Co-funded by the
Erasmus+ Programme
of the European Union

Unit 3B. Easy to understand (E2U) and audio description (AD)

Element 1. Processes

What are E2U audio subtitles?

Elisa Perego

Università degli Studi di Trieste

CC BY SA

Overview

Audio subtitles (AST).

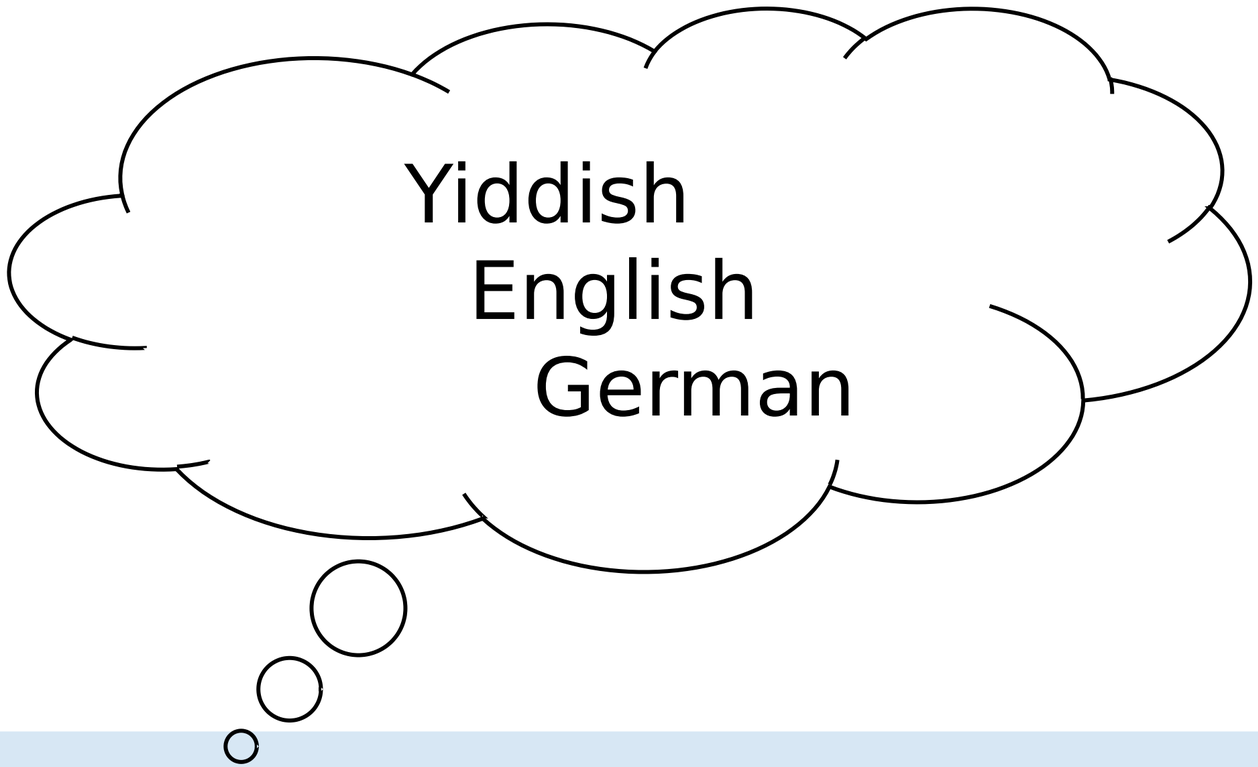
Hints on how to simplify them.

Example

Netflix.

“Unorthodox” (M. Schrader, 2020).

Code switching



Code switching

> English subtitles

What about…

… a person with sight loss,

or with dyslexia,

a slow reader,

a person who is very far away from the screen,

or anyone doing something in another room?

Solution

Reading subtitles aloud.

Audio subtitles

As short and focused as subtitles.

Not Easy to Understand (E2U).

Enhancing comprehensibility

Introducing the presence of audio subtitles

- to offer background
- to prevent confusion.

Enhancing comprehensibility

This film includes audio subtitles.

Audio subtitles are subtitles read aloud.

The importance of voices

Multiple, acted voices.

- To enjoy.
- To understand.
- To remember.

The importance of voices

Human voice = ❤️

Enhancing comprehensibility

Adapting subtitle formulation.

> **SDH** strategies + **E2U** principles.

↓ ↓

Subtitling for the deaf and hard of hearing

Easy to understand

«I, Tonya»

I am so sorry,

but there is no smoking on the ice.

The teacher kindly asks LaVona

not to smoke on the ice rink.

«I, Tonya»

I am so sorry,

but there is no smoking on the ice.

The teacher **kindly** asks LaVona

not to smoke on the ice rink.

«I, Tonya»

I am so sorry,

but there is no smoking **on the ice**.

The teacher kindly asks LaVona

not to smoke **on the ice rink**.

«I, Tonya»

I am so sorry,

but there is no smoking **on the ice**.

The teacher kindly asks LaVona

not to smoke **[on the ice rink] > ice-skating spot**.

«I, Tonya»

I am so sorry,

but there is no smoking on the ice.

The teacher ~~**kindly**~~ asks LaVona

not to smoke on the ice-skating spot.

“Struggling readers”

1. Poor lexical and structural knowledge.
2. High-frequency words.
3. Normalise idiomatic formulations.
4. Short declarative sentences.

«I, Tonya»

I am so sorry,

but there is no smoking on the ice.

Teacher: It is forbidden to smoke here.

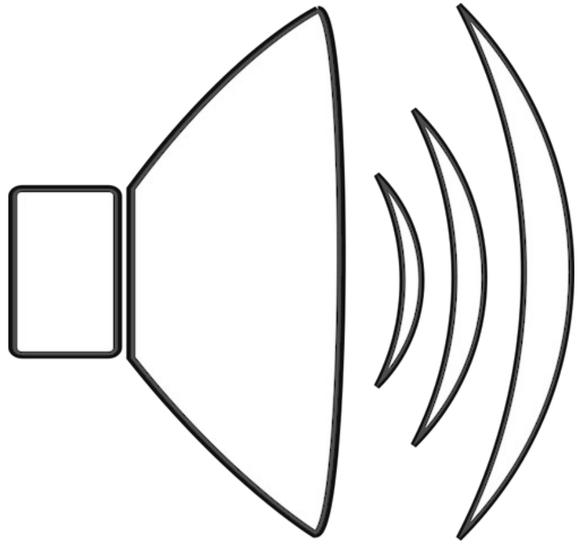
Making up for reduction

1. Use appropriate intonation.
2. Avoid flat style.
3. Exploit prosodic possibilities of human voice.

Enhancing comprehensibility

Technically:

- Managing volume of audio subtitles separately.



To conclude

1. Would automatic audio subtitling work in an Easy-to-Understand context?
2. Can we really consider synthetic voices in contexts where involvement and clarity are a high priority?

Pictures

Source: https://publicdomainvectors.org/

Licence: CC0 1.0

Co-funded by the
Erasmus+ Programme
of the European Union

Prepared by: **Elisa Perego (UNITS)**

Produced by: **Andreea Deleanu (UNITS)**

In collaboration with: **Ester Hedberg, Anna Matamala**

CC BY SA

Co-funded by the
Erasmus+ Programme
of the European Union

UNIVERSITÀ
DEGLI STUDI DI TRIESTE

Elisa Perego
eperego@units.it

CC BY SA

Acknowledgement

The project EASIT has received funding from the European Commission under the Erasmus+ Strategic Partnerships for Higher Education programme, grant agreement 2018-1-ES01-KA203-05275.

CC BY SA

Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CC BY SA

EASIT

Co-funded by the
Erasmus+ Programme
of the European Union

Partners

DYSLEXIFÖRBUNDET

RADIO TELEVIZIJA SLOVENIJA

Stiftung Universität Hildesheim 2003

SDI INTERNATIONALE HOCHSCHULE
UNIVERSITY OF APPLIED SCIENCES

UAB Universitat Autònoma de Barcelona

UNIVERSITÀ DEGLI STUDI DI TRIESTE

Universidade Vigo

CC BY SA

Co-funded by the
Erasmus+ Programme
of the European Union

pagines.uab.cat/easit

CC BY SA