



UNIT 2

Element 3 – Learning Outcome 2

TRANSCRIPT: PLAIN LANGUAGE



Table of contents

1	Slide 1	3
2	Slide 2	3
3	Slide 3	3
4	Slide 4	3
5	Slide 5	3
6	Slide 6	3
7	Slide 7	4
8	Slide 8	4
9	Slide 9	4
10	Slide 10	4
11	Slide 11	4
12	Slide 12	5
13	Slide 13	5
14	Slide 14	5
15	Slide 15	5
16	Slide 16	5
17	Slide 17	6
18	Slide 18	6
19	Slide 19	6
20	Slide 20	6
21	Slide 21	6
22	Slide 22	6
23	Slide 23	7
24	Slide 24	7
25	Slide 25	7
26	Disclaimer, acknowledgement and copyright information	8
27	Additional metadata	8

1 Slide 1

LiveTextAccess: Training for real-time intralingual subtitles.

2 Slide 2

This is Unit 2. Linguistic competence. Element 3. How to cope with speech-related challenges?

3 Slide 3

Accessible communication and Plain Language strategies. The training materials have been created by UAB and SSML.

4 Slide 4

The learning outcomes for this unit are: to describe the concepts of accessible communication and Plain Language, to apply recommendations for text simplification inline with current Easy and Plain Language guidelines and apply Plain Language guidelines for accessible subtitles.

5 Slide 5

In this unit we will be dealing with the following points:

Accessible communication, recommendations for text simplification, Plain Language in real-time intralingual subtitles and we will finish with a summary.

6 Slide 6

Accessible communication.

7 Slide 7

To make communication accessible, the barriers that prevent access to the content have to be removed. The prerequisite to removing the barriers is to have better information about which groups react to the different text features and in what way. If the text is too complex on any language level and users need longer to perceive and comprehend, this will have negative effects on comprehension. However, information reduction in accessible communication is not always well-received. In subtitling, demands from deaf users not to cut out information are. The situation in audiovisual translation, however, is special as the source texts remain present in the target situation and deaf users can partly understand what is being said through lipreading and thus expect those words to appear in the subtitle.

8 Slide 8

Easy and Plain Language are forms of accessible communication that place an emphasis on comprehensibility. If the source text is too technical or contains too much information Easy and Plain Language strategies might help to improve the comprehension.

9 Slide 9

As stated by Eugeni and Rotz in 2017: “A communication is in Plain Language if its wording, structure, and design are so clear that the intended audience can easily find what they need, understand what they find, and use that information”.

10 Slide 10

Basic principles in Plain Language are: prefer active verbs, prefer active verbs, use 'you' and 'we', use words that are appropriate for the reader, don't be afraid to give instructions, avoid nominalisations, use lists where appropriate.

11 Slide 11

Some examples of Plain Language are the following. A bad would be: We would like to ensure that we are prepared to implement the necessary steps required to control an outbreak of an infectious disease that represents a risk to patients, employees, and others associated with our clinics. This text could be converted into a good Plain Language example: We want to make sure that we are ready to control an outbreak of an infectious disease in our clinics.

12 Slide 12

Recommendations for text simplification.

13 Slide 13

Some recommendations for text simplification following Easy-to-Read recommendations according to Inclusion Europe guidelines include the following points. In terms of linguistics: do not put too much information on the screen, consider adding name labels to identify speakers, when necessary, apply Easy and Plain Language principles to simplify the information on the screen and if possible, each line should be a full sentence.

14 Slide 14

In terms of technical aspects some recommendations are use sans serif font type with a large font size without interfering with the picture, maximum two of lines, specially in sensitim subtitles, provide enough time to read the subtitles, check contrast between subtitles and the background, do not change the position of the subtitles, if possible, ensure that video and sound have high quality.

15 Slide 15

Further considerations are, when possible, provide subtitles in combination with other accessibility services, such as audio description and audio subtitles, information about the content, the speakers, characters, location in advance.

16 Slide 16

The role of end-users. When possible and mainly after delivering the real-time intralingual subtitling service, try to involve end-users for the validation of the understandability. Information reduction in accessible communication is not always well-received. In subtitling, demands from deaf users not to cut out information are frequent. Deaf and Hard of Hearing users can partly understand what is being said through lipreading and thus expect those words to appear in the subtitle.

17 Slide 17

Plain Language (PL) in Real-time Intralingual Subtitles (RIS).

18 Slide 18

Some rules can be found in terms of Plain language in RIS services. Eugeni and Rotz provide the following 10 guidelines: Express one concept per paragraph, prefer short sentences (max one verb, if possible), Use punctuation only to discriminate sentences, use coherence whenever possible, Prefer linear syntax.

19 Slide 19

Prefer active form, avoid anaphora and cataphora, avoid ambiguous words and technicalities, avoid acronyms and avoid colloquial or typically culture-oriented terms.

20 Slide 20

An example of Plain Language in real-time intralingual subtitling would be. Source Text: John, whom I have been knowing since ages, is a good friend who will come and visit me at my parents' house. Plain Language: John is a good friend of mine. I know him since we were boys. He will come and visit me at my parents' house.

21 Slide 21

The main aim for the use of Plain Language in real-time intralingual subtitling is to increase the comprehensibility of the subtitles.

22 Slide 22

Summary.

23 Slide 23

As a summary we would like to stress the following points: To make communication accessible, the barriers that prevent access to the content have to be removed. Recommendations for text simplification in line with Easy and Plain Language guidelines take into consideration both, linguistic and technical aspects. The involvement of end-users is important to validate acceptability and comprehensibility of the subtitles. There are already existing Plain Language guidelines that can be applied in real-time intralingual subtitling practices.

24 Slide 24

Exercises.

25 Slide 25

The exercises for this video lecture are in the trainer's guide and the PowerPoint file.

26 Disclaimer, acknowledgement and copyright information

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