



## **UNIT 2. EASY-TO-UNDERSTAND LANGUAGE (E2U)**

### **ELEMENT 1. UNDERSTANDING E2U**

#### **MODALITIES AND DIFFERENT FORMS OF MEDIA REALISATION**

##### **Video Lecture Transcript**

### **Slide 1**

This is unit 2, Easy-to-understand language, in short E2U, Element 1, Understanding Easy-to-understand language. Video lecture: Modalities and different forms of media realisation. My name is Christiane Maaß from the University of Hildesheim.

### **Slide 2**

In this short video lecture, we will talk about the modalities and different forms of media realisation of E2U. We will focus on Easy Language, including Easy-to-read, as well as Plain Language.

### **Slide 3**

There are different definitions of the term "modality". In this video lecture, the term modality refers to the sensory channels that are

addressed through a specific content: for example, seeing, hearing, touch etc.

## **Slide 4**

Thus, a multimodal text is a text that addresses at least two sensory channels, for example audio visual content, which has both audio and visual content.

## **Slide 5**

Easy Language and Plain Language both have traditionally been used in written communication. The term "Easy-to-read" already tells in itself that it focuses on written texts. This is not only true for the English-speaking world, but also for other languages, like for instance Swedish, where Easy-to-read is called "Lättläst", which is Swedish for "easy reading"), and in Spanish, where Easy-to-read is called "lectura fácil", which is Spanish for "easy reading".

## **Slide 6**

The rulesets for Easy Language and Plain Language are primarily made for written texts. And the current legislation focuses as well on written texts for Easy and Plain Language. We will give more information on the rulesets and the international and national legislation in other video lectures in this Unit.



## **Slide 7**

So Easy Language and Plain Language have mainly been used in written communication and the content in Easy and Plain Language has therefore mainly been made in printed form and in written digital formats. In both cases, the texts are an additional service that is supposed to help people that do not understand the original standard or expert language text. Texts in Easy Language or Plain Language should never replace the original texts.

## **Slide 8**

But it is not enough for accessibility and inclusion if only written texts in Easy and Plain Language are produced. Actually, the target groups of easy-to-understand language tend not to have written texts as a preference.

## **Slide 9**

And a disproportional part of the Easy Language target groups is among the off-liners and do not prefer the Internet as a source for information seeking.

## **Slide 10**

As Easy and Plain Language text offers are mostly additional offers, they are not placed in front row or on the entrance pages and are thus often not very retrievable. So, the target groups may have a hard time finding the text offers, even though they are especially designed for them.

## **Slide 11**

Furthermore, focusing on just written formats excludes the possibility of implementing easy-to-understand language in other media realisations that could address other groups: Some of the target groups cannot be addressed through the visual channel, for instance people with visual impairments. Hearing Easy or Plain Language information could be their first choice.

## **Slide 12**

For all these reasons, in recent years, research and application in the field of easy-to-understand language has started looking into multimodal media realisations. Audio visual formats are now being considered to implement easy-to-understand language. This is the primary purpose of the EASIT project. But there are already practical examples.

## **Slide 13**

For instance, the fairy tale project that the Research Centre for Easy Language realised together with the North German Broadcasting Association. The fairy tales were translated into Easy German and sign language:

## **Slide 14**

The project produced videos with sign language interpreters that were interpreting on the basis of Easy German. There are drawings on the content of the fairy tales, subtitles in Easy German and an audio with a fairy tale narrator in Easy German. This example explores multiple

channels and implements Easy Language on more than one layer and modality.

## **Slide 15**

Easy-to-understand language is also practiced in interpreting scenarios. Interpretation into Easy Language is a practice that has been growing in recent years, especially in Germany. Meanwhile, research has started to look into this practice. The language variety used in such interpreting scenarios is mostly rather Plain than Easy Language. Apparently, in spoken scenarios in their enriched face-to-face situations, Plain Language fits the needs of the primary target groups. Easy or Plain Language interpreting is just another example for the shifted focus: Easy and Plain Language are used in different media realisations.

## **Slide 16**

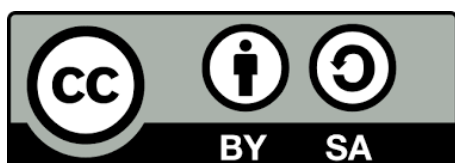
The EASIT project proposes to apply easy-to-understand language for accessibility services such as audio description and subtitling. It is also proposed to implement easy-to-understand language in audio visual news. In research, there are first publications that systematically look into the possibilities of implementing easy-to-understand language in other formats of audio-visual translation and accessible communication

## **Slide 17**

This video lecture has been prepared by Sergio Hernández and Christiane Maaß from the University of Hildesheim. You can reach us at [easit@uni-hildesheim.de](mailto:easit@uni-hildesheim.de).

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