (on lips)
cradle cap
cramps
crazy behavior
cretinism
cripples
crops
cross (legs)
cross (lines)
crossed eyes
crush
crushed
crust (on skin)
crust (on teeth)
crusty
crutches
curved
damage
dandruff
deaf
deafness
decongestant syrup
deep breath
deep breathing
defecate
deformities
deformed
dehydrated
dehydration
delicate scar
delirious
delivering babies
demonstrate
dengue fever
dents
depression
detergent
diabetes
dial (on blood pressure cuff)
diagnose
diaper rash
diarrhea
digest
digestive system
diphtheria
dipper
direct sunlight
disabilities
disaster
disinfectant
dislocated hip
dislocations
disposing
dissolves
distilled vinegar
distinct border
distort
ditch
dizziness
dizzy
dose
dot
double dose
double vision
drain
drain pus
drainage ditch
droop
drops (noun)
drowning
drug abuse
drug addict
drug addiction
drunkenness
dry out
dry vegetables
drying material
dull (color)
dull (pain)
dust
dysentery
ear canal
ear infection
eczema
effective
effectiveness
egg (reproduction)
egg shells
elastic bandages
elastic stockings
electrical tape
electrical shock
emergencies
emphysema
encephalitis
encourage
endanger
enemas
energy
energy food
epilepsy
erosion
erysipelas
evenly
examination
examine
example
excrete
expiration date
eye ulcer
eyeball
eyedrops
eyelid
eyes bulge
eyes roll back
Fahrenheit
fainting
faints
family planning
fang
fats
fault
feces
feel (emotionally)
feel (physically)
feeling (skin)
feels better
fence posts
fertile soil
fever
filariasis
file
fill in (standing water)
filter
fine-toothed comb
finger widths
first aid
fish paste
fist
flake
flap of skin
flashlight
flat part of your hand
fleas
floppy
flu
fluke
foam
foamy
folic acid
food allergies
food pipe
forbid
forehead
foreskin
froth
fruit cores
fully effective
fungus
fungus infection
gallbladder
gangrene
garbage pit
gargle
gas (in abdomen)
gauze
general condition
genital area
genitals
germs
get well
giardia
giving birth
glaucoma
goes crazy
goes wrong
goiter
gonorrhea
good germs
grain
grain storage
grams
gravel
graze (animals)
grind
groin
grumpy
grunts
guidelines
gums (in mouth)
gurgling
habits
hand is loose
hare lip
have sex
heal
health
health center
heart
heart attack
heart disease
heart problems
heartbeat
hemophilus bacteria
hemorrhoids
hepatitis
hepatitis A
hepatitis B
herbal medicines
hernia
heroin
herpes
high blood pressure
hips
hives
hookworm
hot compresses
hot foods
hydrocele
hygiene
impetigo
index finger
infected teeth
infection
infectious
infectious sickness
inflammation (redness, pain, swelling, hot)
injectable medicine
injections
injure
insecticide
instructions
insulation
intelligence
intrauterine device
intestinal worms
intestines
intravenous solution
iodine
iodized salt
iron
iron pills
iron pot
ironed
irregular
irregular (pulse)
irregular border
irritable
irritates
irritating
irritating things
isolated
itches
itching
itchy rashes
itchy skin
jaw
jerking
jerky movements
joints
kapok
kerosene
kidney
kidney or bladder blockage
kilograms
label
labor (in pregnancy)
latrine
laxatives
leaks
left-center of the chest
lemon grass
leprosy
let the water sit
lice
lime (chemical)
limit (ability)
line (of thermometer)
lips of the vagina
liver
long term
loose (feces)
loose skin
lose hope
loses consciousness
loses weight
loss of appetite
loss of consciousness
loss of hair
low blood pressure
lower chest pain
LSD
lump
lumpy
lungs
lye
lymph nodes
make the soil strong
make your mind go crazy
malaria
malnourished
malnutrition
manure
marigolds
marijuana
mash
mashed
mask of pregnancy
massage
matches
measles's rash
measles
measure
medicine
meningitis
menopause
menstrual period
mental retardation
mentally retarded
metal barrel
method
microscope
migraine headache
mild
mild sickness
milky urine
milligrams
milliliters
minerals
mint (plant)
miscarriage
modern medicine
moist
moldy
molluscum contagiosum
mongolism
monilia
mouth to mouth breathing
move equally (sides of chest)
mucus
mucus plug
muddy color
multivitamin
mumps
mung beans
muscle
muscle cramps
mushrooms
natural fertilizer
naphthalene balls
nausea
navel
needle
neem tree
nerve
nervous
nervous system
night blindness
nipple
non-infectious
nonsense speech
nose runs
nostrils
notice
numb
nutritious foods
nutrition
nutritious
observe
oily
ointment
operation
opium
ordinary
organize
organs
original disability
ovaries
over active
overlaps
oversee
pain
painless tumors
pale
pale color
palm of hand
pancreas
paper strips
paralysis
parasites
parents are blood relatives
part (one section)
pat
patch (on the skin)
peeling
peeling skin
peels off
pellagra
penis
personal cleanliness
pertussis
pesticides
petroleum jelly
pharmacy
phimosis
pickled
pill
pimples
pinch
pinch (of salt)
pits (in eye)
placenta
plant stocks
plastic envelope
plastic wrappers
platform
plugged nose
plugs (a hole)
plunger (of syringe)
Pneumonia
pods
poisoning
poisonous plants
poisonous reactions
poisons
pole guards
polio
pollen
poor blood circulation
poor nutrition
poor sanitation
poorly coordinated movements
poorly nourished
pop (a blister)
portions
postpartum sepsis
pound (hit with hand)
powder
precautions
pregnancy
pregnant
premature
pressure
prevent
procedures
professional health worker
projects
prostate gland
prostate problems
protective foods
protein
psoriasis
public cleanliness
public health officer
puffy
pulse
pump (blood)
puncture
puncture wounds
pupils
pus
rabies
rails (around house)
range of motion
rapid breathing
rapid pulse
rash
rate (pulse)
raw tissue
razorblade
reaction (to medicines)
recommended
rectum
red eye
redness
regularity (pulse)
rehabilitation
rehydration drink
reject (a person)
relax (muscle)
repel
replace
reproductive system
resist
resistant
respect (beliefs)
responsible
rest
restless
retardation
retarded
rib cage
ribs
ringing in the ears
ringworm
risks
roll back (eyes)
roll over
roll the breast
roof of the mouth
rot
rot the teeth
rotate crops
rotten teeth
roundworms
rubber seals
rubber top (of medicine bottle)
rubber tube
rubella
runny nose
rust
rust colored
safety
safety check
saliva
salt meat
sawdust
scabies
scabs
scale (to weigh)
scales (on skin)
scalp
scar
scorpion
scrape
scrotum
scrub
seafood
sealer
secondary disabilities
sedate
see clearly
seed pods
seedlings
seeing spots
sensitive
septicemia
sexual ability
sexual intercourse
shallow
shallow breathing
shallow breaths
sharp (pain)
shine (skin)
shingles
shiny (skin)
shiver
shock (medical)
shocked (electrical)
shoulder blades
sickness
side effects
signs
sinuses
sinus infection
sips
sit propped up
skills
skin between the ribs sucks in
skin infections
skin patches
skin pores
skull
slide
slipped disc
slippery
slope down
slow pulse
slow respiration
slurred speech
snakebite
snap
sneeze
sniff
snoring
soak off
social change
soft spot
soles of feet
sore (on the eye)
sore nipples
sore throat
sore tongue
sores
soybean sprouts
spastic
sperm
spigot
spider
spinal cord
spinal cord injuries
spinal curve
spirit
spit
spleen
splint
splinter
sponge (noun)
sponge (verb)
spot (on skin)
sprain
spread (sickness)
spread the seeds thinly and evenly
spring (water)
squirt
stages (time periods)
standing water
stare
steady (pain)
steaming (vegetables)
steep
sterile gauze
stethoscope
stick out (nails)
sticking together
sticky
stiff
stiff (muscles)
stiff (neck)
stiffness
stimulate
sting
stitches
stomach
stomach ulcer
strains (when lifting)
strength (pulse)
stretcher
stretches
stroke
strong (pain)
strong smell
strong acids
strong medicine
stuck
stuffy
sty
substance irritates
suck up
sucks in ribs
suction bulb
sudden
sunken
sunken eyes
support
support (birth canal)
suppositories
surgery
sweat
sweating
sweats
swell
swelling
swollen
swollen abdomen
swollen lymph nodes
syphilis
syringe
syringe body
tablespoons
tablet
talc powder
tap
tapeworm	
tattoos
TB
tear
tear sac
teaspoons
temperature
tender
terrace mountain land
testes
testicle
tetanus
tetanus vaccine
thallasemia
thermometer
thick
thick covering
thicken
thickened
thin
thin blood
thinly
threadlike
threadworm
throat
throb
thyroid
thyroid gland
ticks
tight muscles
tightly stuck
tin
tincture of iodine
tingling
tiredness

tissue

toasted
tobacco
tongue hangs out
tonsillitis
tonsils
toothaches
toothbrush
toothholes (cavities)
toothpowder
toxemia
traditional healing
traditional medicine
tranquilizers
transfusions
trauma
treat
treatment
tremble
trembles
trembling
trenches
trichamona parasite
trichinosis	
tubal pregnancy	
tuberculosis	
tuberculosis of the skin		
tubes		
tumor		
turned inward (feet)
tweezers
twins
twisted
typhoid fever
typhus
ulcer
umbilical cord
unconscious
underside of the forearm
underweight
uneven movement
unfortunately
units (penicillin measurement)
unnecessary chances
unusual swelling
up to (a number)
upper and outer part of the thigh
upper and outer quarter of the buttocks
upper arm
upper eyelid
urinary infection
urinary problem
urinary system
urinary tract
urinary tube
urinate
urine
uterus
vaccinate
vaccination
vaccine
vagina
vaginal infection
vaginal tablet
valve (on blood pressure cuff)
varicose veins
veins
village health worker
vinegar
violence
virus
vision
vitamin
vitamin C
vitamin pills
vitiligo
vomiting
warts
water breaks
water filter
water flows
water supply
watery
watery (eye)
wax
weak
weak pulse
wears out
weeds
weigh
weld
well nourished
wells (water)
welt
wheeze
wheezing
whipworm
whiskey
whistle
white covering
white part of eyes
white patch
white vinegar
whooping cough
withhold
womb
womb cancer
work conditions
work festival
worm eggs
worms
wound
wrinkle
yellow-orange