



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

ELEMENT 1. PROCESSES

SAMPLE 1: CREATION OF E2U SUBTITLES FOLLOWING SDH RECOMMENDATIONS: SPANISH SUBTITLES

Video Lecture Transcript

Slide 1

This is Unit 3A. Easy to Understand and subtitling. Element 1, processes. Video lecture: Sample 1: creation of easy-to-understand subtitles in Spanish following recommendations of subtitling for the Deaf and Hard of Hearing, in short SDH.

My name is Rocío Bernabé Caro from the Internationale Hochschule SDI München, in Germany. I have created this video lecture in collaboration with Piero Cavallo.

Please do not stop the video at the end, because the video sample with the subtitles will be shown after the end of this video lecture.

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This video presents a case study that concerns the creation of easy-to-understand interlingual subtitles for an informative video. You can find a published paper about this topic on the reading list.

To simplify the subtitles, we have followed both the Easy-to-Read guidelines, *Information for All*, published by Inclusion Europe and those for subtitles for the Deaf and Hard of Hearing included in the Spanish standard: UNE 153010:2012.

The original video was created within the frame of the project called *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 English, less simplified subtitles in Vimeo. The video is called "Textmakthavare Mike möter Olle NY". I do not speak Swedish. So please excuse my pronunciation.

We would like to thank our partner Ester Hedberg from Dyslexiförbundet and Mike Malmer, for providing us with the necessary rights.

If you are using this video-lecture to practise your creation skills, I recommend you watching first our video lectures about visual, editorial, and contextual parameters in Easy-to-Understand subtitling.

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Allow me to draw your attention to some characteristics of the subtitles that we have created before I show you the sample.

Regarding the visual presentation, the subtitles appear in the bottom lower part of the screen and are embedded in a transparent box. The contrast ratios throughout the whole video meet the Triple-A requirements established on the Web Content Accessibility Guidelines, in short WCAG, for regular and large text. The recommendation is 7:1. In our subtitles, the contrast ratios are 10.7:1 in subtitles with white text, in the embedded transparent box, 7.6:1 in the case of green text, and 9.8:1 in the yellow ones.

The subtitle events have a maximum of 2 lines of 37 characters each, which is the reference value for SDH. Nonetheless, we tried to reduce the number of characters as much as possible to reach the 32 characters per line recommendation that you can find in the WCAG guidelines. As a result, there are 3 lines of 37 characters, one in minute 1:17:240 "He separado los párrafos para pensar.", the second is in minute 1:28:400: "Los textos complicados son difíciles.", and the third is actually the last subtitle: "Puedes leer más sobre cómo crear textos fáciles aquí:".

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To define the styles, we used the programme Aegisub. We used the colour codes and boxes as recommended in the Spanish standard. The font-type we chose is Verdana, which is a sans-serif font, the size is 18, and the interline spacing is 1.2. The text alignment in 2-line events is centred and not left-aligned because it was not possible to set this automatically in the software. However, we still recommend left alignment. Lastly, the subtitles are burnt in only for this video lecture. Only for the sample. Again, we recommend using closed captions that can be turned on and off by viewers at any time.



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All subtitles meet the SDH recommendation of a maximum of 15 cps, or characters per second, or 180 words per minute, in short wpm. The mean on-screen time of all subtitles is 10.42 characters per second, or 125 words per minute. Actually, the maximum subtitle characters per second in this video is 14.02.

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Regarding the editorial aspects, we were able to follow the recommendations that we have already discussed in our video lectures on this topic.

We have used simple sentences where possible, the active voice, and have avoided special characters as much as possible. For instance, we have eliminated the suspension points used in the original. We also eliminated the dashes in the dialogues because we have used colours instead.

Sentences follow the Subject-Verb-Object order as closely as possible.

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Mechanics has enabled us to create lines that comprise one sentence and one idea. Of course, in some cases, this was not possible as you will see in a couple of minutes. In such cases, sentences are split into 2 lines. We segmented the lines where we would pause when reading them out loud and considering that some groups of words should remain together.

Lastly, the original has some difficult words, for instance ADHS and dyslexia. As you will see, we have simplified them by explaining them. To do so, ADHS has been replaced by: "Me cuesta concentrarme." and dyslexia, by: "Y a veces confundo las letras."

At this stage, we would like to thank Óscar García from Plena Inclusión Madrid for revising the simplification and for his advice.

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Regarding the contextual information, we have used colours to identify the speakers, Olle and Mike. For instance, we have used yellow for the main character, Olle, and green for the second main character, that is Mike. For other interventions, we have used white.

The use of colours has enabled us to avoid the use of italics in minute 1:38. Here Olle is speaking though he does not appear on the screen. By using the colour, it was clear that it was Olle the person who was speaking.

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Lastly, the Spanish version of the subtitles was revised by members of Plena Inclusión Madrid. Let me share with you some examples of the suggestions that led to this final version.

At a explicitation level, we added the country in the subtitle: "Trabajo en un museo en Estocolmo". We added: "en Suecia." Similarly, the subtitle: "Esta palabra es difícil. Y esta...", which was the original suggestion, became: "Esta palabra es difícil. Y esta, también."

At a lexical level, the reviser helped us solve the problem with the word "dislexia" as explained before."

Lastly, we showed the reviser a version of the subtitles without the use of colours for speaker identification. The reviser, however, suggested its use. In his opinion, this is often the case in Spanish.

Overall, the reviser agreed that the adaptation might help users access the content. However, he still pointed out that the on-screen times may still be too fast, for some users of Easy-to-Read language.

In the future, we will have to research other possibilities to increase on-screen times that go beyond linguistic simplification.

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Altogether, we can say that creating Easy-to-Understand subtitles by leaning on SDH recommendations provided us with a good initial point. Especially, because parameters such as on-screen times and the number of characters per line, and the use of colours have not been developed yet for Easy-to-Understand subtitles.

The main issue remains the reading speed. Though we were able to create subtitles that reach a mean value of 10.42 cps, we still need data from end-users to validate their effectiveness. In the next months, we will validate these subtitles with end-users with a focus on this topic. We will share with you our findings as soon as possible. This validation will be done within the framework of another project, the Erasmus+ project called "Train2Validate".

Video sample

Ok, let's watch the sample now.

U3A.E1. Sample 1. Creation of E2U subtitles following SDH principles: Spanish subtitles

E2U subtitles

1

00:00:00,400 --> 00:00:04,160

¿Cómo podemos crear textos fáciles?

2

00:00:07,080 --> 00:00:08,800

Soy Olle Burman.

3

00:00:09,350 --> 00:00:13,080

Trabajo en un museo
en Estocolmo, en Suecia.

4

00:00:13,680 --> 00:00:17,800

En el museo hay muchos textos.

5

00:00:17,960 --> 00:00:21,600

Este texto es un ejemplo.

6

00:00:21,760 --> 00:00:26,880

A muchas personas en Suecia
les cuesta leer.

7

00:00:27,720 --> 00:00:31,600

Hola, soy Mike.

Olle. ¿Qué te parece este texto?

8

00:00:32,040 --> 00:00:36,320

Me parece muy difícil.

Muchas palabras son difíciles.

9

00:00:36,480 --> 00:00:39,750

Esta palabra es difícil.

Y esta, también.

10

00:00:40,200 --> 00:00:42,120

¿Puedo cambiarlo un poco?

11

00:00:42,240 --> 00:00:43,760

¡Claro!

Vale.

12

00:00:47,320 --> 00:00:49,790

La gente te llama tonto



13

00:00:50,470 --> 00:00:52,280

cuando no sabes leer.

14

00:00:53,040 --> 00:00:57,150

Me cuesta concentrarme.

Y a veces confundo las letras.

15

00:00:57,520 --> 00:01:01,200

Antes me enfadaba.

Porque la gente no me entendía.

16

00:01:01,760 --> 00:01:06,070

Ahora prefiero escribir.

Y la gente me entiende mejor.

17

00:01:06,640 --> 00:01:09,680

He cambiado algunas cosas.

18

00:01:10,040 --> 00:01:13,120

"Burgués" es ahora "clase media".

19

00:01:13,280 --> 00:01:17,080

Los párrafos son más cortos.



20

00:01:17,240 --> 00:01:21,320

He separado los párrafos para pensar.

21

00:01:21,480 --> 00:01:23,480

Sí, muy claro.

22

00:01:24,640 --> 00:01:28,200

Quiero decirle a la gente:

23

00:01:28,400 --> 00:01:31,040

Los textos complicados son difíciles.

24

00:01:31,120 --> 00:01:35,160

Los textos cortos
y con información son mejores.

25

00:01:35,560 --> 00:01:37,480

¡Muchas gracias!

¡Gracias!

26

00:01:38,040 --> 00:01:40,720

Los consejos de Mike son muy útiles.



27

00:01:40,880 --> 00:01:44,480

Voy a usar estos consejos
en el trabajo.

28

00:01:49,200 --> 00:01:54,000

Puedes leer más
sobre cómo crear textos fáciles aquí:

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This video lecture has been prepared by Rocío Bernabé Caro and Piero Cavallo from the Internationale Hochschule SDI München, in Germany.

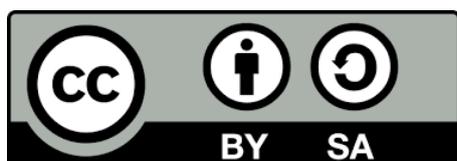
We have worked together with the Universidade de Vigo, in Spain.

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You can reach me at rocio.bernabe@sdi-muenchen.de.

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