



EASIT IO4 Final Report

Appendix V

Reading List

Author: SUH

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Summary: This document contains the EASIT IO4 Reading List. More detailed information about the design process and recommendations for implementation can be found in the EASIT IO4 Final Report.

History chart

No.	Action	Partner	Date
0.1	Prepared	SUH	21.11.2019
0.2	Comments on first draft	All EASIT partners	05.12.2019
0.3	Preparation of second curriculum draft	SUH	19.12.2019
0.4	Comments on second draft	All EASIT partners	13.01.2020
0.5	Preparation of final version	SUH	27.02.2020
0.6	Submitted	SUH	03.04.2020
0.7	Revision	All partners	08.04.2020
0.8	Corrected version	SUH	13.04.2020
0.9	Revision by Executive Board Members and Advisory Board	All partners and Advisory Board	24.04.2020



1	Final version	SUH	11.05.2020
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EASIT IO4 Reading List

As part of the curriculum design in IO4, the EASIT project has developed a reading list. This reading list is based on the modules of the university curricula (see Appendixes I, II, III), but the references can also be used in the suggested MOOC. The literature listed includes fundamental research work and guidelines that cover the teaching contents and help to achieve the learning outcomes proposed in the university curriculum. The publications are mainly in English, but considering that the EASIT project has a transnational and multilingual character, the reading list also contains literature published in German, Catalan, Spanish, Galician, Italian, Slovenian and Swedish. The IO4 EASIT Reading List is a proposal of references that are helpful to achieve the goals of the proposed training programs, but its use while implementing the curricula is not mandatory.

Concerning the modules easy-to-understand (E2U) language, this reading list is the first effort to collect references on language varieties for comprehensibility enhancement, such as Easy-to-read (E2R) and Plain Language (PL), in several languages. Therefore, this reading list can be used even outside the EASIT framework for further research. It promotes transnational cooperation and exchange in a field that until now has been developed on a different pace in every country.

References for the modules *EASIT-E2U-S-1*, *EASIT-E2U-AD-1*, and *EASIT-E2U-AVJ-1*: Media Accessibility

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Díaz-Cintas, J. & Remael, A. (2007). *Audiovisual translation: subtitling*.
Manchester: St. Jerome.

Fryer, L. (2016). *An introduction to audio description*. London: Routledge.

Greco, G. M. & Jankowska, A. (2020). "Media Accessibility within and beyond Audiovisual Translation". In L. Bogucki and M. Deckert (Eds.) *Handbook of Audiovisual Translation and Media Accessibility*. London: Palgrave.

Greco, G.M. (2019). "The nature of accessibility studies". In *Journal of Audiovisual Translation*, 1, pp. 205-232.

HBB4ALL (2017). *Sign language interpretation in HBBTV*. Retrieved from:
http://pagines.uab.cat/hbb4all/sites/pagines.uab.cat/hbb4all/files/sign_language_interpreting_in_hbbtv.pdf

Mitra, S. (2006). "The capability approach and disability". In *Journal of Disability Policy Studies*, 16, 4, pp. 236-247.

Neves, J. (2019). "Subtitling for deaf and hard-of-hearing audiences: moving forward". In L. Pérez-González, L. (Eds.) *The Routledge handbook of audiovisual translation*. London: Routledge, pp. 82-96.

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Remael, A., Reviere, N. & Vercauteren, G. (Eds.) (2015). *Pictures painted into words: ADLAB audio description guidelines*. Retrieved from <http://hdl.handle.net/10077/11838>, (12.04.2020).

Romero-Fresco, P. (2011). *Subtitling through speech recognition: respeaking*. Manchester: St. Jerome.

Romero-Fresco, P. (2019). *Accessible filmmaking*. London: Routledge.

Wasserman, D., Asch, A., Blustein, J. & Putnam, D. (2016). "Disability: Definitions, Models, Experience". In E. N. Zalta (Ed.) *The Stanford Encyclopedia of Philosophy*. Retrieved online: <https://plato.stanford.edu/entries/disability/>, (12.04.2020).

References for the modules *EASIT-E2U-S-2*, *EASIT-E2U-AD-2*, and *EASIT-E2U-AVJ-2*: Easy-to-understand language

Literature in English:

Guidelines:

- Accessible Information Working Group (2011). *Make it easy: a guide to preparing Easy to Read information*. Retrived from: <http://www.walk.ie/userfiles/file/Make%20It%20Easy%20-%20A%20guide%20to%20preparing%20Easy%20to%20Read%20Information.pdf>, (12.04.2020).
- Freyhoff, G., Hess G., Kerr L., Menzel E., Tronbacke B., & Van der Veken K. (1998). *Make It Simple, European Guidelines for the Production of Easy-to-Read Information for People with Learning Disability*. Brussels: ILSMH European Association.
- Inclusion Europe (2009). *Information for all. European standards for making information easy to read and understand*. Translation available in other languages. Retrieved from: <https://easy-to-read.eu/wp-content/uploads/2014/12/EN Information for all.pdf>, (12.04.2020).
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Bernabé, R. (2020). "New taxonomy of easy-to-understand access services". In M. Richart-Marset and F. Calamita (Eds.) *Traducción y Accesibilidad en los medios de comunicación: de la teoría a la práctica. MonTI*, 12.

Bernabé, R., Orero, P., García, Ó. & Oncins, E. (2020). "Validation of easy-to-read-subtitles". In D. Dejica, C. Eugeni & A. Dejica-Cartis (Eds.) *Translation Studies and Information Technology - New Pathways for Researchers, Teachers and Professionals.* Timisoara: Editura Politehnica.

- Chinn, D. (2019). "An empirical examination of the use of Easy Read health information in health consultations involving patients with intellectual disabilities". In *Journal of Applied Research in Intellectual Disabilities*, 1,16, pp. 232-247. Retrieved from:
<https://doi.org/10.1111/jar.12657>, (21.11.2019).
- Hansen-Schirra, S. & Maaß, C. (2020, accepted for publication).
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- Przybyla-Wilkin, A. (2016). "Easy-to-read in English, German and Polish". In N. Mälzer (Ed.) *Barrierefreie Kommunikation. Perspektiven aus Theorie und Praxis*. Frank & Timme: Berlin, pp. 135-150.
- Rello, L. & Baeza-Yates, R. (2016). "The Effect of Font Type on Screen Readability by People with Dyslexia". In *ACM Transactions on Accessible Computing* 8,4, Art. 15, pp. 1-33.

Rello, L., Pielot, M. & Marcos, M.-C. (2016). "Make it Big! The Effect of Font Size and Line Spacing on Online Readability". In *CHI'16*, pp. 3637-3648.

Schriver, K. (1997). *Dynamics in Document Design: Creating Text for Readers*. New York: Wiley.

Schriver, K. (2017). Plain language in the US gains momentum: 1940-2015. In *IEEE Transactions in Professional Communication*, 60, 4, pp. 343-383.

Literature in German:

Guidelines:

Bredel, U. & Maaß, C. (2016a). *Leichte Sprache. Theoretische Grundlagen. Orientierung für die Praxis*. Sprache im Blick. Berlin: Duden.

Bredel, U. & Maaß, C. (2016b). *Ratgeber Leichte Sprache. Die wichtigsten Regeln und Empfehlungen für die Praxis*. Sprache im Blick. Berlin: Duden.

Maaß, C. (2015). *Leichte Sprache. Das Regelbuch*. Berlin: LIT.

Netzwerk Leichte Sprache (2013). *Die Regeln für Leichte Sprache*. Retrieved from: https://www.leichte-sprache.org/wp-content/uploads/2017/11/Regeln_Leichte_Sprache.pdf, (02.06.2019).

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- Maaß, C. & Rink, I. (2019). „Über das Handbuch Barrierefreie Kommunikation“. In C. Maaß & I. Rink (Eds.) *Handbuch Barrierefreie Kommunikation*. Berlin: Frank & Timme, pp. 17-25.
- Maaß, C. (2019). „Übersetzen in Leichte Sprache“. In C. Maaß & I. Rink (Eds.) *Handbuch Barrierefreie Kommunikation*. Berlin: Frank & Timme, pp. 273-302.
- Maaß, C., Rink, I. & Zehrer, C. (2014). "Leichte Sprache in der Sprach- und Übersetzungswissenschaft". In: S. Jekat, H. Jüngst, K. Schubert & C. Villiger (Eds.) *Sprache Barrierefrei gestalten. Perspektiven aus der Angewandten Linguistik*. Berlin: Frank & Timme, pp. 53-85.
- Rink, I. (2016). „Zur Übersetzung juristischer Fachtexte in Leichter Sprache am Beispiel des Pilotprojekts „Leichte Sprache in der



Niedersächsischen Justiz""". In N. Mälzer (Ed.), *Barrierefreie Kommunikation. Perspektiven aus Theorie und Praxis*. Frank & Timme: Berlin, pp. 257-273.

Rink, I. (2020). *Rechtskommunikation und Barrierefreiheit. Zur Übersetzung juristischer Informations- und Interaktionstexte in Leichter Sprache*. Berlin: Frank & Timme.

Exercises:

Bredel, U. & Maaß, C. (2016c). *Arbeitsbuch Leichte Sprache. Übungen für die Praxis mit Lösungen*. Sprache im Blick. Berlin: Duden.

Literature in Spanish:

Guidelines:

Asociación Española de Normalización (2018). *Norma Experimental UNE 153101EX: Lectura Fácil. Pautas y recomendaciones para la elaboración de documentos*. Madrid: AENOR.

Carretero, C., Pérez, J., Lanne-Lenne, L. & de los Reyes, G. (2017). *Lenguaje Claro. Comprender y hacernos entender. Guía breve*. Madrid: Instituto de Lectura Fácil y Red Clarity.

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Becker, L. (2019, in print). "Lenguaje claro/llano/ciudadano y lectura fácil. ¿Nuevas variedades de comunicación digital de masas más allá del español general/común/total o internacional/neutro?" In S. Greublich & F. Lebsanft (Eds.) *El pluricentrismo de la cultura lingüística hispánica. Reflejos en los medios de comunicación masiva*. Göttingen: Vandenhoeck & Ruprecht.

Bernabé, R. (2017). "Propuesta metodológica para el desarrollo de la Lectura Fácil según el Diseño Centrado en el Usuario". En *Revista Española de Discapacidad*, 5,2, pp.. 7-18.

Literature in Catalan:

Guidelines:

Ajuntament de Barcelona (2016). *Exposicions accessibles: Criteris per eliminar les barreres de la comunicació i facilitar l'accés als continguts*.

Retrieved from:

<http://repositori.lecturafacil.net/sites/default/files/2016%20Exposicions%20accessibles%20Generalitat%20de%20Catalunya.pdf>,

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ILSMH (1998). *El camí més fàcil. Directrius europees per generar informació de lectura fàcil*. Catalan translation of a document created by ILSMH.

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Cassany, Daniel (2005). "Plain Language in Spain". In *Clarity*, 53, pp. 41-43.

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<https://sites.google.com/site/redacespecialitzada/home/11-com-fem-accessible-un-text-juridic>, (12.04.2020).

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Plena Inclusión Galicia. Biblioteca de Lectura Fácil. Retrieved from:
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Literature in Italian:

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Birattari, M. (2011). *È più facile scrivere bene che scrivere male*. Milano : Ponte alle Grazie.

De Mauro, T. (1980). *Guida all'uso delle parole. Parlare e scrivere semplice e preciso per capire e farsi capire*. Roma: Editori riuniti.

Fortis D. (2003). *Il plain language. Quando le istituzioni si fanno capire. I quaderni del MdS*. Retrieved from:
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Gargiulo, M. L. & Arezzo, A. (2017). *Come rendere comprensibile un testo. Guida per educatori alle prese con persone con bisogni speciali*. Milano: FrancoAngeli.

Piemontese M.E. (1996). *Capire e farsi capire. Teorie e tecniche della scrittura controllata*. Napoli: Tecnodid.

Research:

Sciumbata F. (2017). *Sono solo coincidenze? Proposte a Trenitalia per farsi capire (meglio) dai suoi viaggiatori*. Trieste: EUT.

Literature in Slovenian:

Guidelines:

Fužir, S., Knapp, T. & Haramija, D. (2019). *Lahko je brati, Nasveti za lahko branje v slovenščini. 2, Pravila*. Podgorje pri Slovenj Gradcu: Zavod Risa.

Haramija D., Knapp, T. (2019). *Lahko je brati, Lahko branje za strokovnjake*. Podgorje pri Slovenj Gradcu: Zavod Risa.

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Guldbrand, K. & Hjalmarsson, H. E. (2016). Webbredaktörens skrivhandbok – Klarspråk på nätet, Producta.

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