

<subtitle> How can we translate singlesource courses?

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Introduction

When your online learning courses are implemented as "write once publish many" single-source masters in an open standard format like <u>DocBook</u>, they can be updated once and used to quickly generate and upload new versions of the courses within minutes. This efficient engineering approach allows the development and maintenance costs of complex course materials to be predictable, and in time, lowered. It also enables their cost-effective translation and updating to other languages.

The work involved in setting up to translate your masters can be broken down into three main stages:

- 1. Preparation;
- 2. Doing the Work, and
- 3. Ongoing **Updating and Maintenance**.

Doing all three successfully requires that the language translators themselves are capable of working in open standard XML; that they use structure controlling XML capable editors and translation memories; and that they appreciate the value in using the single-source masters and translation memories for ongoing revisions and updates.

Preparation stage

The translator's editing tool needs to be configured to accept the XML schemas (document structure definitions) used for the content, including how to handle equations, tables and external image or media files. Tests need to be run to ensure that it does not damage the XML master, for example by inserting unexpected characters inappropriately. Revision control systems need to be configured to include and track the new language masters and associated files.

Agreeing what format to copyedit translations with is a key early decision. It is usually best to start with a familiar, low-technology print format e.g. PDF, that can be quickly and easily distributed and inspected by other translators and quality assurance staff.

Preparing the online course delivery system requires that all menus, dialogue boxes and navigation aids are also translated and properly configured. Usually this means loading specific text strings or 'language packs' for your chosen delivery system, which for some may mean special fonts and page renderings e.g. right-to-left for Arabic languages. It also means ensuring any of your own custom functionalities, for example digital workbooks and tables-of-content blocks, are also internationalised and capable of handling the language.

Once the course masters are checked out and supplied to the translators, bulk volume translation can begin. The translation editor tool can be used to open the XML masters using the supplied schema, and change the textual content without changing the structure of them or any key attributes used to label the content elements individually. Checking that the structure of the master hasn't been damaged is a process called "parsing" or "validation" and any masters received back from a translator should be refused if they do not parse against the original schema it was issued with.

Doing the bulk of the work

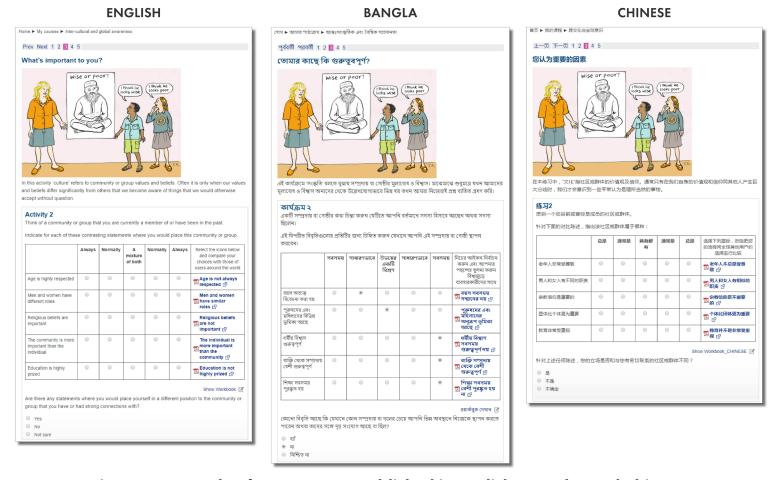


Figure 1: Example of same course published in English, Bangla, and Chinese

Ongoing updating and maintenance

Any "Alternative-Text" descriptions of images, tables or video clips provided in the XML masters can be translated there too. Although these may not be immediately visible in the delivered product, they will significantly improve the uptake and use of the learning materials by many students with visual or aural disabilities. This is one key way to reduce the cost of producing legally accessible programmes to meet standard Web Content Accessibility Guidelines.

As the translation proceeds and the body of translated work builds, the translation memory quickens the pace of translation by partially translating new paragraphs in advance, using similar terms used before. This helps to improve the overall consistency and quality of the resulting products, and lower costs.

Once the translation of the master is complete, it can be passed to CAPDM or through Courseworker yourself to generate the outputs required for copyediting and proof checking steps. This is done separately for each individual course component (study guide; discussion papers; assessments etc.) as well as packaged into one integrated course online. PDFs can be generated for an initial quality assurance check, followed eventually by the fully integrated course package rendered online in the interactive learning environment for proofing.

A single, Diploma level programme with seven modules each with four components being translated into three languages, will involve the translation and management of 84 individual publications plus their seven aggregate individual course packages. Disciplined asset management, versioning and ongoing revision control is therefore needed to prevent duplication of effort and loss of value.

Once all translation work is completed and the new courses are accepted and released, the translators should return all translation memories used and all new language specific files including the XML masters. Translation memories are an industry-standard file format, which pairs source language phrases with translated language phrases. These memories should be added to the revision control system and maintained along with the original language masters for other translators to use in the future. The more open, popular and common the industry translation tools used for the project are, the more choice you will have over translation companies in the future.

Ongoing updating and maintenance

Usually a master language e.g. English is appointed and translated from. Once new revisions are made to it, the new English single-source masters can be re-released to the translators along with the translation memories and the details of the revisions made. They can re-open their language masters and use the saved translation memories to accelerate the update translation. A 100% complete translation memory for a particular text can be applied to the original English language XML to produce the translated language XML with no further interaction. This makes the process of translating updates more efficient,

consistent and reliable. All updated masters and memories are returned along with the newly translated learning materials.

The same batch processing tools that can generate 3500 HTML pages in seconds or 750 PDF print pages in minutes, for your online course in English, can do the same for your Arabic or Spanish translated versions. In other words, the benefits of the original reason for adopting single-sourcing in the first place can be had again and again, each time for each new language. It is a strategic extension to your capability to produce and deliver your programmes worldwide.

Doing the bulk of the work

- 1. Try the <u>Trados Freelance Directory</u>.
- 2. Start with a simpler language first and then do the harder ones later.
- 3. Hire a single Translation Agency to do all N languages for you in one go, and let them sweat sourcing the translators and doing the QA. Examples can be found here:
 - a. <u>Trados Language Service Partners</u>



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