



## **Changes to Foreign Language Sections of Braille Formats: Principles of Print-to-Braille Transcription, 2016**

### ***Section 1 Basic Principles and General Formats***

#### **1.16 Foreign Language Material**

- 1.16.1 **Definition.** For the purposes of agencies and transcribers working with codes of the Braille Authority of North America, any language other than modern English is considered a foreign language. This includes Old English and Middle English, as well as transliterated or romanized forms of languages such as Arabic, Chinese, Greek, Hebrew, Japanese, and Russian.
- 1.16.2 Incidental foreign or anglicized words, phrases, or short excerpts appearing within an English text are contracted, except for Old English which is uncontracted in accordance with UEB §12.2. Use modified letter indicators to represent accented letters. If a modification applies to a letter that would be part of a contraction, do not use the contraction. Use UEB symbols for inverted punctuation. (See *UEB* §4.2.1–4.5.2, Letters and Their Modifiers; §13.2, Using UEB Contractions; and §13.5, Using UEB Signs.)
- 1.16.3 The foreign language in instructional texts or other foreign language literature is integral to the nature of the text. The reader is learning or expected to know the foreign alphabet symbols. In these texts, foreign material which is identified as foreign by font attributes or print formatting is uncontracted. Use foreign alphabet signs for accented letters and UEB punctuation, including inverted punctuation marks.

- 1.16.4 When foreign language words in an English context are not identified as foreign by a change in typeface or format, use UEB modified letter indicators and contractions. Examples include an author's name on the title page or a city name in a paragraph written in English. The title page is considered English. A running head which begins on page t2 is considered foreign in both the preliminary pages and the body of a volume. The full title which appears on page 1 of the body would be considered foreign.

## ***Section 5 Typeforms***

### **5.3 When Print Font Attributes May Be Ignored**

- 5.3.1 Print font attributes may be ignored when they are used for decorative purposes and do not add information for the reader. In general, font attributes in tables of contents, headings (centered, cell-5, cell-7), dedications, titles, lists, etc., do not reinforce learning or have any additional value for the reader. When these items are partially emphasized, however, font attributes must be retained.
- 5.3.2 Ignore font attributes used for English letters that represent letters and word parts standing alone such as prefixes, suffixes, and identified root words, with or without punctuation. Note this change on the Transcriber's Notes page.

### **5.4 Retaining Font Attributes**

- 5.4.1 Follow print for the meaningful use of italics, bold, color, etc., as they may be part of classroom discussion. For example, a teacher may tell students that all blue words will be on a test. Indicating color in braille lets the student study independently.
- 5.4.2 Follow print when a title is printed in italics or other emphasizing typeface and follows a preposition that is in a different typeface, or when the preposition is in a typeface different from the title.
- 5.4.3 Follow print for font attributes used to identify glossary words throughout the text.

5.4.4 Follow print for font attributes with foreign language letters that represent letters and word parts standing alone, with or without punctuation. Contractions are not used in word parts, and accented letters are represented with the foreign braille alphabet.

**Note:** This does not apply to incidental foreign letters and single-letter words in an English context (see §1.16.2). Also, this does not apply to part-of-speech abbreviations used in foreign language or bilingual alphabetic reference materials where font attributes are ignored. See **§21.9 Alphabetic References in Foreign Language Materials**.

## ***Section 8 Lists***

8.10 **Itemized Lists in a Foreign Language.** If all itemized lists in a text are in a foreign language, the grade 1 symbol indicator is not required for single letters that identify exercise items or answer choices. If there are some English and some foreign language itemized lists, treat all identifying letters as English and use grade 1 symbol indicators as required by *UEB*. Explain this usage in a transcriber's note.

## ***Section 9 Displayed Material, Attributions, and Source Information***

### **9.2 Format for Displayed Material**

9.2.6 **Displayed Foreign Language Material Paired with Translations.** Long phrases, complete sentences or passages are sometimes paired with their English translations to illustrate a principle of the foreign language under discussion. In print, these pairs may be shown side-by-side in columns or one after the other, using different margins or typeforms to distinguish languages. They are usually set off from the main text by blank lines or changes in margin.

- a. Format these pairs as a nested list, using the appropriate margins for displayed material. Do not use columnar

format. Follow print for the order in which the languages appear.

- b. Follow print if blank lines are used to separate one group of related pairs from another. Otherwise, blank lines are not needed between pairs. Displayed text is set off from the surrounding text by blank lines.
- c. Omit typeform from both foreign material and translations (unless used for individual words emphasized within a language).
- d. **Note:** When single foreign words or phrases are set off from the main text to illustrate a principle under discussion and they are paired with an English translation, treat this format as a displayed word list. See *Formats*, §17.7, Word Lists in Foreign Language Texts for formatting guidelines, and use the margin in effect for displayed material.

## ***Section 10 Exercise Material***

### **10.1 Fundamentals**

#### **10.1.6 General Format**

- a. Follow print for sequence, punctuation, and capitalization of all arabic numerals, roman numerals, and letters in exercise material.
- b. Do not change the wording for directions or exercise material.
- c. **Foreign language exercise material.** If all exercises are in the foreign language, the grade 1 symbol indicator is not required for single letters that identify exercise items or answer choices. If there are some English and some foreign language exercises, treat all identifying letters as English and use grade 1 symbol indicators as required by *UEB*. Explain this usage in a transcriber's note.

## **Section 16 Notes**

### **16.6 Gloss Notes in Foreign Language Texts**

**16.6.1 Definition.** A *gloss* is a brief translation or explanation of a word or phrase, often used in foreign language texts. The gloss may be in English (e.g., a translation) or in the foreign language (e.g., a definition or synonym in the same language). Gloss notes are often listed in the margin, between lines, or at the bottom of a print page. The word(s) to which the note applies may be repeated in the gloss note and are referred to as "reference words" below.

- a. Place gloss notes in foreign language materials on the line following the material to which the note applies.
- b. At least one line of the note must be on the same braille page as the point of reference. If necessary, carry the last line of text to a new braille page.
- c. Use 7-5 margins and follow print for any reference marks used.
- d. If no print symbol or emphasis appears in the text, insert the word "note" enclosed in transcriber's note indicators after the point of reference in the text. At least one word of the referenced text must be on the same braille line as the word "note".
- e. This formatting only applies to gloss notes; other types of reference notes in foreign language materials are placed as directed in *Formats*, §16.5, Notes. However, if gloss notes and other types of notes are sequentially numbered in a print section, treat all notes in that section as directed in *Formats*, §16.5. Explain this decision in a transcriber's note.

### **16.6.2 Typeforms in Gloss Notes**

- a. If gloss notes throughout the entire text are printed entirely in a uniform typeface in *either* English (e.g., translations) *or* the foreign language (e.g., definitions or synonyms in the same language), the typeface may be omitted. Include a note on the transcriber's notes page to indicate this omission.

- b. If gloss notes anywhere in the complete text use font attributes to distinguish foreign material from English material, omit the emphasis *on the foreign material* in order to present the base form of the foreign word with as little distraction as possible. The change in typeform helps to identify the shift in language. Include a note on the transcriber's notes page to indicate this omission.

### 16.6.3 **Reference Words Repeated in Gloss Notes.**

- a. Follow print for any punctuation between the reference word and the translation, definition or synonym.
- b. Leave one blank cell between a reference word and its gloss when the reference word is followed by punctuation or if the gloss is distinguished by typeform indicators. The typeform separates the reference word from the gloss as well as indicating the shift in language.
- c. Leave two blank cells before the gloss if there is no punctuation following the reference word and no typeform distinguishes the reference word from the gloss.

## ***Section 17 Spelling Lists and Activities***

### 17.6 **Definition Lists**

17.6.1 Entry words are contracted only, and are not repeated in uncontracted form.

- a. Ignore entry word font attributes, except when distinction is required, e.g., foreign words in an English word list. See §17.7 **Word Lists in Foreign Language Texts** for guidance on typeforms in foreign language material.
- b. Leave one blank cell between an entry word or phrase and its definition when the entry is followed by punctuation.
- c. Leave two blank cells between entries and definitions if entries are not followed by punctuation.

## 17.7 **Word Lists in Foreign Language Texts**

- 17.7.1 Vocabulary lists or word lists are often found at the beginning or end of individual chapters or lessons in foreign language materials. Follow print for placement. Words and translations may be printed in columns or alternating lines of foreign and English text using different typeforms to distinguish languages. Transcribe vocabulary or word lists as follows:
- a. Ignore special typeface used for the listed words and/or translations.
  - b. The translation follows the foreign word or phrase on the same braille line. Do not use columnar format or start the translation on a new line.
  - c. Follow print for punctuation between entry words and definitions. If there is no punctuation, leave two spaces between the entry and its translation.
  - d. A simple list uses a 1-3 margin. However, if the print organizes the entire list into categories with headings or multiple levels of indentation, cell-5 headings or a nested list format may be used.

Remove section 17.7.3. Only alphabetic references require the reader to search through the list by the first letter of entry words.

## ***Section 21 Alphabetic References***

### 21.9 **Alphabetic References in Foreign Language Materials**

- 21.9.1 These guidelines are unique to the formatting of alphabetic references in foreign language materials.
- a. Ignore print emphasis for entry words, subentry words, and all translations and definitions unless needed for distinction.
  - b. It is important to determine whether abbreviations are given in English or in the foreign language, e.g., inf. can mean either infinitive or infinitif, and sing. may represent either singular or singulier. Follow the

guidelines for foreign language materials using contracted braille for English abbreviations and uncontracted braille for foreign abbreviations. (See *Formats*, §1.16, Foreign Language Material.)

### 21.9.2 **Bilingual Reference Materials**

- a. Use nested list format.
- b. A complete entry word consists of the main entry word itself plus its pronunciation, abbreviation for gender, part of speech, and other forms of the word.
- c. Follow print for punctuation after an entry word or subentry word that is followed by a translation. If no punctuation appears in print, leave two blank cells between the entry or subentry word and its translation.
- d. Use the following format when articles, reflexive pronouns, special print signs, specially marked items, or English infinitives, are shown before entry words.
  - (1) Begin the longest article, reflexive pronoun, etc. in cell 1.
  - (2) Align the initial letters of the entry words in the same braille cell throughout the reference section.
  - (3) In a one-level list, all runovers are two cells to the right of the main entry left margin. If the main entry begins in cell 4, runovers are in cell 6; if the main entry begins in cell 5, runovers are in cell 7.
  - (4) In a list with more than one level, each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.
  - (5) When there is more than one element preceding a foreign main entry word, the established margin is still at the entry word itself.
- e. When a print colon and a subentry word, rather than a translation, are shown following the entry word, substitute a semicolon for the colon. Place the subentry word on the following braille line at the established



