



ConnectedTV Accessibility

Right to Participation

Training on Media Accessibility

Pilar Orero

Mainstreaming media accessibility

Training in Media Accessibility Services

Two EU examples: HBB4ALL and ACT projects

Mainstreaming media accessibility

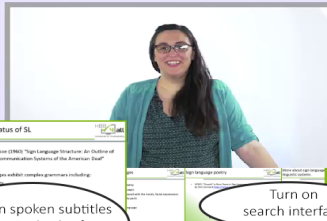
- Accessibility for all
- Define stakeholders
- Access services normalized in the economic system
- Open training in quality access services

MOOC – Massive Online Open Training

Access Services - Subtitling/Captioning/Audio subtitling

- Audio Description
- Sign Language

UNIT 4 SIGN LANGUAGE



4.1: Sign Language

Marta Bosch Baliarda

In this course we'll talk about the main features of sign languages as natural languages. It will discuss the basic status of these languages, socially and linguistically.

It will also discuss the existence of many misconceptions and preconceptions about sign languages and their users, deaf-signing users, whereas we will also compare and discuss the differences between natural deaf-sign languages and other communicative systems such as alternative systems that use or are partially based on signing and lexical signs.

This unit contains an introduction to sign language and how it is used in the broadcasting world.

Mute video/
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Turn on spoken subtitles
(turn on subtitles first
for this to work!)

Turn on
search interface

Switch to Fullscreen

Start video playback

Turn on subtitles/
change subtitles language

Turn on
chapter navigation

Hello and welcome to Unit 4 about sign language broadcasting. My name is Marta Bosch Baliarda and this is my Sign Language. In this unit, we are going to talk about sign languages as natural languages and also about the best practices for broadcasting sign language either as sign language interpreting programs or sign presented programs. We'll also discuss the translation and interpreting process for media broadcasting in sign language, and finally, we will introduce the possibilities of sign language technologies through signing avatars. Finally, in the last section of this video you will find all the references that we will mention throughout this lesson. So, let's start. What is sign language? In this section, we'll talk about the main features of sign languages as natural languages and we will discuss the basic status of these languages, socially and linguistically. It is also very important to bear in mind that there still are many misconceptions and preconceptions about sign languages and their users, deaf-signing users, and we will also compare and discuss the differences between natural deaf-sign languages and other communicative systems such as alternative systems that use or are partially based on signing and lexical signs. There are about 70 M sign language users around the world. We have to bear in mind that when we talk about sign language users we mean not only deaf users but also deaf-blind people and, sometimes, hearing people, like relatives and professionals that work within and with the deaf communities. Another important thing about deaf sign language users is that not all deaf people use sign language. Some deaf people use other communicative means such as spoken language or alternative communicative systems that we'll explain later on in this section. Sometimes, to differentiate these two linguistic communities within deaf people, to refer to the deaf signers and deaf people that are culturally part of the deaf communities; to refer to hard of hearing people or hearing impaired people that use spoken language or other forms of communication rather than sign languages. Another thing is that, sometimes, when non-professionals to refer to the deaf signers, they should know that this terminology is no longer used and is considered to have negative connotations, because deaf signers are not dumb, they can speak, but they choose to sign as the primary means of communication. It is not that they cannot talk, but they talk in a language that doesn't use an auditory modality, but a gestural and visual modality. Also, if they want to, most deaf people can use their voices to communicate too. To talk about the linguistic status of sign languages we have to go back to the 1960s when the groundbreaking publication of sign language structure, by William Stokoe, was published. In this publication, it was clear that sign languages had fully-fledged grammars, including phonology, morphology and syntax. So sign languages are closer to spoken languages in their structure than to mimicking or gestural communication, for example. Sign languages are natural languages just like any spoken language, but they differ in the language modality they use. Sign languages are visual-gestural languages. They use articulators like the hands, the arms, facial expressions, like the eyebrow position, mouthing, head tilts, and upper body parts, like shoulders and torso positions, to convey meaning and grammar in all the linguistic levels. For example, this is similar to what happens with spoken languages, but the body parts involved are different. In spoken languages, we use the vocal tract, mouth, lips, tongue... to convey these patterns, and in sign languages, we use other body parts. But they are all language modalities. Sign languages are fully-fledged natural languages in all levels, like communicative level, for example, maybe you've

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volker: (15:32:17)
you can get more information on the Hbb4All website (www.hbb4all.eu)

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Two EU examples

EU financing training on media access services at two levels:

1. People who wish to create services

Training MOOC for HBB4ALL

2. EU professional profile of media accessibility manager

ACT project

Accessible Culture and Training (ACT)

2015-1-ES01-KA2013-015734

Project's global objective

Need to establish the new professional profile of accessibility manager/expert for the scenic arts, and its training.

Because full participation of all citizens in cultural events should become part of their daily life, restoring the concept of equal opportunity and Human Right of access to culture.

Project's specific objectives

- cooperation between organisations in different but complementary sectors > exchanges of practices.
- development of curricula to emerging market needs
- development, testing and implementation of innovative practices in education, while better professionals for diversity and inclusion challenges.
- recognition and validation through

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