



# **UNIT 3A. EASY-TO-UNDERSTAND (E2U) LANGUAGE AND SUBTITLING**

## **Tasks**

The questionnaire and tasks proposed next are just a recommendation. Trainers are free to implement them as they consider best.

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## Questionnaire

1. Normally, how many stages are there in a validation process?
  - a) 4.
  - b) 5.
  - c) 6.
  - d) 7.
  
2. Easy-to-Understand subtitles can use:
  - a) Only text simplification methods.
  - b) Only graphical simplification methods.
  - c) Both text and graphical simplification methods.
  - d) None of the above option.
  
3. In E2U subtitling, how should speakers be identified on screen?
  - a) Using a different font-size.
  - b) Using colours.
  - c) Using labels.
  - d) None of the above option.
  
4. Which of the following choices support simplification in subtitling?
  - a) Expressing one idea in one sentence.
  - b) Using the active voice.
  - c) Avoiding contracted forms.
  - d) All of the above options.



5. To ensure good contrast between the text and the background in a subtitle, the contrast ratio should be at least:
- a) 2.5:1
  - b) 3.5:1
  - c) 4:1
  - d) 4.5:1
6. In the validation process, which of the following is not a main job role?
- a) Subtitlers.
  - b) Validators.
  - c) Facilitators.
7. How should music be indicated in subtitles?
- a) With a musical note symbol in round brackets.
  - b) Indicating the title of the song.
  - c) Indicating the type of music.
  - d) All of the above options are possible.
8. Which of the following typefaces ensure good legibility?
- a) Calibri.
  - b) Verdana.
  - c) Tahoma.
  - d) All of the above options.

9. E2U subtitles are always intralingual subtitles

- a) True.
- b) False.

10. Italics are widely used in Easy-to-Read texts.

- a) True.
- b) False.

11. Subtitling software does not include...

- a) automatic detection of shot changes.
- b) machine translation features.
- c) an audio wave indicator that shows where subtitles start and end.
- d) synchronization of the transcription with the soundtrack and the video.

12. Intralingual subtitling guidelines usually recommend a maximum of 21 characters per second for adults and between 12 and 15 for children.

- a) True.
- b) False.

13. E2U subtitles should be...

- a) Centred.
- b) Left-aligned.
- c) Right-aligned.



14. Technical words should be...

- a) simplified in E2U subtitles.
- b) maintained in E2U subtitles.

15. Subtitles should be placed at the bottom of the screen, but could be moved to avoid obscuring relevant information.

- a) True.
- b) False.



## Questionnaire answer key

1. b
2. c
3. b, c
4. d
5. d
6. a
7. d
8. d
9. b
10. b
11. b
12. b
13. b
14. a
15. a



## **Elements 1. Processes**

### **Task 1. Text simplification guidelines in your country**

#### **Aim(s):**

To identify simplification recommendations that can be used in subtitling.

#### **Grouping:**

This task can be done individually or in small groups of 2-3 students.

#### **Approximate timing:**

2 sessions.

#### **Material and preparation needed:**

Students can use the Easy-to-Read guidelines *Information for All* published by Inclusion Europe as reference material.

#### **Development:**

Students will research the internet for similar guidelines in their language and will select recommendations that can be useful for subtitling.

Results will be presented and discussed in plenum in a session moderated by the trainer.



## **Task 2. SDH subtitling guidelines**

### **Aim(s):**

To know the SDH subtitling guidelines and conventions in your country.

### **Grouping:**

This task can be done individually or in small groups of 2-3 students.

### **Approximate timing:**

1 session.

### **Material and preparation needed:**

The trainer may provide a sample video to introduce the topic.

### **Development:**

Students will research the internet for similar guidelines in their language and will select recommendations that can be useful for E2U subtitling.

Results will be presented and discussed in plenum in a session moderated by the trainer.





## Element 2. Linguistic aspects

### Task 1. Creating E2U subtitles

#### **Aim(s):**

Apply the knowledge acquired in the video lectures with regards to visual and editorial aspects of E2U subtitles.

#### **Grouping:**

This task can be done individually, in pairs, or larger groups. In the case of larger groups, trainers can consider assigning individual tasks to each group. The result of each group will build the final product, i.e. the E2U subtitles.

#### **Approximate timing:**

It depends on the video and on the proficiency level of the students.

#### **Material and preparation needed:**

Students should watch these video lectures before the task:

- EASIT IO5\_U3A.E2\_E2U\_SUB\_EditorialInformation\_SDI
- EASIT IO5\_U3A.E2\_E2U\_SUB\_Contextual-Information\_SDI
- EASIT IO5\_U3A.E2\_E2U\_SUB\_VisualParameters\_SDI

Video material selected by the trainer according to the level of the students. Similarly, students can suggest some material.

#### **Development:**

- Present the task and watch the video to be subtitled in plenum.
- Create the working groups and assign the individual tasks.
- Each group watches the video lectures individually.



- Each group carries out the assignment and presents the results.
- Discussion and corrections.
- Presentation of the final product.

**Additional comments:**

This is a very flexible task that can be easily carried out individually and in larger groups. It can also be adapted to different levels of difficulty and types of video materials. The task can also be carried out with a focus on single parameters, e.g. visual aspects.



## **Task 2. The 32-characters challenge**

### **Aim(s):**

Practice and reflect on how to simplify subtitles and how to use shorter subtitle lines of 32 characters and the subtitling software to support subtitlers in the process.

### **Grouping:**

This task can be done individually, in pairs, or larger groups. In the case of larger groups, trainers can consider assigning individual the task to single groups to then agree on a final version of the E2U subtitles.

### **Approximate timing:**

It depends on the video and on the proficiency level of the students.

### **Material and preparation needed:**

Students should watch these video lectures before the task:

- EASIT IO5\_U3A.E2\_E2U\_SUB\_EditorialInformation\_SDI
- EASIT IO5\_U3A.E2\_E2U\_SUB\_Contextual-Information\_SDI
- EASIT IO5\_U3A.E2\_E2U\_SUB\_VisualParameters\_SDI

Video material selected by the trainer according to the level of the students. Similarly, students can suggest some material.

It is also recommended to show adjust the subtitling software so that it will automatically show lines that exceed the 32-characters.

### **Development:**

- Present the task and watch the video to be subtitled in plenum.
- Create the working groups and assign the individual tasks.



- Each group watches the video lectures individually.
- Each group carries out the assignment and presents the results.
- Discussion and corrections.
- Presentation of the final product.

**Additional comments:**

This is a very flexible task that can be easily carried out individually and in larger groups. It can also be adapted to different levels of difficulty and types of video materials. The task can also be carried out with a focus on single parameters, e.g. visual aspects.

## **Task 3. Adaptation of standard subtitles into E2U subtitles**

### **Aim(s):**

To practice and reflect on how to adapt standard subtitles into E2U subtitles.

### **Grouping:**

This task can be done individually, in pairs or in larger groups. In the case of larger groups, trainers can consider assigning individuals the task to single groups to then agree on a final version of the E2U subtitles.

### **Approximate timing:**

It depends on the video and on the proficiency level of the students.

### **Material and preparation needed:**

Students should watch these video lectures before the task:

- U3A.E2. Linguistic aspects: Subtitling parameters – editorial aspects
- U3A.E2. Linguistic aspects: Subtitling parameters – contextual information
- U3A.E2. Linguistic aspects: Subtitling parameters – visual aspects
- U3A.E1. Sample 2 – case study of SDH simplification following E2U principles
- U3A.E1. Sample 3 – case study of SDH simplification following E2U principles

Video material selected by the trainer according to the level of the students. Similarly, students can suggest some material as well.

### **Development:**



- Present the task and watch the video with the standard subtitles to be adapted in plenum.
- Create the working groups and assign the individual tasks.
- Each group watches the video materials individually.
- Each group carries out the assignment and presents the results.
- Discussion and corrections.
- Presentation of the final product.

**Additional comments:**

This is a very flexible task that can be easily carried out individually and in larger groups. It can be adapted to different levels of difficulty and types of video materials. The task can also be carried out with a focus on single parameters, e.g., visual aspects.

## **Element 3. Technical aspects**

### **Task 1. Checking technical aspects**

#### **Aim(s):**

To apply the knowledge acquired in the video lectures with regard to technical aspects of E2U subtitles.

#### **Grouping:**

This task can be done individually or in pairs.

#### **Approximate timing:**

It depends on the video and on the proficiency level of the students.

#### **Material and preparation needed:**

Students should watch the video lecture *U3A.E3. Technical aspects: subtitling principles, guidelines, and conventions* before the task.

Video material and subtitles selected and/or elaborated by the trainer.

#### **Development:**

- Present the task and read the aforementioned material in plenum.
- Create the working pairs.
- Each pair watches the video with E2U subtitles to be checked.
- Each pair carries out the assignment and presents the results.
- Discussion and corrections.
- Presentation of the final product.

#### **Additional comments:**



This task can also be adapted to different levels of difficulty and types of video materials. For example, other aspects, apart from the ones referred to below, could also be considered.

Students should use the following checklist:

#### TECHNICAL ASPECTS:

- Reading speed (maximum 16 cps for adults and 10-12 for children).
- Minimum duration of subtitles on screen (between 1 and 2 seconds).
- Gap between subtitles (2-4 frames).
- Synchrony with the audio.
- Subtitle changes matching shot changes.



## **Task 2. Revising segmentation of E2U subtitling**

### **Aim(s):**

To practice and reflect on how to segment E2U subtitles appropriately.

### **Grouping:**

This task can be done individually or in pairs.

### **Approximate timing:**

It depends on the video and on the proficiency level of the students.

### **Material and preparation needed:**

Students should read Díaz-Cintas and Remael (2007, pp. 179-178) before the task.

Video material and subtitles selected and/or elaborated by the trainer.

### **Development:**

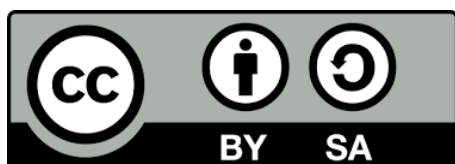
- Present the task and read the aforementioned material in plenum.
- Create the working pairs.
- Each pair watches the video with the E2U subtitles to be corrected.
- Each pair carries out the assignment and presents the results.
- Discussion and corrections.
- Presentation of the final product.

### **Additional comments:**

This task can also be adapted to different levels of difficulty and types of video materials.

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**Partners:**

