

ELRC TECHNICAL WORKSHOP
Simplify Language – Capture Audience

Easy-to-understand language: practice,
training, and standards

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Universitat Autònoma de Barcelona

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UAB

Universitat Autònoma
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TRANS
MEDIA
CATALONIA

Overview

- Easy-to-understand: what does it mean?
- Practice
- Training
- Standards

Background

- TransMedia Catalonia

<https://grupsderecerca.uab.cat/transmedia/>



- EASIT

<https://pagines.uab.cat/easit/en>



2018-1-ES01-KA203-05275

Background

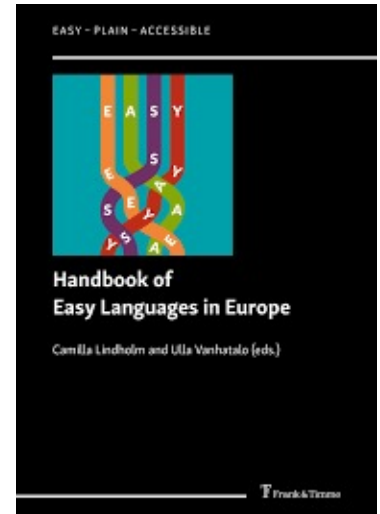
- Standards

UNE 153101:2018 EX

ISO/IEC DIS 23859-1 (under development)

- Book chapter

García Muñoz, Óscar; Matamala, Anna (2021). "Easy Language in Spain". C. Lindholm & U. Vanhatalo (eds) *Handbook of Easy Languages in Europe*. Frank & Timme, 493-526.

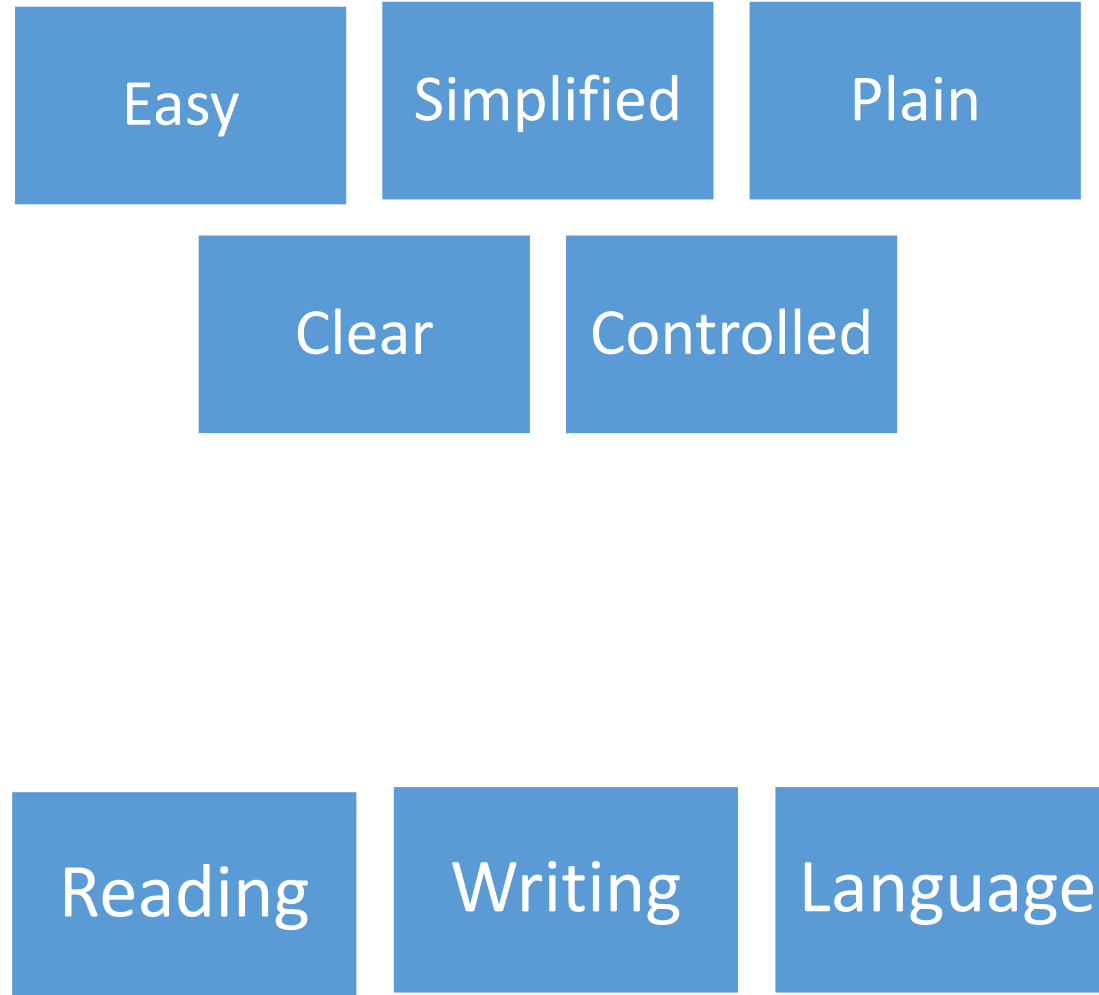


**Easy-to-understand:
what does it mean?**

E2U language: what does it mean?

From the ELRC Technical workshop abstracts:

- Easy reading
- Simplified language
- Plain language
- Easy language
- Clear writing
- Controlled language
- Simplified Technical English



EASIT terminological choice

“Easy-to-**understand** language” as an umbrella term:

From Easy Language (Easy-to-Read)...

...to Plain Language.

Continuum proposed by Ch. Maass (Easy Language Plus)

Capturing audiences: which audiences?

- Persons with cognitive disabilities.
- Persons with reading difficulties.
- Non-experts/ lay audiences.
- Elderly.
- Language learners
- Migrants.
- General citizens.
- ???

Capturing audiences: which audiences?

- Universal design approach: “born accessible” (Orero)
- Moving away from a medical approach (Orero & Matamala).
- Balancing comprehensibility and acceptability (work by Christiane Maass).

Practice

Practice: the EASIT survey

- Demographic data of the respondents & profile.
- Current practices: modality, fields, formats, and services.

Work led by Elisa Perego from UNITS
See EASIT IO 1 report (pagines.uab.cat/easit)

Demographics

- Data gathered in 2018.
- 128 respondents (7 CA, 9 EN, 28 DE, 19 IT, 14 SL, 26 ES, 25 SV).
- 74% female, 41-60.

Profile

- 66% BA/MA: language, journalism, and communication.
- Trainers (44%), translators/adapters (41%), creators (39%) and validators/advisors (30%)
- NGO (30%), University or research institution (20%), freelancer (15%), public institution (13%), broadcasting Company (5%), translation providers (4%), publishing house (4%).

Profile

- 78% come from another profession (journalist, writer, teacher, researcher, social worker, translators, etc.)
- 22% volunteers, 45% part-time (paid), 33% full-time.
- How long? 35% less than 3 years, 40% 3-6 years.

Current practices

- Easy-to-Read (56%), Plain Language (26%), both (16%)
- Printed (84%), digital (63%), audiovisual/interpreting (13%), audio (6%).
- Public administrations and justice, education, cultural and literature, media and journalism, etc.

Training

Training: the EASIT survey

- Existing training
- Format, services, lengths, fields, and activities.

Work led by Elisa Perego from UNITS

Training: the EASIT survey

- Training received by 72%, mainly outside academia and higher education institutions.
- One-off workshops (59%), in-house (42%).
- Self-taught experts (23%).
- Easy-to-read (62%), Plain Language (13%).

Training: the EASIT survey

- Services: adaptation/translation (75%), creation/writing (73%), validation/revision (52%).
- Formats: printed (93%), digital (65%), audiovisual (12%).
- More than 60 hours of training (41%).

Training: the EASIT project

EASIT

WHO WE ARE CONTACT

Easy Access for Social Inclusion Training (EASIT)

READ ME FIRST

UNIT 1.
MEDIA ACCESSIBILITY

UNIT 2.
EASY-TO-UNDERSTAND
LANGUAGE

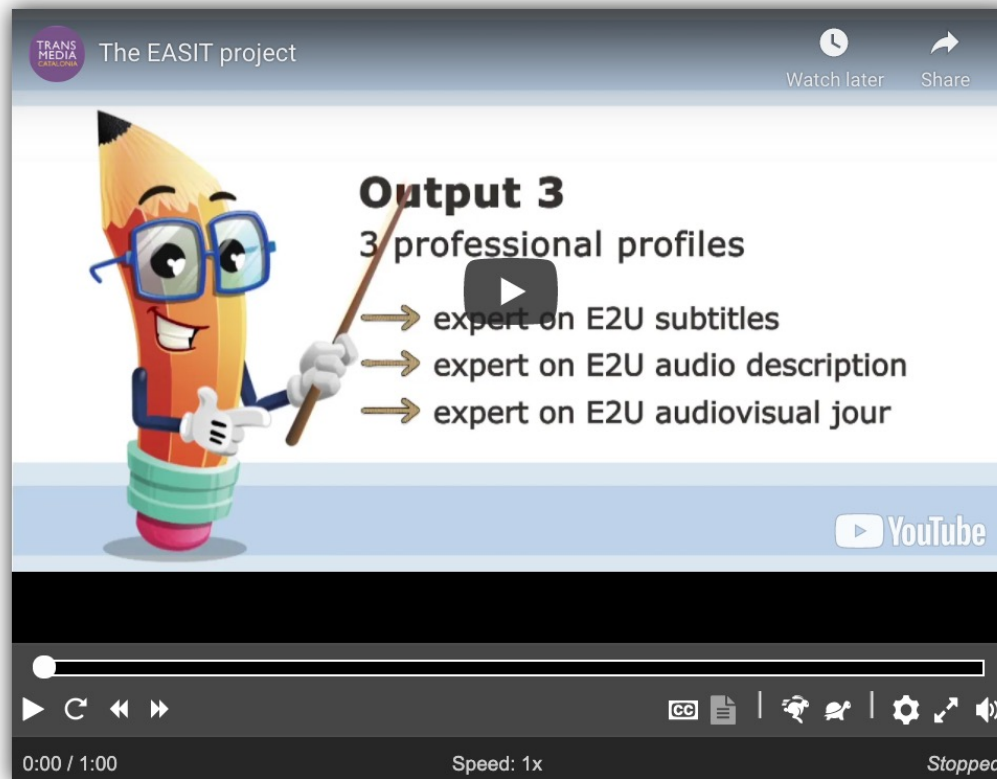
UNIT 3A.
E2U AND SUBTITLING

UNIT 3B.
E2U AND AUDIO DESCRIPTION

UNIT 3C.
E2U AND AUDIOVISUAL
JOURNALISM

UNIT 4.
THE PROFESSION

The EASIT project



The EASIT project

Watch later Share

Output 3
3 professional profiles

- expert on E2U subtitles
- expert on E2U audio description
- expert on E2U audiovisual jour

YouTube

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UNIT 1.
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[Home](#) » UNIT 1. Media accessibility

UNIT 1. Media accessibility

Introductory video

U1 Media Accessibility - Introductory video

Watch later Share

4. What is Media Accessibility?

YouTube

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READ ME FIRST

[Home](#) » UNIT 1. Media accessibility

UNIT 1.
MEDIA ACCESSIBILITY

ELEMENT 1.
HUMAN DIVERSITY

1.1.1. HUMAN DIVERSITY

1.1.2. DISABILITY MODELS

1.1.3. LANGUAGE ON DISABILITY

UNIT 2.
EASY-TO-UNDERSTAND
LANGUAGE

ELEMENT 2.
WHAT IS ACCESSIBILITY?

UNIT 3A.
E2U AND SUBTITLING

ELEMENT 3.
WHAT IS UNIVERSAL DESIGN?

UNIT 3B.
E2U AND AUDIO DESCRIPTION

ELEMENT 4.
WHAT IS MEDIA ACCESSIBILITY?

UNIT 3C.
E2U AND AUDIOVISUAL
JOURNALISM

ELEMENT 5.
MEDIA ACCESSIBILITY SERVICES

UNIT 4.
THE PROFESSION

QUESTIONNAIRE

READING LIST



READ ME FIRST

UNIT 1.
MEDIA ACCESSIBILITY

UNIT 2.
EASY-TO-UNDERSTAND
LANGUAGE

UNIT 3A.
E2U AND SUBTITLING

UNIT 3B.
E2U AND AUDIO DESCRIPTION

UNIT 3C.
E2U AND AUDIOVISUAL
JOURNALISM

UNIT 4.
THE PROFESSION

[Home](#) » UNIT 2. Easy-to-understand language

UNIT 2. Easy-to-understand language

ELEMENT 1.
UNDERSTANDING E2U

ELEMENT 2.
LEGISLATION, STANDARDS AND GUIDELINES

ELEMENT 3.
PROCESSES

ELEMENT 4.
THE LANGUAGE OF E2U

ELEMENT 5.
VISUAL PRESENTATION

QUESTIONNAIRE

READING LIST

2.1.1. E2U, EASY-TO-READ (E2R) AND PLAIN LANGUAGE (PL) - AN OVERVIEW

2.1.2. TARGET AUDIENCES OF E2U AND THEIR NEEDS

2.1.3. MODALITIES AND DIFFERENT FORMS OF MEDIA REALISATION

2.1.4. BASIC RULES OF E2U

The language of E2U

→ different aspects of E2U:

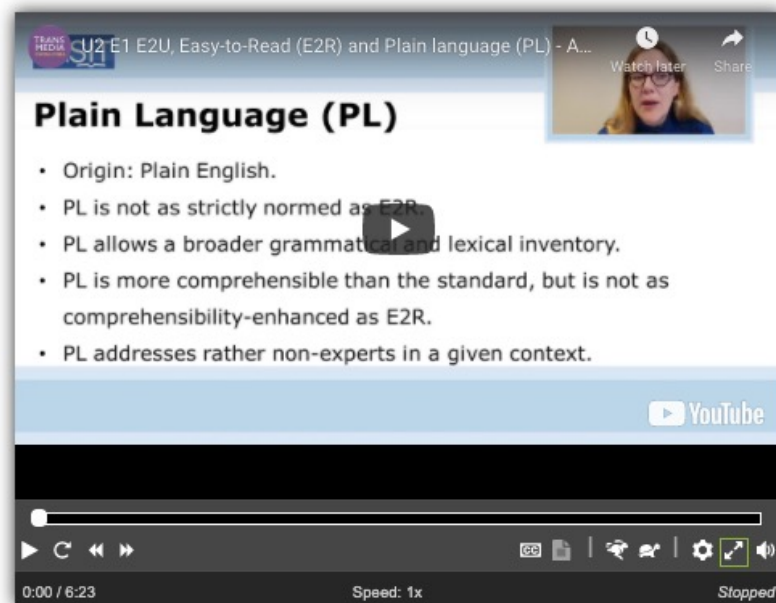
tex



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2.1.1. E2U, Easy-to-Read (E2R) and Plain language (PL) - An overview



Plain Language (PL)

- Origin: Plain English.
- PL is not as strictly normed as E2R.
- PL allows a broader grammatical and lexical inventory.
- PL is more comprehensible than the standard, but is not as comprehensibility-enhanced as E2R.
- PL addresses rather non-experts in a given context.

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← PREVIOUS

NEXT →



Additional materials

- [website] [Associació Lectura Fàcil](#). [in Catalan, Spanish, and English]
- [webpage] Bundesfachstelle Barrierefreiheit. (n.d.). [Leichte Sprache](#). [in German]
- [website] [Lingua Facile Venezia](#). [in Italian]
- [open-access online presentation] Maaß, C. (2020, September 20-21). [Verständliche Kommunikation als Voraussetzung für die Inklusion](#). EKD-Fachforum "Inklusive Kirche gestalten", Berlin, Germany. [in German]

- [open-access online presentation] Maaß, C., & Hernández Garrido, S. (2020, November 20). [Lenguaje Fácil y accesibilidad en Alemania. Perspectiva textual y perspectiva del usuario](#). III Conferencia del Lenguaje Claro – Lenguaje claro en época de pandemia, Bogotá, Colombia. [in Spanish]
- [website] [Netzwerk Leichte Sprache](#). [in German]
- [website] Norddeutscher Rundfunk (NDR). (n.d.). [Der NDR in Leichter Sprache](#). [in German]
- [website] [Okay – l'ufficio per un linguaggio facile](#). [in Italian]
- [website] [Plena Inclusión](#). [in Spanish]
- [open-access online presentation] Research Centre for Easy Language. (2020, September 18). [Buchvorstellung Christiane Maaß: Easy Language – Plain Language – Easy Language Plus](#). YouTube. [in German]
- [website] Stiftung Universität Hildesheim. (2021). [Forschungsstelle Leichte Sprache](#). [in German]

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EASIT educational materials in numbers

- 9 introductory videos
- 72 video lectures
- 72 presentation files
- 61 other videos
- 105 audio files
- 142 transcripts in English
- 31 transcripts in Italian
- 3 multilingual transcripts
- 6 tasks documents
- 1 reading list per element, 1 per unit = 27 files
- 6 additional materials documents
- 1 training guide

EASIT educational materials in numbers

- 142 subtitle files in EN
- 74 subtitle files in Catalan
- 77 subtitle files in Spanish
- 13 subtitle files in Swedish
- 36 subtitle files in German
- 5 subtitle files in Galician
- 32 subtitle files in Italian
- 11 subtitle files in Slovene
- 10 subtitle files in Greek

Where?

pagines.uab.cat/easit

“Educational materials”

OPEN ACCESS, FOR FREE

(final release, 1 October)

What else? Under “Results”:

- Survey report: mapping training and practice.
- Recommendations for audiovisual hybrid services.
- Skills card for 3 professional profiles.
- Curriculum design (university / MOOC)
- Certification strategies

Use it!

Course in Accessibility Management and Promotion:
Accessible Services, Information and Communication.

<https://grupsderecerca.uab.cat/transmedia/course-accessibility-management>

Online, 6 ECTS, 12 weeks.

Starting on Monday (27 September)

Use it!

Course in Accessible Digital Communication: Easy-to-Understand Language

<https://grupsderecerca.uab.cat/transmedia/course-accessible-communication>

Online, 6 ECTS, 12 weeks.

Starting in January

Standards

Guidelines: the EASIT survey

- Use of guidelines in practice and in training.

Work led by Elisa Perego from UNITS

Guidelines: the EASIT survey

- Guidelines used in training (only 13% have been trained without guidelines).
- Language-specific guidelines (40%).

Guidelines mentioned

International Federation of Library Associations and Institutions (IFLA, 1997, 2010)- mentioned 9 times

<https://www.ifla.org/wp-content/uploads/2019/05/assets/hq/publications/professional-report/120.pdf>

Inclusion Europe 2009- mentioned 28 times.

https://www.inclusion-europe.eu/wp-content/uploads/2017/06/EN_Information_for_all.pdf

Guidelines mentioned

- *Leichte Sprache*, by Ursula Bredel and Christiane Maass (Duden, 2016)- 16 German respondents.
- *Lectura fácil: Metodos de redacción y evaluación*, by Óscar García (2012) + UNE 153101:2018 EX
- Recommendations from the Swedish Language Council, Swedish writing rules
- Finnish Easy to Read Guidelines, Ekarv Method, AP Style Guide, US Government Plain Writing Style Guide, NCDJ Style Guide, Bruno Munari Guidelines, Capito criteria.

Their views about guidelines

55% always use guidelines, 28% often use guidelines

71%: shared guidelines for all Europe could be useful

Standards: Spain as a case study

First standard on "Lectura Fácil" (Easy-to-Read)

UNE 153101:2018 EX Easy to read. Guidelines and recommendations for the elaboration of documents.

<https://www.une.org/encuentra-tu-norma/busca-tu-norma/norma/?c=N0060036>

Standards: Spain as a case study

Creation.

Adaptation.

Validation with users.

Standards: Spain as a case study

Focus on written text. Recommendations on:

- Writing
 - Spelling and typography
 - Vocabulary
 - Sentences
 - Text structure and style
- Design
 - Layout
 - Images
 - Complementary features (paratextual, verbal, iconic)

International standards (under development)

ISO/IEC DIS 23859-1 Information technology – User interface- Part 1: Guidance on making written text easy to read and easy to understand

ISO/WD 24495-1 Plain language – Part 1: Governing principles and guidelines

ISO/IEC DIS 23859-1

- Technical committee: ISO/IEC JTC1/SC35 User interfaces
- Led by Ester Hedberg (DYS) and Anna Matamala (UAB).
- With input from many experts across the world.

ISO/IEC DIS 23859-1

- Easy-to-understand language (focus on understanding), while acknowledging different approaches.
- Universal design: non-medical, user needs.
- Cross-linguistic.
- Written text (in different formats): multimodality.

ISO/IEC DIS 23859-1

- Process of creation.
- Process of adaptation.
- Process of evaluation (technical / user evaluation)

Guidance

- Language & presentation, including paratextual elements.
- Audio presentation of written texts.
- Hybrid access services.
- Identifying & accessing content.
- Procurement.

Guidance

- Many shared recommendations (EL-PL). If not, specific reference to EL or PL is made.
- Examples are provided in different languages.

Conclusions

Challenges (1)

- Terminological consensus & spectrum of simplification.
- Audiences and personalisation/customisation: how?
- Training, certification and professionalisation.

Challenges (2)

- Research to support evidence-based guidelines.
- Hegemonic and non-hegemonic languages.
- Evaluation and the role of the users.
- Moving beyond the written printed word.

Challenges (and 3)

The role of technology

Disclaimer

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