



## Introduction

When your online learning courses are implemented as “write once publish many” single-source masters in an open standard format like [DocBook](#), 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

**ENGLISH**

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**What's important to you?**

In this activity 'culture' refers to community or group values and beliefs. Often it is only when our values and beliefs differ significantly from others that we become aware of things that we would otherwise accept without question.

**Activity 2**  
Think of a community or group that you are currently a member of or have been in the past.

Indicate for each of these contrasting statements where you would place this community or group.

	Always	Normally	A mixture of both	Normally	Always	Select the icons below and compare your choices with those of users around the world.
Age is highly respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Age is not always respected</b>
Men and women have different roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Men and women have similar roles</b>
Religious beliefs are important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Religious beliefs are not important</b>
The community is more important than the individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>The individual is more important than the community</b>
Education is highly prized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Education is not highly prized</b>

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Are there any statements where you would place yourself in a different position to the community or group that you have or had strong connections with?

Yes  
 No  
 Not sure

**BANGLA**

Home ▶ আমার পাঠ্যক্রম ▶ আন্তঃসাংস্কৃতিক এবং বৈশ্বিক সচেতনতা

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**তোমার কাছে কি গুরুত্বপূর্ণ?**

এই কার্যক্রমে সংস্কৃতি বলতে বুঝায় সম্প্রদায় বা গোষ্ঠীর মূল্যবোধ ও বিশ্বাস। মাঝেমাঝে শুধুমাত্র যখন আমাদের মূল্যবোধ ও বিশ্বাস অন্যদের থেকে উল্লেখযোগ্যভাবে ভিন্ন হয় তখন আমরা নিজেরাই প্রথমে ব্যক্তিগত প্রথম করি।

**কার্যক্রম ২**  
একটি সম্প্রদায় বা গোষ্ঠীর কথা চিন্তা করুন যেখানে আপনি বর্তমানে সদস্য হিসাবে আছেন অথবা সদস্য ছিেননি।

এই বিপরীত বিবৃতিগুলোর প্রতিটির জন্য চিহ্নিত করুন যেখানে আপনি এই সম্প্রদায় বা গোষ্ঠী স্থাপন করবেন।

	সর্বসময়	সাধারণভাবে	উভয়ের একটি মিশ্রণ	সাধারণভাবে	সর্বসময়	নিচের আইকন নির্বাচন করুন এবং আপনার পছন্দের তুলনা করুন বিশ্বাসে ব্যবহারকারীদের সাথে
বয়স অত্যন্ত বিবেচনা করা হয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>বয়স সর্বসময় সম্মানের নয়</b>
পুরুষের এবং মহিলাদের বিভিন্ন ভূমিকা আছে	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>পুরুষদের এবং মহিলাদের  সমতুল্য ভূমিকা আছে</b>
ধর্মীয় বিশ্বাস গুরুত্বপূর্ণ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>ধর্মীয় বিশ্বাস সর্বসময় গুরুত্বপূর্ণ নয়</b>
হাজির থেকে সম্প্রদায় বেশী গুরুত্বপূর্ণ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>ব্যক্তি সম্প্রদায় থেকে বেশী গুরুত্বপূর্ণ</b>
শিক্ষা সর্বসময় প্রেরিত হয়	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>শিক্ষা সর্বসময় বেশী প্রেরিত হয় না</b>

ওয়ার্কবুক দেখুন

কোনো বিবৃতি আছে কি যেখানে কোন সম্প্রদায় বা দলের চেয়ে আপনি ভিন্ন অবস্থানে নিজেকে স্থাপন করতে পারেন অথবা তাদের সঙ্গে দৃঢ় সংযোগ আছে বা ছিল?

হ্যাঁ  
 না  
 নিশ্চিত না

**CHINESE**

首页 ▶ 我的课程 ▶ 跨文化与国际意识

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**您认为重要的因素**

在本练习中，“文化”指社区或群体的价值观和信仰。通常只有在我们自身的价值观和信仰同其他人产生巨大分歧时，我们才会意识到一些平常认为是理所当然的事物。

**练习2**  
想出一个您目前或曾经是成员的社区或群体。

针对下表的对比陈述，指出该社区或群体属于哪种：

	总是	通常是	两者都有	通常不是	总是	选择下列图标，然后将您的选择同全球其他用户的选项进行比较
老年人非常受尊敬	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>老年人不总是受尊敬</b>
男人和女人有不同的职责	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>男人和女人有相似的职责</b>
宗教信仰是重要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>宗教信仰是不重要的</b>
团体比个人更为重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>个体比团体更为重要</b>
教育非常重视	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>教育并不是非常重要</b>

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针对上述任何陈述，您的立场是否与您有密切联系的社区或群体不同？

是  
 不是  
 不确定

**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 [Trados Freelance Directory](#).
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. [Trados Language Service Partners](#)



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