Extension
UNIVERSITY OF WISCONSIN–MADISON

DEVELOPING MULTILINGUAL WEB SPACES

Extension continues to improve and expand upon the multilingual content to serve linguistically diverse audiences. Websites are one avenue where we house and disseminate content that is available for public consumption. General information that is directed toward the public on Extension websites typically includes: our sponsored programs and services, announcements, event notices, testimonials, links to registration forms, opportunities, resource documents, videos, and links to external resources from our collaborators and partners. For questions, please contact OAIC at oaic@extension.wisc.edu.

Principles to guiding the creation of multilingual materials

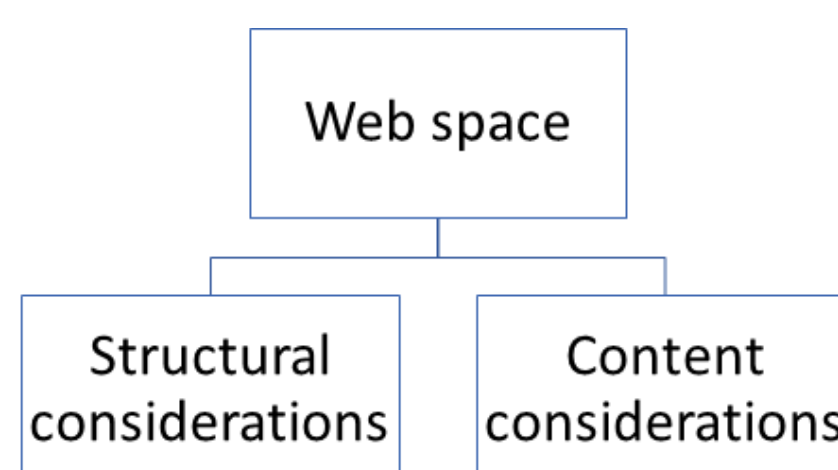1. **Defining a clear purpose for designing a multilingual web space**
   For whom are we creating a multilingual web space?
   To what end are we working toward providing information in a language other than English?
2. **The goals and objectives are driven by an intentional set of development strategies**
3. **The structure and content are tailored to serving the target audiences' needs, desires, and goals**
4**. The web space is used alongside additional outreach and engagement that aim to inform, interact, and engage members of the intended audience**

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                    ┌──────────────┐
                    │  Web space   │
                    └──────┬───────┘
            ┌──────────────┴──────────────┐
    ┌───────────────┐            ┌───────────────┐
    │  Structural   │            │    Content    │
    │considerations │            │considerations │
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Structural considerations to move from monolingual to multilingual web spaces

1. **Semi-automated translated content via language packages (e.g. NIFA website)**
   a. Automatic generation of content in a language other than English is not without its limitations.
       i. This process has improved but there are still gaps in translating content and constructing in the target language.
       ii. Even though language packages have sped up the modes of generating multilingual content, we still recommend having it reviewed by a language professional.
2. **Embedding English+ content into the website architecture (e.g. MMSD COVID-19 website)**
   a. Working with designers, web editors, and language professionals from the onset
   b. Creating parallel pages in a language other than English
   c. Embedding a "button" to show the content in other languages other than English
   d. The goal is to make the transition betweenLanguage A (English) content and Language B (C, D, E, etc.) content as seamless as possible

Prioritizing the translation of English-based content

Low-impact, low priority	**High-impact, high/mid-level priority**	**High-impact, high priority**
General information, stories, topics, and other content that would assumed to be of little interest to the public For example, historical background, mission, staff information, strategic reports, meetings, minutes, testimonials/stories from folks outside the target community	Critical/ Vital information – Anything a member of the public would need to read, understand, sign, or otherwise given consent in order to access and participate in our programming. This can include applications for participation, release or consent forms, documents related to a participant's medical history, emergency information, and other documents that ask for information that is sensitive in nature.	What content reflects the known priorities of your target audience? o What do we know about what the intended audience comes to us for? o What is known about the web analytics? Do folks access the Community Food Systems website for information, resources, events, or other things?

*Any Extension materials that are requested in a language other than English by the community are considered high-impact /high priority *