EASIT

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

ELEMENT 1. PROCESSES

SAMPLE 3: CASE STUDY OF SDH SIMPLIFICATION FOLLOWING E2U PRINCIPLES

Video Lecture Transcript

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This is Unit 3A, "Easy to Understand and Subtitling"; element 1, "Processes"; videolecture "Sample 3: case study of SDH simplification following E2U principles".

Slide 2

I am Luis Alonso, from Universidade de Vigo, Spain, and in this short video lecture, created by my colleague Ana Pereira-Rodríguez, I will be illustrating some characteristics of E2U Spanish subtitles.

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This video presents a case study that concerns the creation of easy-to-understand interlingual subtitles for an informative video. Both Easy-to-Read recommendations and those for subtitles for the Deaf and Hard of

Hearing have been followed in order to prepare the materials in this sample.

The original video was created within the framework of the project Begriplig text, which means "understandable text" in Swedish. The project aimed to provide recommendations about how to convey easy to read and easy to understand information.

You can watch the original video with standard English subtitles at the URL on the screen (https://vimeo.com/391931002). The video is entitled "Textmakthavare Camilla möter Christina NV".

We would like to thank our partner Ester Hedberg and Camilla for providing us with the necessary rights.

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Before watching the video let me put forward some characteristics of the subtitles.

Regarding the visual presentation, the subtitles are displayed in the lower bottom part of the video over a black background to ensure good contrast.

Subtitles have a maximum of 2 lines of 37 characters each and the display time is of about 10 characters per second. This is within the SDH recommendation of a maximum of 15 characters per second.

As for the text font, we have used the sans-serif font-type Verdana, size 39. Our two-line subtitles are centred and not left-aligned because we were not able to record them this way and use the colour codes and borders at the same time. However, we recommend left-alignment, as in any E2U text.

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Regarding the editorial aspects, subtitles follow the recommendations put forward in the video lectures on this topic elaborated by Rocío Bernabé Caro and Piero Cavallo from SDI München, in Germany, and Sergio Hernández from the University of Hildesheim.

We have used simple sentences, the present tense almost always and the active voice, and have avoided special characters. For instance, we have eliminated the three dots used in the original, and the dashes in the dialogues because we used colours instead. We have also eliminated the per cent sign in "13% of all Swedish adults" and used "algunos adultos suecos" instead.

The abbreviation "MSB", which stands for "Swedish Civil Contingencies Agency" has been eliminated and "una agencia de emergencias" has been used instead. Another characteristic of this sample is that sentences follow the Subject-Verb-Object order as closely as possible.

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Whenever possible, we have created lines and subtitles that comprise one sentence and one idea. But, in some cases, we couldn't, so we have split sentences into two lines or two subtitles. Segmentation was done carefully, bearing in mind that some groups of words should remain together.

Lastly, the original has the difficult word "aphasia". As you will see, we have simplified it by explaining it. To do so, it has been replaced by: "Me ayuda a usar el lenguaje. Tengo dificultades para leer."

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We have used one of the techniques from the Deaf and Hard of Hearing subtitling to identify speakers in order to avoid possible ambiguity as to who is speaking. This technique consists of using different colours for different speakers, so we have used the yellow for Christina and the green for Camilla. Titles and inserts are displayed in white in our subtitles.

Apart from identifying speakers, contextual information is also music, sounds and suprasegmental (or prosodic) features. In this video, background music can be heard, however, it adds no relevant or necessary information to understand the message. That is why we did not add this contextual feature.

Finally, as far as prosodic features are concerned, Camilla's aphasia affects not only reading of texts, but also production of speech. This feature can be marked introducing a descriptive tag. However, we think that it is neither necessary, nor relevant, as the video deals with Camilla's problems when reading and how to solve them.

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E2U recommendations, together with those of subtitling for the Deaf and Hard of Hearing, are a good point of departure to elaborate this type of subtitling. We consider of special relevance: first, those related to reading speed (which should be a slow and confortable one); second, those related to a careful and accurate segmentation (which contribute to a better understanding of the message); and, finally, those related to the inclusion of contextual information when it is needed and relevant.

TITLE	Los que escriben los textos pueden hacer que sean más sencillos.
	Translation: [Those who write texts can make them more simple.]
CHRISTINA	Soy Christina Anderson. Trabajo en una agencia de emergencias. Este texto es del folleto "Cuando hay crisis o guerra". Todas las casas recibieron el folleto.
	Translation: [I am Christina Anderson. I work at a Swedish emergencies agency. Here is a text from the brochure "If Crisis or War Comes". All households receive it.]
TITLE	Algunos adultos suecos tienen problemas de lectura.
	Translation: [Some Swedish adults have reading difficulties.]
CHRISTINA	Hola, soy Christina.
	Translation: [Hello, I am Christina.]
CAMILLA	Camilla.
	Translation: [Camilla.]
CHRISTINA	¿Qué opinas de este texto?
	Translation: [What do you think of this text?]
CAMILLA	Es demasiado compacto. Necesita más espacio entre las líneas. Cuando estoy interesada en una noticia del periódico coloco un trozo de papel

debajo de la línea del texto que estoy leyendo. Me ayuda a usar el lenguaje. Tengo dificultades para leer. Más espacio entre las líneas hace el texto menos compacto. Y 2 párrafos.

Translation: [It is too compact. It needs more spacing between the lines. When I am interested in something in the newspaper I place a piece of paper under the actual line of text that I am reading. This helps me to use language. I find it difficult to read. More space between the lines makes the text less compact. And 2 paragraphs.]

CHRISTINA
Los puntos principales de un máximo de 2 palabras. ¡Buenos consejos! Voy a seguirlos. Camilla me dio buenos consejos para hacer los textos más fáciles de leer.
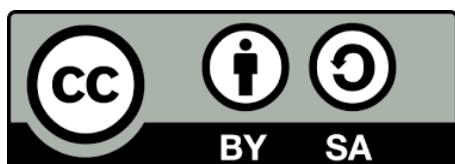
Translation: [Bullet points with a maximum of 2 words. Those are great tips! They are very useful. Camilla gave me great tips on how we can make text more understandable.]

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This video lecture has been prepared by Ana Pereira-Rodríguez, from Universidade de Vigo. You can reach her at pereira@uvigo.es. We have worked together with SDI München, in Germany.

Partners: