

# **Attachment 5**

**Interpreter Resources/Language Line**

**Midlands LEP Plan**

## SC Works Midland

### TO ACCESS AN INTERPRETER:

1. DIAL: **1-866-874-3972**
2. PROVIDE: **Client ID 720132**
3. INDICATE: **Language**

Document the name and ID # of the Interpreter for reference. Brief the interpreter and give any special instructions.

### To Access an Interpreter:

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**Midlands Workforce Investment Area  
Limited English Proficiency (LEP) Plan of Action**

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**Subject:** Culturally and Linguistically Appropriate Services

Laws/Regulations -- Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d

Executive Order 13166

Americans with Disabilities Act of 1990

Policy Guidance, issued by DOL 2001, "Civil Rights Center, Enforcement of Title VI of the Civil Rights Act of 1964; Policy Guidance on the Prohibition Against National Origin Discrimination as it Affects Persons With Limited English Proficiency; Notice"

Regulations:

Issued by DOL 1999, "Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998; Final Rule," 29 CFR Part 37

Issued by DOL 2000, "Workforce Investment Act; Final Rules," 20 CFR Part 652 et al.

**Definitions:**

Cultural Competence: A culturally competent organization is one that: 1) truly seeks to understand the cultural and linguistic differences among staff and customer populations and recognizes that these differences can and do lead to barriers in delivery of services; 2) actively seeks to build their internal capacity to deliver services that are culturally and linguistically sensitive; and 3) understands the interplay between policy and practice and is committed to policies, procedures and programs that enhance services to diverse customers.

Limited English Proficient (LEP) or Sensory Impaired Customer: Any person who is sensory impaired and/or cannot speak, read, write or understand at a level that permits them to interact effectively with service providers.

Deaf, Hard-of-Hearing: Any person who cannot hear (deaf) or has other hearing problems.

Speech Disabled: Any person who may have a problem being understood due to speech impairment. The impairment may be a result of a stroke, throat surgery, or other conditions that make it difficult to understand a person.

Sensory Impaired: A term used to describe a hearing or visual impairment resulting in partial, profound, or complete loss of hearing or sight.

Interpretation: The oral restating in one language of what has been said in another language. Interpretation goes beyond words; it is explaining the meaning of one language, especially in speech and oral communication, into another language. Interpretation involves conveying both the literal meaning and connotations of spoken and unspoken communication (e.g. body language, mannerisms) of the customer.

Translation: The putting of words of one language into another language, particularly in written form. Translation is used when converting written information from English-language forms, information brochures and other materials into the customer's language.

Qualified Interpreter/Translator: An individual that has demonstrated proficient knowledge and skill in English (language) as well as in the language (verbal/writing and reading) of the customer. In addition, their skills should include cultural sensitivity and knowledge of the area/ program terminology and interpreter/translator's code of ethics.

TTY or TDD: A telecommunication device or a text telephone that assist the deaf or hard-of-hearing.

### **Policy Statement I:**

The Midlands Workforce Investment Area (MWIA) will ensure federal guidelines, recommendations and laws governing culturally and linguistically appropriate services are implemented and monitored. Keeping the goal of effective communication and services in the forefront, we will adopt uniform and comprehensive standards that clarify provider and customer expectations and lead to a consistent and measurable level of services.

### **Policies:**

1. Promote and support the behaviors, knowledge and skills necessary for staff to work effectively with customers and each other in a culturally diverse work environment.
2. Include in strategic goals, operational plans, policies, procedure statements and strategies to address culturally and linguistically appropriate services.
3. Require and arrange for on-going education and training for administrative, professional and support staff in culturally and linguistically competent service planning and delivery.
4. Use a variety of methods to collect and utilize accurate demographic and cultural, data for racial and ethnic groups in service areas, and become informed about the ethnic/cultural needs, resources, and assets of service areas/communities.
5. Bilingual preferences will be reflected within position descriptions when program customer populations warrant the need.

6. Culturally competent and linguistically appropriate questions and comments will be included in agency and program customer service satisfaction surveys.

**Procedures:**

1. Policies, procedures, guidelines and operational plans will be reviewed annually (in line with accountability report).
2. Customer service satisfaction surveys will be analyzed to evaluate culturally and linguistically appropriate services.

**Responsibility:**

Management and area EO Officer will ensure implementation, monitoring and evaluation.

**Policy Statement II:**

The MWIA will assure access to information and services for limited English proficient (LEP) customers. The purpose of this policy is to establish the rules and procedures for providing interpreting/translating services for customers with limited English proficiency. This policy is based on the belief that clear and accurate information is essential to quality service and is consistent with civil rights, customer rights, and informed consent provisions required under federal and state statutes.

**Interpreters and Translators**

**Policies:**

1. A qualified and trained bilingual employee shall be used to facilitate bilingual communication. When no qualified and trained bilingual employee is available, the MWIA must offer and secure, at no cost to the customer, a qualified interpreter or translator service.
2. The MWIA will use staff, volunteer and contract interpreters and/or translators who are qualified and trained to provide interpreter or translator services and who agree to adhere to strict confidentiality and the interpreter/translator's code of ethics agreements (Attachment I). All staff and contract interpreters must be proficient in both English and the other language and must have basic knowledge in both languages of specialized terms and concepts used frequently in the provision of the agency's services and procedures. All staff and contract interpreters or translators must have some orientation or training which includes the ethics and cultural aspects of interpreting/translating.
3. Staff will not use any one under age 18 as an interpreter.
4. Staff **shall not require** customers to use friends or family members as interpreters or translators. In fact, the MWIA discourages the use of friend and family of customers as

interpreters. A friend or adult family member may be used as an interpreter or translator only if the LEP/sensory impaired customer initiates this request, after being advised that a free interpreter or translator (non-family friend) is available; AND if the use of such a person will not compromise the effectiveness of the services or violate the confidentiality involved; AND if the customer agrees that an MWIA approved interpreter may also be required to be involved in the communications, in order to assure that the MWIA is protected from possible liabilities. An approved MWIA interpreter service must be used to secure the waiver signature of the customer before a friend or family member can serve as the interpreter. In the event a customer elects to use an adult friend or family member as their interpreter, the customer **must** sign a waiver (Attachment II) regarding the choice to not use an area approved interpreter.

Part of the monitoring/accountability system will be to review the usage of this option to assure it is not used routinely.

5. Acceptable options for language assistance will be determined by assessment of customer population (Attachment V).

#### **Procedures:**

Interpreters – When services are delivered to customers, whether by MWIA employees, through contractors, or through service providers, MWIA programs shall ensure that:

1. interpreter services are provided when requested by an LEP or sensory impaired identified customer; (When an on-site interpreter is not available, MWIA contracted language assistance lines are to be used. Use of telephone interpretation should be limited to situations where there is not a bilingual staff person or contracted interpreter available to provide translation services.)
2. interpreter services are provided when requested by a contractor or service provider for an LEP or sensory impaired identified customer;
3. interpreter services are provided when they are necessary to establish or maintain a customer's eligibility for MWIA programs and services;
4. interpreter services are provided when they are necessary for the customer to access any services funded directly or indirectly by the MWIA;
5. interpreter services are provided when they are necessary to provide access to public meetings sponsored by the MWIA or by those under contract to the MWIA;
6. established MWIA methods and procedures are used to certify, screen, and/or evaluate the interpretation proficiency of bilingual employees and interpreters serving MWIA customers, employees, and providers; and

7. qualified bilingual employees and language services contractors are aware of the MWIA's Code of Ethics for Interpreters/Translators (Attachment I).

Translators (Written Communications) – In addition to spoken language interpretation, when MWIA services are delivered to identified LEP customers, whether by MWIA employees, through contractors, or through service providers, the MWIA shall:

1. provide all major written communication to the customer in the appropriate primary language at no cost and without significant delay. "Major Communication" includes forms and letters such as the following: application forms, notice of customers' rights and responsibilities, etc.;
2. ensure that written materials that are routinely provided in English to applicants, customers and the public are available in frequently encountered languages other than English;
3. when using forms or written communications with LEP and/or sensory impaired applicants/customers, reasonable efforts will be made to assist the applicants/customers in understanding the written communication; (In some instances it may be necessary to supplement the written material. For example, for a person who is unable to read or who cannot read English, the form or other written material may need to be read or translated for the person.)
4. coordinate translation, including the review and approval process of MWIA forms, and mailings; and
5. provide consultation, technical assistance, and administrative support to MWIA staff who develop, issue and produce forms and customer mailings.

### **Communication Assistance for the Deaf, Hard-of-Hearing, and Sensory Impaired Customers**

#### **Policies:**

1. All MWIA staff will be informed of services for communicating with deaf, hard-of-hearing and speech disabled customers.
2. When customer population demographics warrant (Attachment III - Federal Guidelines for determining need by customer population), TTY or TDD devices will be obtained.
3. When using sign language, interpreters must be certified/qualified and trained in sign language interpretation.

### **Criteria and Compensation for Qualified Interpreters/Translators**

**Policies:**

1. Criteria for Qualified Interpreters/Translators including Sign Language:
  - a. 18 years of age;
  - b. Demonstrate expressive and receptive skills and ethics of interpreting and translating;
  - c. Provide evidence of testing levels of skills of both languages and command of the specialized terms and concepts relevant to encounters for which they will be providing interpreter and/or translator services;
  - d. Demonstrate knowledge and understanding of Interpreter/Translator Code of Responsibility (Attachment II);
  - e. Demonstrate knowledge of implications (legal and other) of inappropriate interpreter and/or translation services;
  - f. Demonstrate knowledge and understanding of effective communication styles of LEP population for which they are providing interpreter or translation services; and
  - g. show evidence of being approved by the S.C. Association of the Deaf or the National Registry of Interpreters for the Deaf when providing interpretation for the deaf.
  
2. Compensation for interpreter/translator services will be granted if:
  - a. the program area/district has the need for the interpreter services; and
  - b. the translator has proof of being a qualified and trained interpreter and/or translator as outlined in Criteria for Qualified Interpreters/Translator herein.

**Contractual Interpreter/Translation Services:**

All contractual relationships covering language interpretation and translation of written material are covered by the South Carolina Consolidated Procurement Code 11-36-10. Interpretation and translation service contracts are to be in accordance with the MWIA procurement procedures.

**Policies:**

1. Contract interpreters and translators are to be used on an infrequent basis to supplement in-house capabilities.
  
2. Interpreters and translators must be qualified, trained, competent and readily available.
  
3. All contracts regardless of the source of funds or scope of work or services must abide by non-discrimination laws and regulations.

**Policy Statement III:**

**Translation of written materials:**



Ensure LEP persons have meaningful access to and can understand information contained in written documents, including forms, publications, and specific program documents; ensure the qualifications of any and all persons providing and/or approving translations of any and all documents and materials.

Provide written materials including vital documents for each eligible LEP language group that constitutes 10 percent or 3,000, whichever is less, of the population of persons eligible to be served or likely to be directly affected by individual MWIA programs.

Regarding LEP language groups that do not meet the 10 percent or 3,000 threshold, but constitute 5 percent or 1,000, whichever is less, of the population of persons eligible to be served or likely to be directly affected, the MWIA ensures that, at a minimum, vital documents are translated into the appropriate non-English languages of such LEP persons.

Translation of other documents, if needed, can be provided orally, notwithstanding paragraphs 2 and 3 above. If there are fewer than 1,000 persons in a language group eligible to be served or likely to be directly affected by an individual MWIA program, the MWIA does not translate written materials but provides written notice in the primary language of the LEP language group of the right to receive competent oral translation of written materials. (Title VI of the Civil Rights Act of 1964; Policy Guidance on the Prohibition Against National Origin Discrimination As It Affects Persons With Limited English Proficiency.)

**Policies:**

1. The MWIA will post notices in identified primary language at key points of customer contact. These notices will inform customers of their right to receive free interpretation and/or translation services.
2. The MWIA will translate and make available commonly used documents and materials for LEP customers.

**Procedures:**

1. Vital and essential documents (such as applications; consent forms; letters containing important information regarding participation in a program; notices pertaining to the reduction, denial or termination of services or benefits or of the right to appeal such actions or that require a response from beneficiaries; notices advising LEP persons of the availability of free language assistance; and other outreach materials) will be translated into the non-English language of each regularly encountered LEP group eligible to be served or likely to be directly affected by the MWIA's programs.
2. Notice of rights to services for LEP customers must be displayed or made available at key points of contact.

- a. Language identification posters which allow LEP persons to identify their language needs to staff and for staff to identify the language needs of the customer will be posted at all key entry points.
  - b. Posters, brochures, booklets, outreach information and other materials that are routinely disseminated to the public will include statements about the right to free language assistance services.
3. Educational and outreach materials will be reviewed and translated in order of priority as determined by program areas.
  4. MWIA translation and interpretation procedures will be followed in each case to ensure consistency.

#### **Policy Statement IV:**

##### **Training**

The MWIA will provide all staff training regarding Cultural and Linguistic Policies and use of interpreters and translators annually. The MWIA will require testing and training for those staff who are hired and/or used as interpreters and/or translators.

#### **Policies:**

1. Staff orientation will include information regarding cultural and linguistic services.
2. Employees who are likely to have contact with LEP persons are to be provided (both during orientation and through in-service training) information regarding how to work effectively with in-person and telephone interpreters and how to understand the dynamics of interpretation between customers, providers and interpreters.
3. Employees will be provided Basic Cultural Competence training within the first year of employment.
4. MWIA approved testing and/or training will be conducted for those staff who provide interpreting and/or translating services.
5. Cultural and linguistic information and skills training will be provided for all staff.
6. Staff training and testing records will be recorded and maintained.

#### **Policy Statement V:**

##### **Assessment**

The MWIA will assess the community and potential customers in planning processes and will determine which services and products need to be tailored to regional characteristics.

**Rules:**

1. Local area assessments will consider:
  - a. assets and resources within the community;
  - b. demographic information about the community and customers, including number of LEP persons to be served;
  - c. any barriers to MWIA services;
  - d. perceived and actual needs of the community and customers; and
  - e. current resources for interpreters and translators of language assistance.
2. Statewide assessments using available technology (such as GIS) and data (census, school district, MWIA tracking systems, etc.) will be done centrally to determine local area demographics.

**Procedures:**

Local EO Officers will assist in conducting assessments to ensure accurate reflection of demographics.

**Policy Statement VI:**

**Monitoring**

The MWIA will regularly assess the LEP makeup of its customer population; monitor communication needs; and determine if staff has necessary knowledge about the policies and procedures outlined in this policy and ensure staff can access appropriate resources in a timely manner. The MWIA will obtain feedback from LEP customers about LEP services being provided and adjust service delivery accordingly.

**Policies:**

1. Service providers will identify the files belonging to LEP customers to ensure others are made aware that essential communication is to be translated appropriately.
2. Information will include, but not limited to:
  - Primary language of customer, if not English
  - Indication of language assistance needed (Spanish, Sign, Korean, etc.)
  - Type of language assistance provided (Face to Face, telephone, etc.)
3. LEP numbers will be tracked by program/service areas.

**Code of Ethics  
for Interpreters/Translators**

• **Proficiency**

I have met the minimum proficiency standards set by the Midlands Workforce Investment Area (MWIA) in the languages for which I am being asked to interpret as demonstrated by passing the required examination and receiving satisfactory training evaluations.

• **Confidentiality**

I will treat all information learned during the interpretation as confidential, not divulging any information obtained through my assignments, including but not limited to information gained through interviews or access to documents and other written materials.

• **Accuracy: Conveying the Content and Spirit of What is Said**

I shall transmit the message in a thorough and faithful manner, giving consideration to linguistic variations in both languages and conveying the tone and spirit of the original message. A word-for-word interpretation may not convey the intended idea. I must determine the relevant concept and say it in language that is readily understandable and culturally appropriate to the listener. In addition, I will make every effort to assure that the client has understood questions, instructions and other information transmitted by the service provider

• **Completeness: Conveying Everything that is Said**

I shall interpret everything that is said by all people in the interaction, without omitting, adding, condensing or changing anything. If the content to be interpreted might be perceived because of cultural differences, as offensive, insensitive or otherwise harmful to the dignity and well-being of the customer, I will ***advise the professional of this before interpreting.***

• **Conveying Cultural Frameworks**

I shall explain cultural differences or practices to the provider(s) and clients when appropriate. I shall practice cultural competence and sensitivity.

• **Non-Judgmental Attitude about the Content to be Interpreted**

I understand an interpreter's function is to facilitate communication. Interpreters are not responsible for what is said by anyone for whom they are interpreting. Even if I disagree with what is said or think it is wrong, a lie or immoral, I will suspend judgment, make no comment, and interpret everything accurately.

• **Client Self-Determination**

I understand that, as the interpreter, I may be asked by the client for my opinion. If this happens, I will not influence the opinion of the clients by telling them or offering them advice as to what action to take during or after the assignment.

**•Attitude Toward Clients**

I shall strive to develop a relationship of trust and respect at all times with the client by adopting a caring, attentive, yet discreet and impartial attitude toward the client, toward his or her questions, concerns and needs.

I shall treat each client equally with dignity and respect regardless of race, color, gender, religion, nationality, age, gender, political persuasion or life-style choice. I will be sensitive and aware of dignity and respect within the context of the client’s culture.

**•Acceptance of Assignments**

I understand that if my level of competency or personal sentiments make it difficult to abide by any of the above conditions, I shall decline or withdraw from the assignment.

I will disclose any real or perceived conflict of interest that could affect my objectivity. For example, an interpreter should refrain from providing services to family members or friends.

**•Compensation**

I shall not accept any fee or additional money, considerations or favors for my interpreter service from the client, patient or customer or his or her friends or relatives. I further understand that I shall not use the MWIA's time, facilities, equipment or supplies for private gain, nor will I use my position to secure privileges.

**•Self-Evaluation**

I shall represent my qualifications, certification(s), training and experience accurately and completely.

**•Ethical Violations**

I shall withdraw immediately from encounters that I perceive to be in violation of the Code of Ethics.

**•Professionalism**

I shall maintain professional behavior at all times while serving or working with clients and professionals.

**I have read the above Code of Ethics and by my signature, I agree that I can interpret according to the standards set forth.**

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Signature \_\_\_\_\_ Date \_\_\_\_\_

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Address \_\_\_\_\_ Phone \_\_\_\_\_

Source: This code is a modification of the Codes of Ethics from the South Carolina Department of Employment & Workforce, Columbia, SC / Hospital Interpretation Program in Seattle, WA; Boston City Hospital in Boston, MA; and the American Medical Interpreters and Translators Association (AMITAS) 1999.

**WAIVER OF INTERPRETER SERVICES**

I understand that the Midlands Workforce Investment Area (MWIA) will provide a qualified adult interpreter to explain information to me at no charge. I am voluntarily declining the offer. Instead, I have chosen to use an adult who will interpret information on my behalf. I understand that if I refuse to use the interpreter offered by the MWIA, the area cannot warrant the accuracy of the information translated. Furthermore, I understand that the confidentiality of my personal information cannot be guaranteed, and I agree to hold the MWIA harmless in the event that any information is divulged by the person I have chosen to interpret for me. In the future, if I decide to void this waiver, I may request the services of a MWIA qualified interpreter at any time and at no cost to me.

\_\_\_\_\_  
Customer Name (print)

\_\_\_\_\_  
MWIA Staff Signature

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

**Federal Guidelines  
For  
Determining Need of Required LEP Assistance**

**Title VI of the Civil Rights Act of 1964; Policy Guidance on the Prohibition Against National Origin Discrimination As It Affects Persons With Limited English Proficiency**

LEP language group that constitutes 10 percent or 3,000, whichever is less, of the population of persons eligible to be served or likely to be directly affected or significantly affected by the MWIA's programs or activities.

Regarding LEP language groups that constitute 5 percent or 1,000, whichever is less, of the population of persons eligible to be served or likely to be directly or significantly affected by the MWIA's programs or activities, the MWIA ensures that, at a minimum, vital documents are translated into the appropriate non-English languages of such LEP persons.

Translation of other documents, if needed, can be provided orally and notwithstanding the paragraphs above, if there are fewer than 5 percent or 1,000 persons in a language group eligible to be served or likely to be directly or significantly affected by an individual MWIA program or activity, the MWIA does not translate written materials but provides written notice in the primary language of the LEP language group of the right to receive competent oral interpretation of written materials.

Persons in language groups that do not fall within these guidelines should be notified of **their right to receive oral translation of written materials** free of cost.

**Communication Assistance  
for  
Deaf, Hard-of-Hearing and Speech Impaired Customers**

The SC Office of Regulatory Staff (ORS) administers the Telecommunications Relay Service in South Carolina. This service provides a means for hearing-impaired citizens of our state to place and receive telephone calls. Relay South Carolina provides services to assist everyone in South Carolina who has speech and hearing difficulties with communication over the telephone. Offered at no charge to the public, these services were established to better meet the needs of the deaf, hard-of-hearing and speech disabled citizens. 7-1-1 is a telephone relay number that connects standard (voice) telephone users with deaf, hard-of-hearing, deaf-blind and/or speech-disabled people who use text telephones (TTYs).

- ◆ **Speech to Speech Relay Service** is available to aid those who have a problem being understood due to speech impairment (such as may result from a stroke, throat surgery, or other condition).
- ◆ **Relay South Carolina** is available to assist the deaf and hard of hearing use TTY/TDD (Text Telephone or Telecommunications Devices for the Deaf) to communicate.

Both of these services are available to anyone in the state for business or personal use. There is **no limit** to the number of times the service can be used or to the length of time for each call. The service can assist both English and Spanish speaking persons. Should a long distance call be required to reach one of the parties, a discounted long distance rate will be charged.

**How does this service work?**

*Speech to Speech (STS)* employs trained operators who can assist in interpreting what the speech disabled person is saying and relay the information. The caller dials 711 and provides the phone number of the person whom he is calling. The operator will make the call and will remain on the line to assure the conversation is fully understood on both ends.

*Relay South Carolina (RSC)* uses trained operators who convert a voice message into typed text messages or a typed text message into a voice message. As with STS, the caller dials 711 (or 1-800-735-2905 for intrastate and 1-800-877-8973 for interstate) and provides the number of the person whom he is calling. The operator will make the call and will remain on the line to provide the literal translation.



**Guidance for Determining Language Assistance Options**

Should bilingual staff not be available to communicate directly with customers in their preferred language, face-to-face interpretation provided by a trained contract or volunteer interpreter is an alternative. Telephone interpreter services should be used as a supplemental system when an interpreter is needed on short notice or when services are needed in an unusual or infrequently encountered language.

**Bilingual Staff** – Hiring bilingual staff for customer contact positions facilitates participation by LEP persons. However, where there is a wide variety of LEP language groups in a service area, this option may be insufficient to meet the needs of all LEP applicants and clients. In such cases, the agency must provide alternative, timely language assistance.

**Staff Interpreters** – Staff interpreters are especially appropriate where there is a frequent and/or regular need for interpreting services. These persons must be competent and readily available.

**Contract Interpreters** – Contract interpreters are an option for agencies or areas that have an infrequent need for interpreting services, have less common LEP language groups in their service areas, or need to supplement their in-house capabilities on an as-needed basis. Such contract interpreters must be readily available and proven competent.

**Community Volunteers** – Community volunteers may provide agencies with a cost-effective method for providing interpreter services. However, for community volunteers to be effective, agencies must ensure that formal arrangements for interpreting services are made with community organizations, so that these organizations are not subjected to ad hoc requests for assistance. In addition, agencies must ensure that these volunteers are competent as interpreters and understand their obligation to maintain client confidentiality.

**Telephone Interpreter Lines** - A telephone interpreter service line may be a useful option as a supplemental system or when an agency encounters a language that it cannot otherwise accommodate. Such a service often offers interpreting assistance in many different languages and usually can provide the service in quick response to a request. However, agencies should be aware that such services may not always have readily available interpreters who are familiar with the terminology peculiar to the particular program or service. It is important that an agency not offer this as the only language assistance option except where other language assistance options are unavailable (e.g., in a rural site visited by an LEP customer who speaks a language that is not usually encountered in the area). Should this option be adopted, each staff person must be trained on how to effectively communicate with an LEP client through the Language Line.

# I speak ...

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## A

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### Amharic

እኔ አማርኛ ነው ምናገረው.

### Arabic

أنا أتحدث اللغة العربية

### Armenian

Ես խոսում եմ հայերեն

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## B

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### Bengali

আমী বাংলা কথা বোলতে পারী

### Bosnian

Ja govorim bosanski

### Bulgarian

Аз говоря български

### Burmese

ကျွန်တော်/ကျွန်မ မြန်မာ လို ပြောတတ် ပါတယ်။

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## C

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### Cambodian

ខ្ញុំនិយាយភាសាខ្មែរ

### Cantonese

我講廣東話 (Traditional)

我讲广东话 (Simplified)

### Catalan

Parlo català

### Croatian

Govorim hrvatski

### Czech

Mluvím česky

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## D

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### Danish

Jeg taler dansk

### Dari

من دری حرف می زنم

### Dutch

Ik spreek het Nederlands

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## E

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### Estonian

Ma räägin eesti keelt

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## F

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### Finnish

Puhun suomea

### French

Je parle français

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## G

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### **German**

Ich spreche Deutsch

### **Greek**

Μιλώ τα ελληνικά

### **Gujarati**

હુ ગુજરાતી બોલુ છુ

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## H

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### **Haitian Creole**

M pale kreyòl ayisyen

### **Hebrew**

אני מדבר עברית

### **Hindi**

मैं हिंदी बोलता हूँ ।

### **Hmong**

Kuv has lug Moob

### **Hungarian**

Beszélek magyarul

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## I

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### **Icelandic**

Èg tala íslensku

### **Ilocano**

Agsaonak ti Ilokano

### **Indonesian**

syay bisa berbahsa Indonesia

### **Italian**

Parlo italiano

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## J

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### **Japanese**

私は日本語を話す

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## K

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### **Kackchiquel**

Quin chagüic'ká chábal' ruin' rí  
tzújon cakchiquel

### **Korean**

한국어 합니다

### **Kurdish**

man Kurdii zaanim

### **Kurmanci**

man Kurmaanji zaanim

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## L

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### **Laotian**

ຂອຍປາກພາສາລາວ

### **Latvian**

Es runâju latviski

### **Lithuanian**

Að kal bu lietuviš kai



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## M

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### Mandarin

我講國語 (Traditional)

我讲国语/普通话 (Simplified)

### Mam

Bán chiyola tuj kíyol mam

### Mon

အဲဟို အာဂျင်မာန်

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## N

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### Norwegian

Jeg snakker norsk

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## P

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### Persian

من فارسی صحبت می کنم.

### Polish

Mówię po polsku

### Portuguese

Eu falo português do Brasil  
(for Brazil)

Eu falo português de Portugal  
(for Portugal)

### Punjabi

ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ/ਬੋਲਦੀ ਹਾਂ।

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## Q

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### Qanjobal

Ayin tí chí walq' anjob' al

### Quiche

In kinch'aw k'uin ch'e quiche

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## R

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### Romanian

Vorbesc românește

### Russian

Я говорю по-русски

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## S

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### Serbian

Ja govorim српски

### Sign Language (American)



I, ME



SIGN, SIGN LANGUAGE

### **Slovak**

Hovorím po slovensky

### **Slovenian**

Govorim slovensko

### **Somali**

Waxaan ku hadlaa af-Soomaali

### **Spanish**

Yo hablo español

### **Swahili**

Ninaongea Kiswahili

### **Swedish**

Jag talar svenska

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## **T**

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### **Tagalog**

Marunong akong mag-Tagalog

### **Tamil**

நான் தமிழ் பேசுவேன்

**Thai**

**พูดภาษาไทย**

**Turkish**

**Türkçe konuşurum**

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**U**

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**Ukrainian**

**Я розмовляю українською мовою**

**Urdu**

**میں اردو بولتا ہوں**

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**V**

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**Vietnamese**

**Tôi nói tiếng Việt**

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**W**

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**Welsh**

**Dwi'n siarad**

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## X

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**Xhosa**

Ndithetha isiXhosa

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## Y

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**Yiddish**

איך רעד יידיש

**Yoruba**

Mo nso Yooba

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## Z

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**Zulu**

Ngiyasikhuluma isiZulu

### Selected Indigenous Languages of Mexico

Agrupación Lingüística	Variante Lingüística	Frase en español	Frase en lengua
chichimeo jonaz	chichimeco jonaz	yo hablo chichimeca	ikáuj úza' ér~í
mazateco	mazateco del norte	yo hablo mazateco Hablo la lengua de Santa María Chilchothla	Cha'ña enná Cha'ña énn nda xo
maya	maya	Yo hablo maya	teen k-in t'aan maya
mixe	mixe bajo	Yo hablo mixe	Madyakpiëch ayuuk
	mixe alto, de Tlahuitoltpec	Yo hablo mixe	Xaamkëjxpët ayuujk èts nkajpyxyppy
mixteco	mixteco del oeste de la costa	yo hablo mixteco	Yuu kain se'en savi ñu ñuundua

### Selected Indigenous Languages of Mexico

Agrupación Lingüística	Variante Lingüística	Frase en español	Frase en lengua
náhuatl	náhuatl de la huasteca veracruzana (se entiende junto con Veracruz y San Luis Potosí)	yo hablo náhuatl	Na nitlajtowa náhuatl
tojolabal	tojolabal	yo hablo tojolabal	Ja ke'ni wala kumaniyon tojol-abál
triqui	triqui de la baja	yo hablo triqui	'unj a'mii xna' ánj nu' a
tseltal	tseltal (variante unificada)	Yo hablo tseltal	Te jo'one ja k'op te bats'il k'op tseltal
tsotsil	tseltal (variante unificada)	Yo hablo tsotsil	Vu'une jna'xi k'opoj ta bats'ik'op
zapoteco	zapoteco de la planicie costera	yo hablo zapoteco	Naa riné' diidxazá
chinanteco	chinanteco del sureste medio	yo hablo chinanteco	Jnea lo'n jujmí kicee , dsa mo'kuöo



<b>A - pg. 3</b>	<b>G - pg. 6</b>	<b>M - pg. 10</b>	<b>T - pg. 13, 14</b>
Amharic	German	Mandarin	Tagalog
Arabic	Greek	Mam	Tamil
Armenian	Gujarati	Mon	Thai
			Turkish
<b>B - pg. 3</b>	<b>H - pg. 7</b>	<b>N - pg. 10</b>	<b>U - pg. 14</b>
Bengali	Haitian Creole	Norwegian	Ukrainian
Bosnian	Hebrew		Urdu
Bulgarian	Hindi	<b>P - pg. 11</b>	
Burmese	Hmong	Persian	
	Hungarian	Polish	<b>V - pg. 14</b>
<b>C - pg. 4</b>		Portuguese	Vietnamese
Cambodian	<b>I - pg. 8</b>	Punjabi	
Cantonese	Icelandic		<b>W - pg. 14</b>
Catalan	Ilocano	<b>Q - pg. 11</b>	Welsh
Croatian	Indonesian	Qanjobal	
Czech	Italian	Quiche	<b>X - pg. 15</b>
			Xhosa
<b>D - pg. 5</b>	<b>J - pg. 8</b>	<b>R - pg. 12</b>	<b>Y - pg. 15</b>
Danish	Japanese	Romanian	Yiddish
Dari		Russian	Yoruba
Dutch	<b>K - pg. 9</b>		
	Kackchiquel	<b>S - pg. 12, 13</b>	
<b>E - pg. 5</b>	Korean	Serbian	<b>Z - pg. 15</b>
Estonian	Kurdish	Sign Language	Zulu
	Kurmanci	Slovak	
<b>F - pg. 5</b>		Slovenian	<b>See page 16,17</b>
Finnish	<b>L - pg. 9</b>	Somali	for selected
French	Laotian	Spanish	indigenous
	Latvian	Swahili	languages
	Lithuanian	Swedish	of Mexico.

# Limited English Proficiency Resources

## [www.lep.gov](http://www.lep.gov)

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