

Informed Health Choices primary school resources - Spanish translation process -

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1. Objective

- To translate the IHC primary school resources into Spanish, in order to make them available for as many children as possible.
- To ensure the quality and understanding of the Spanish IHC primary school resources for children aged 10–12 years.

The Spanish translation process does not include: modifications to the drawings, modification to the text content, or adaptation to the context.

2. Methods

Step-by-step process (table 1).

1.1. Translation process

The core working group of the Spanish translation process was composed of a translator and a researcher. The first version of the translation has been improved with feedback from different stakeholders: students, professors, and medical doctors.

The students only reviewed “The Health Choices Book” and the “Exercise Book”. During one class, the students formed working groups and each group reviewed one lesson (from the text book and exercises book).

The professors reviewed all the resources. The resources were divided according to volume (number of pages) and each professor reviewed a section of the resources.

Each medical doctor reviewed all the resources.

1.2. Collecting feedback from networks (students, teachers, and medical doctors)

1. Identification of errors in the text (spelling, grammar or editing)
2. Identification of errors in the original text (spelling, grammar or editing)
3. Identification of phrases or concepts that you do not understand
4. Identification of phrases or concepts that could be improved (for example, modifying the text or including additional text)
5. Make general comments to improve the IHC resources: Although the aim of this review is to gather specific feedback on the language translation, we also invite you to make any other comments of any kind that you have about the resources.

The different stakeholders that were involved in the Spanish translation process have used a similar method of giving feedback (table 2).

3. Results

The Spanish translation process started on September 26th 2017 and finished on March 22th 2018 (approximately 6 months).

A summary of the results are presented in table 3. All the feedback comments are available under request (Spanish language).

The following comments were highlighted during the translation process:

- Positive feedback relating to the IHC project
- About the IHC resources
 - To translate or not the characters' names (table 4)
 - Globalization vs. adaptation
 - The teacher's guide in Word is unfriendly
- About the translation process
 - Register and code comments was time-consuming
- About implementation IHC resources in our context
 - Teach children aged 8–10 years
 - Include educational games

4. Conclusions

The Spanish translation process could be useful, as an example, to translate IHC primary school resources in other language.

5. Tables

Table 1. The Spanish translation process step-by-step

	Step	Participants	Documents
Translation			
1	Identification of the translator and presentation of the IHC project	- Researcher	
2	Translation	- Translator	
Researcher			
3	Review and feedback by the researcher	- Researcher	- Feedback form (xlsx)
4	Review of the researcher's feedback	- Translator	
5	Consensus meeting	- Researcher - Translator	
School			
6	Identification of the school and presentation of the IHC project	- Researcher - Head teacher	- Presentation mail (docx) - Presentation project (pptx)
School - Students			
7	Presentation to students	- Researcher - Head Teacher - Students	- Presentation project (pptx) - Information for parents and guardians, with photo consent form (docx)
8	Review and feedback by the students	- Students	- Feedback form(docx)
9	Review of the students' feedback	- Researcher - Translator	
10	Consensus meeting	- Researcher - Head Teacher - Students - Translator	- Results presentation (pptx)
School - Teachers			
11	Presentation to the teachers	- Researcher - Head teacher - Teachers	- Presentation project (pptx)
12	Review and feedback by the teachers	- Teachers	- Feedback form (xlsx)

13	Review of the teachers' feedback	- Researcher - Translator	
14	Consensus meeting	- Researcher - Head teacher	- Results presentation (pptx)
Spanish translation team - IHC team			
15	Aggregate all feedback for IHC team	- Researcher - Translator	- Feedback form (xlsx)
16	Review of the Spanish translation team feedback	- IHC team	
17	Consensus meeting	- Researcher - IHC team	
Final revision			
15	Final revision	- Medical doctors	- Feedback form (xlsx)
16	Review of the final revision feedback	- Researcher - Translator	
17	Presentation to the IHC team	- Researcher	- Final report (docx)
Edition			
18	Edition	- IHC team	

Table 2. Feedback form

n	Date	Participant	Resource (List 1)	Lesson (List 2)	Page number	Comic number	Comment type (List 3)	Describe comment	Suggested solution
1									
2									
3									
...									

List 1

- 01TheHealthChoicesBook
- 02ExerciseBook
- 03TeachersGuide
- 04ActivityCards
- 05Poster
- 06Assessment
- 07All

List 2

- 00ChildrensBookCover
- 01ChildrensBookLesson01
- 02ChildrensBookLesson02
- 03ChildrensBookLesson03
- 04ChildrensBookLesson04
- 05ChildrensBookLesson05
- 06ChildrensBookLesson06
- 07ChildrensBookLesson07
- 08ChildrensBookLesson08
- 09ChildrensBookLesson09
- 10ChildrensBookGlossary

- 00ChildrensExerciseBookCover
- 01ChildrensExerciseBook

- ActivityCards_Blue
- ActivityCards_Red

- IHCassessment
- IHCassessment_Answers

List 3

- 01ErrorText
- 02ErrorOriginalText
- 03ErrorEdition
- 04NotUnderstandableText
- 05ImprovedText
- 06GeneralComment
- 07Others

Table 3. Results of the Spanish translation process

	Initial translation (n, %)	Students review (n, %)	Professors review (n, %)	Comments to the IHC Team (n, %)	Medical Doctors' review (n, %)
Participants	2	5	6		2
Female	2 (100)	5 (100)	6 (100)		2 (100)
Age	-	14-15			
Age of the students professors teach	-		13-18		
Start date (First meeting)	26/09/2017	19/10/2017	15/11/2018	05/02/2018	31/01/2018
Final date (Last meeting)	03/01/2018	12/12/2017	31/01/2018		19/02/2018
Overall comments	3147	62	310	119	152
Resource					
The Health Choices Book	364 (11,6)	39 (62,9)	183 (59,0)	84 (70,6)	51 (33,6)
Exercise Book	4 (0,1)	21 (33,9)	1 (0,3)	1 (0,8)	14 (9,2)
Teachers Guide	2483 (78,9)	-	87 (28,1)	26 (21,8)	86 (56,6)
Activity Cards	3 (0,1)	-	4 (1,3)	-	-
Poster	1 (0,0)	-	1 (0,3)	-	-
Assessment	263 (8,4)	-	32 (10,3)	3 (2,5)	1 (0,7)
All	29 (0,9)	2 (3,2)	2 (0,6)	5 (4,2)	-
	3147 (100,0)	62 (100,0)	310 (100,0)	119 (100,0)	152 (100,0)
Type of comment					
Error in text		8 (12,9)	60 (19,4)	-	108 (71,1)
Error in original text		-	-	28 (23,5)	-
Error edition		-	9 (2,9)	68 (57,1)	3 (2,0)
Not understandable text		-	9 (2,9)	16 (13,4)	-
Text could be improved		47 (75,8)	185 (59,7)	-	37 (24,3)
General comment		7 (11,3)	47 (15,2)	7 (5,9)	-
Others		-	-	-	4 (2,6)
		62 (100,0)	310 (100,0)	119 (100,0)	152 (100,0)
Suggestions					
Included		20 (32,3)	105 (33,9)		49 (32,2)
Not included		29 (46,8)	75 (24,2)		70 (46,1)
Duplicated		13 (21,0)	130(41,9)		33 (21,7)
		62 (100,0)	310 (100,0)		152 (100,0)

Included suggestions				
Error in text		9 (45,0)	16 (15,2)	48 (98,0)
Error in original text		-	7 (6,7)	1 (2,0)
Improved text		11 (55,0)	82 (78,1)	-
Included suggestions		20 (100,0)	105 (100,0)	49 (100,0)
NOT included suggestions				
Context		6 (20,7)	6 (8,0)	-
Deviation of original text		11 (37,9)	48 (64,0)	-
Error in edition		-	4 (5,3)	-
Error in suggested text		1 (3,4)	6 (8,0)	3 (4,3)
Writing style		11 (37,9)	5 (6,7)	67 (95,7)
New concept		-	6 (8,0)	-
		29 (100,0)	75 (100,0)	70 (100,0)

Table 4. Benefits and harms of changing the names of the characters

	No change of any names	Changing some names, but only for compelling reasons: 1) names that have specific meaning (e.g. professor's last names, parrot's name), 2) names that are not possible for children to pronounce, 3) other compelling reasons (like a name meaning something unintended/undesirable)	Changing all names
Benefits	<ul style="list-style-type: none"> • Most consistency for exchange experiences • Globalisation (introduced to other cultures) • Contextualized with history (African history and African names) • Acknowledgment to African authors • More time-efficient translation 	<ul style="list-style-type: none"> • Most consistency for exchange experiences • Globalisation (introduced to other cultures) • Contextualized with history (African history and African names) • Acknowledgment to African authors • More time-efficient translation • Maintain the meaning of the prof's names 	<ul style="list-style-type: none"> • Resources feel more familiar • Less time-efficient translation
Harms	<ul style="list-style-type: none"> • Resources more foreign-feeling 	<ul style="list-style-type: none"> • Introduce a (maybe strange?) combination of familiar and foreign-sounding names • Small Tintin table* 	<ul style="list-style-type: none"> • Make exchanges across countries more difficult • In each context the names change • Setting already is clearly in Africa, so the children already know it is placed elsewhere in the world • Big Tintin table*

*<http://www.tintinologist.org/guides/characters/names.html>