UNIT 2. Easy-to-understand language (E2U)

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. Which of the listed target groups are part of the primary target group of easy- to-understand texts?

a) people with prelingual hearing impairment

b) people with dementia

c) functional illiterates

d) people with aphasia

2. The rules for Easy and Plain Language can be categorised regarding the levels (three in total) they refer to. What are those levels?

a) word level

b) sentence level

c) punctuation level

d) text level

3. According to the approach of Jakobson, what realm does translation into Easy Language belong to?

a) interlingual translation

b) intralingual translation

c) intersemiotoc translation

d) intrasemiotic translation

4. What is an advanced organiser?

a) a highly qualified Easy Language translator

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b) a project plan established by the translator before starting with the translation job

c) a project plan established by the client as part of the call for tender

d) an introduction of the text within which the main content is summarized and the text function is explained

5. Which of the following answers belong to the communication barriers as defined by Rink (2020)?

a) language barrier

b) cognitive barrier

c) cultural barrier

d) sensory barrier

6. Which of the following aspects are particularly relevant with regard to the authors when creating content in easy-to-understand language?

a) knowledge about the target groups
b) training in teaching German as a second language
c) knowledge about the target situation
d) training in special education

7. Why is it important to know the communicative needs of the target group when creating content in easy-to-understand language?

a) in order to be able to deliver the text via a suitable medium

b) in order to provide them with assistive technologies

c) in order to be able to adapt the content of the text to the needs of the target group

d) in order to decide for a suitable comprehensibility-enhanced variety

8. What does the term "adaptation" mean?

a) translation

b) reduction

c) creation

d) recreation

9. What characteristics should fonts used in Easy Language texts have?

a) The fonts in use should be bold.

b) The fonts in use should be serif fonts.

c) The fonts in use should be displayed in italics.

d) The fonts in use should be sans-serif.

10. According to Rink (2020) and Maaß (2020), there are six characteristics of accessible content that enable users to act on the basis of the corresponding text offer. The fundamental characteristics require accessible content to be "retrievable", "perceptible" and "comprehensible". What are the three further characteristics?

a) linkable

b) acceptable

c) appealing

d) action-enabling

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11. What aspects can be assigned to the discourse level of easy-to-understand texts?

a) intratextuality

b) intertextuality

c) text types

d) presupposed knowledge

12. Why is it important to enhance acceptability of easy-to-understand texts?

a) in order to minimize the risk of stigmatisation processes

b) in order to enhance usefulness of the text offer

c) in order to minimize the risk of a motivation barrier

d) in order to facilitate inclusion

13. What does the variety "Easy Language Plus" (Maaß 2020) strive for?

a) balancing perceptibility and acceptability

b) balancing comprehensibility and acceptability

c) balancing retrievability and acceptability

d) balancing linkability and acceptability

14. Which of the following phrases refer to the main characteristics of Easy Language vocabulary? Easy Language vocabulary…

a) …is learned late in the process of secondary language acquisition

b) …is learned early in life

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c) …consists of at least two syllables

d) …is frequently used

15. What are the possible desired functions of images in easy-to-understand texts?

a) exemplifying function

b) decorative function

c) summarizing function

d) comprehensibility-enhancing function

Questionnaire answer key

1. a, b, c, d

2. a, b, d

3. b

4. d

5. a, b, c, d

6. a, c

7. a, c, d

8. a

9. d

10. a, b, d

11. b, c, d

12. a, b, c, d

13. b

14. b, d

15. a, c, d

Element 1. Understanding easy-to-understand language (E2U)

Task 1.1 The notion of E2U

Aim(s):

- To gain awareness about the notion of easy-to-understand language.

- To discuss about the relevance of easy-to-understand language in the promotion of accessibility and inclusion.

Grouping: Individual, in pairs, in groups (maximum 3 persons per group) or in plenum.

Approximate timing: 60-80 minutes.

Material and preparation needed:

- Texts in easy-to-understand language in the market.

Development:

1. Learners read a text written in E2U from different fields. They should mark features that they consider relevant.

2. Learners discuss in small groups about the texts and their relevant features.

3. Whole-class discussion about the results of each individual/group.

4. Whole-class discussion about the role of such texts in accessibility and inclusion.

Additional comments:

- The videos *U2.E1. E2U, Easy-to-read (E2R) and Plain Language (PL) – An overview*, *U2.E1. Target audiences and needs* and *U2.E1. Basic rules of E2U* could be helpful for this task.

- The texts in E2U for this task can be chosen by the teacher. Relevant choosing criteria are the fulfilment of E2U guidelines and the E2U presence in the market.

Task 1.2. Target groups of easy-to-understand language

Aim(s):

- To identify the target groups of E2U and their needs.

Grouping: In pairs or in groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Contact with users' associations or open-access recordings of interviews with target groups of E2U (e.g. EASIT teaching materials).

Development:

1. Learners watch/are part of either a live or a pre-recorded interview with target groups of E2U.

2. Learners discuss in pairs/groups about the interviews.

3. Class discussion: Learners share their observations with the whole group.

4. Class discussion: Learners discuss about the communicative needs of the target groups of E2U.

Additional comments:

- E2U is implemented to a different extent in every country. For that reason, users' association may be less or more familiar with E2U texts. If live interviews with representatives of users' associations are planned, a preliminary discussion about their knowledge of E2U would be helpful.

- The video *E2.U1. Target audiences of E2U and their needs* could be helpful for the preparation of this task.

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Task 1.3. Modalities and different forms of media realisation of E2U.

Aim(s):

- To explore the different alternatives of media realisation for content in E2U.

Grouping: In pairs or in groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Written content in E2U.

- Audio, audio-visual content in E2U.

Development:

1. Learners are divided either in pairs or in groups (maximum 3 persons per group).

2. Each pair/group receives a text (written, audio or audio-visual) in E2U.

3. Learners should mark the text's features that they consider relevant.

4. Class discussion: Each pair/group shares their results with the whole group.

5. Class discussion: Learners discuss about the possibilities and constraints of the different forms of media realisation concerning the target groups and their communicative needs.

Additional comments:

- E2U is implemented in different forms of media realisation in every country. For this task, it would be helpful to see which forms of media realisation are implemented and try to integrate them as much as possible.

- The video *E2.U1. Modalities and different forms of media realisation* could be helpful for the preparation of this task.

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Task 1.4. Basic rules of E2U

Aim(s):

- To identify the basic rules of E2U on word, sentence and text level.

Grouping: In three groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- One text written in E2U.

Development:

1. Learners receive the same text in E2U.

2. The whole group is divided into three groups. Each group receives a category: word, sentence or text level.

3. In their groups, leaners should mark in the text the E2U features relevant to their category.

4. Class discussion: Each group presents their results.

Additional comments:

- The video *E2.U1. Basic rules of E2U* could be helpful for the preparation of this task.

Task 1.5. Easy Language and Plain Language

Aim(s):

- To identify the differences between Easy Language and Plain Language.

Grouping: In two groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- 1 text written in Easy Language.

- 1 text written in Plain Language.

Development:

1. Learners are divided into two groups.

2. One group receives a text in Easy Language and the other group receives a text in Plain Language.

3. In their groups, learners should discuss and mark features of their texts that they consider relevant.

4. Class discussion: The two groups share their results and discuss the differences between the two language varieties.

5. Class discussion: Learners discuss about the potential target groups of each language variety.

Additional comments:

- The notions of Easy Language and Plain Language may be different in each country. For this task, it is important that teachers look into

the guidelines and standards implemented in their countries in order to plan this task.

- The video *E2.U1. E2U, Easy-to-read (E2R) and Plain Language* could be helpful for the preparation of this task.

Element 2. Legislation, standards, and guidelines

Task 2.1. International legislation of E2U

Aim(s):

- To be aware of the international legal situation of E2U.

Grouping: In pairs/groups.

Approximate timing: 45-60 minutes.

Material and preparation needed:

- Internet access for all learners.

Development:

1. Learners are divided into pairs or groups (maximum 3 persons per group).

2. Learners research about international and European legislation of E2U and gather information.

3. Class discussion: Pairs/group share their results and discuss which regulations are relevant for the implementation of E2U in their countries.

Additional comments:

- The video *U2.E2 Legislation (international perspective)* could be helpful for this task.

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Task 2.2. National legislation of E2U

Aim(s):

- To be aware of the national legal situation of E2U in the own country or region.

Grouping: In pairs/groups.

Approximate timing: 45-60 minutes.

Material and preparation needed:

- Internet access for all learners.

Development:

1. Learners are divided into pairs or groups (maximum 3 persons per group).

2. Learners research about national legislation of E2U and gather information.

3. Class discussion: Pairs/group share their results and discuss which regulations are relevant for the implementation of E2U in their countries.

Additional comments:

- Unit 2 Element 2 has videos on the national situation of E2U in Catalan, Spain, Germany, Slovenia, Italy, and Sweden. These videos can be helpful for this task's preparation.

- The legal situation of E2U varies from country to country. Therefore, it is recommended for the preparation of this task to gather information on the laws concerning E2U that apply in the own context.

Task 2.3. Standards, guidelines and rulesets of E2U.

Aim(s):

- To be aware of the standards, guidelines and rulesets relevant for the own context of implementation.

- To be aware of the similarities and differences between standards, guidelines and rulesets.

Grouping: In pairs/groups.

Approximate timing: 45-60 minutes.

Material and preparation needed:

- Internet access for all learners.

Development:

1. Learners are divided into pairs or groups (maximum 3 persons per group).

2. Learners research about standards, guidelines, and rulesets.

3. In pairs/groups: Learners discuss about their research results.

4. Class discussion: Pairs/group share their results and discuss which standards, guidelines, and rulesets are relevant for the own context of implementation.

5. Class discussion: The whole group discuss about the similarities and differences between the discussed standards, guidelines and rulesets.

Additional comments:

- Unit 2 Element 2 has videos on the national situation of E2U in Catalan, Spain, Germany, Slovenia, Italy, and Sweden. These videos can be helpful for this task's preparation.

- In every country, the standards, guidelines and rulesets used for the creation of E2U content are different. Often, several of them coexist and are used in different contexts. Therefore, for this task, trainers should be aware of the situation concerning standards, guidelines and rulesets in their own countries or regions.

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Element 3. Processes

Task 3.1. Awareness of the processes of creating and adapting/translating content into E2U

Aim(s):

- To be aware of the complexity of creating and adapting/translating content into E2U.

Grouping: In pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts in standard language. Ideally, they also have an E2U version.

Development:

1. Learners are divided into pairs.

2. Each pair receives a text in standard language that they should translate into E2U.

3. While translating, they should reflect on the challenges faced.

4. Class discussion: All pairs share their experience and comment on the challenges they faced and how they overcame them.

5. Each pair receives the E2U version of their text to compare it with their results.

6. Class discussion: All pairs present how their translations were similar or different to the official translation.

Additional comments:

- For this task, it is not relevant that the learners have previously worked and discussed about E2U guidelines. The main idea is that they experience and become aware of the challenges when enhancing comprehensibility.

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Task 3.2. Recognizing communication barriers and enhancing comprehensibility.

Aim(s):

- To recognize communication barriers.

- To reflect on how to overcome communication barriers.

Grouping: In pairs/groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Texts in standard language.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text in standard language.

3. Each pair/group reflects on the communication barriers that the text may represent for E2U target groups.

4. Each pair/group discusses on the possible approaches to overcome the identified communication barriers and enhancing comprehensibility.

5. Class discussion: Each pair/group share their results.

Additional comments:

- The video *U2.E1. Target audiences of E2U and their* needs presents different communication barriers that the target groups of E2U may face when reading a text. This material can be helpful for the preparation of this task.

Task 3.3. Creating content in E2U

Aim(s):

- To reflect on the process of creating content in E2U.

Grouping: In pairs/groups.

Approximate timing: 90 minutes.

Material and preparation needed:

- A (simulated) situation where the creation of a text in E2U is needed.

Development:

1. Trainers presents the learners a (simulated) situation where the creation of a text in E2U is needed.

2. Learners are divided into pairs and groups.

3. Each pair/group discusses about the situation and what the text would require.

4. Each pair/group drafts a text.

5. Class discussion: Each pair/group shares their results with the whole group.

Additional comments:

- The video *U2.E.3 Creating contents in E2U* can be helpful for this task.

Task 3.4. Adapting/translating content into E2U

Aim(s):

- Recognizing communication

Grouping: In pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts in standard language. Ideally, they also have an E2U version.

Development:

1. Learners are divided into pairs.

2. Each pair receives a text in standard language that they should translate into E2U.

3. While translating, they should reflect on the challenges faced.

4. Class discussion: All pairs share their experience and comment on the challenges they faced and how they overcame them.

5. Each pair receives the E2U version of their text to compare it with their results.

6. Class discussion: All pairs present how their translations were similar or different to the official translation.

Additional comments:

- The video *U2.E.3 Translating content into E2U* can be helpful for this task.

Task 3.5. Validation of content in E2U

Aim(s):

- To be aware of the different opportunities of validating content in E2U.

Grouping: In pairs/groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Research texts about validation of contents in E2U.

Development:

1. Learners are divided into two big groups.

2. Each big group would have a topic:

    - Validation of content in E2U through the validation of comprehensibility (by following E2U guidelines).

    - Validation of content in E2U through validation of comprehension (by discussions with the target groups).

3. Each big group receives research texts about their approach.

4. The two big groups are divided into smaller groups/pairs.

5. Learners read the research texts about their approach.

6. Learners discuss in their smaller groups/pairs about their approach.

7. Class discussion: The two big groups present their approaches and discuss about their possibilities and restraints.

Additional comments:

- The video *U2.E.3 Validating content in E2U* can be helpful for this task.

- Some research texts suitable for this task can be found in the reading list for Unit 2.

Task 3.6. Validation of content in E2U with the target groups

Aim(s):

- To be aware about the possibilities and restraints of validating content in E2U with the target groups.

Grouping: In pairs/groups.

Approximate timing: 90 minutes.

Material and preparation needed:

- Contact to representatives/associations of E2U target groups.

- Live/recorded validation session with the target groups.

Development:

1. Learners watch a validation session with the target groups.

2. After finalizing the session, learners are divided into pairs/groups.

3. Learners discuss with their partner/in their groups about the session just watched.

4. Learners reflect in their pairs/groups about the possibilities and restraints of validating E2U content with the target groups.

5. Class discussion: Each pair/group share their discussion result.

Additional comments:

- The video *U2.E.3 Validating content in E2U* can be helpful for this task.

- The kind of access to a validation session has to be discussed and clarified with representatives or associations of E2U target groups.

Live or pre-recorded, teachers and learners must be aware of copyright issues and handle the data with confidentiality.

Element 4. The language of easy-to-understand language

Task 4.1. Textual aspects of E2U

Aim(s):

- To be aware of textual aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts written in E2U.

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in E2U.

3. Learners read their texts and mark relevant textual aspects.

4. Learners discuss in their pairs/groups about their texts' textual aspects.

5. Class discussion: Learners discuss with the whole group about E2U textual aspects and their relevance for the target groups.

6. Learners go back into their pairs/groups.

7. Each pair/group receives a text in standard language.

8. Learners analyse the text and reflect on how the textual aspects can be adapted into E2U.

9. Learners make a draft of a new text enhanced concerning the textual aspects.

10. Class discussion: Learners share their results with the whole group.

Additional comments:

- The video *U2.E4. Textual aspects of E2U* can be helpful for this task.

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Task 4.2. Lexical aspects of E2U

Aim(s):

- To be aware of lexical aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts written in E2U.

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in E2U.

3. Learners read their texts and mark relevant lexical aspects.

4. Learners discuss in their pairs/groups about their texts' lexical aspects.

5. Class discussion: Learners discuss with the whole group about E2U lexical aspects and their relevance for the target groups.

6. Learners go back into their pairs/groups.

7. Each pair/group receives a text in standard language.

8. Learners analyse the text and reflect on its lexical complexity.

9. Learners reflect on how the text can be enhanced on lexical level.

10. Each pair/group receives the E2U version of their texts.

11. Learners compare the two texts on lexical level.

12. Class discussion: Learner share their results.

Additional comments:

- The video *U2.E4. Lexical aspects of E2U* can be helpful for this task.

Task 4.3. Pragmatic aspects of E2U

Aim(s):

- To be aware of pragmatic aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts written in E2U.

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in E2U.

3. Learners read their texts and mark relevant pragmatic aspects.

4. Learners discuss in their pairs/groups about their texts' pragmatic aspects.

5. Class discussion: Learners discuss with the whole group about E2U pragmatic aspects and their relevance for the target groups.

6. Learners go back into their pairs/groups.

7. Each pair/group receives a text in standard language.

8. Learners analyse the text and reflect on its pragmatic aspects.

9. Learners reflect on how the text can be enhanced on pragmatic level.

10. Each pair/group receives the E2U version of their texts.

11. Learners compare the two texts on pragmatic level.

12. Class discussion: Learner share their results.

Additional comments:

- The video *U2.E4. Pragmatic aspects of E2U* can be helpful for this task.

Task 4.4. Syntactic aspects of E2U

Aim(s):

- To be aware of syntactic aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts written in E2U.

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in E2U.

3. Learners read their texts and mark relevant syntactic aspects.

4. Learners discuss in their pairs/groups about their texts' syntactic aspects.

5. Class discussion: Learners discuss with the whole group about E2U syntactic aspects and their relevance for the target groups.

6. Learners go back into their pairs/groups.

7. Each pair/group receives a text in standard language.

8. Learners analyse the text and reflect on its syntactic complexity.

9. Learners reflect on how the text can be enhanced on syntactic level.

10. Each pair/group receives the E2U version of their texts.

11. Learners compare the two texts on syntactic level.

12. Class discussion: Learner share their results.

Additional comments:

- The video *U2.E4. Syntactic aspects of E2U* can be helpful for this task.

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Task 4.4. Discourse aspects of E2U

Aim(s):

- To be aware of discourse aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts written in E2U.

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in E2U.

3. Learners read their texts and mark relevant discourse aspects.

4. Learners discuss in their pairs/groups about their texts' discourse aspects.

5. Class discussion: Learners discuss with the whole group about E2U discourse aspects and their relevance for the target groups.

6. Learners go back into their pairs/groups.

7. Each pair/group receives a text in standard language.

8. Learners analyse the text and reflect on its discourse complexity.

9. Learners reflect on how the text can be enhanced on discourse level.

10. Each pair/group receives the E2U version of their texts.

11. Learners compare the two texts on discourse level.

12. Class discussion: Learner share their results.

Additional comments:

- The video *U2.E4. Discourse aspects of E2U* can be helpful for this task.

Task 4.5. The language of E2U

Aim(s):

- To harmonize all aspects of E2U.

Grouping: In pairs/groups

Approximate timing: 90 minutes.

Material and preparation needed:

- Texts in standard language with E2U versions.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text written in standard language.

3. Each pair/group analyse the text on how to enhance the text and translate it into E2U.

4. Each pair/group makes an E2U draft of their texts.

5. Class discussion: Each pair/group share their results with the whole group.

6. Learners go back to their pairs/groups.

7. Each pair/group receives the E2U version of their texts.

8. Each pair/group compare their E2U drafts with the E2U version of their texts.

9. Class discussion: Learners share their comparison results with the whole group.

Additional comments:

- This task is helpful after having discussed all aspects of E2U.

Element 5. Visual presentation of easy-to-understand language

Task 5.1. Format of E2U texts

Aim(s):

- To be aware of format aspects of E2U.

Grouping: In pairs/groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Texts written in E2U.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text in E2U.

3. Learners mark relevant format aspects in their texts.

4. Learners discuss with their pairs/in their groups about the format aspects identified in their texts.

5. Class discussion: Learners share their results with the whole group.

Additional comments:

- The video *U2.E5. Visual presentation of E2U: format* can be helpful for this task.

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Task 5.2. Images in E2U texts

Aim(s):

- To be aware of the use of images in E2U texts.

Grouping: In pairs/groups.

Approximate timing: 60 minutes.

Material and preparation needed:

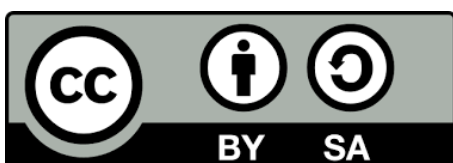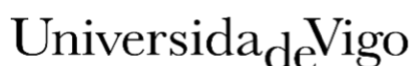- Texts written in E2U.

Development:

1. Learners are divided into pairs/groups.

2. Each pair/group receives a text in E2U.

3. Learners reflect on the use of images in their texts.

4. Learners discuss with their pairs/in their groups about the use of images in their texts.

5. Class discussion: Learners share their results with the whole group.

Additional comments:

- The video *U2.E5. Visual presentation of E2U: images* can be helpful for this task.

Partners: