



# KLAARA2023

3ª Conferência | Linguagem e Comunicação Acessível

# Book of Abstracts

3.<sup>RD</sup> KLAARA

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POLITÉCNICO  
DE LEIRIA  
ESCOLA SUPERIOR  
DE ENGENHARIA  
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CRID  
Centro de Recursos  
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FENACERCI





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## EDITORIAL

After the successful launch of the 2nd KLAARA Conference – Conference on Accessible Language and Communication, the 3rd KLAARA Conference is designed in a partnership between FENACERCI and the Polytechnic of Leiria through the School of Education and Social Sciences.

The multidisciplinary KLAARA conference is the venue for researchers interested in the study of language and accessible communication. The conference aims to advance research on modified language used to communicate with people who have various difficulties in understanding standard forms of language. Studies from different disciplinary perspectives (social sciences, linguistics, special education, visual communication, translation studies, and information design) will be presented and discussed.

The United Nations Convention on the Rights of Persons with Disabilities refers, in its Article 9, to the right of persons with disabilities to access information on an equal basis with others. For the first time the concept of easy reading is included in a document of this kind, which obliges the signatories to comply with it.

However, there is still great difficulty on the part of these people in accessing information and communication, being confronted daily with obstacles that make it impossible for them to access this right.

This is where the FENACERCI and the School of Education and Social Sciences through its Centre of Resources for Digital Inclusion (CRID), of the Polytechnic of Leiria have been intervening, through the creation and adaptation of documents, training on the subject, development of accessible books and information leaflets, development of adapted training curricula, etc.

The conference will have a set of activities of scientific and cultural component in order to cover this topic in theoretical and practical context.

### The Organising Committee

Ana Pouseiro (FENACERCI), Carla Silva (FENACERCI), Célia Sousa (ESECS, Politécnico de Leiria, CRID, CICS.NOVA.IPLeia), Joaquim Pequicho (FENACERCI), Marta Nogueira (ESECS, Politécnico de Leiria), Pedro Morouço (ESECS, Politécnico de Leiria), Sandra Marques (FENACERCI)

# **PROGRAM**

**3 JULY 2023**

**17h00 – Welcome Event, Port of Honor - ESESC, Leiria**

**4 JULY 2023**

**14h - 14h30 – Opening - Auditorium 2**

**14h30 - 15h30**

**Plenary Session | Development of plain language and easy to read text. Two different audiences - Auditorium 2**

**15h30 - 16h00 | Coffe-break**

**16h00 - 18h00**

**Parallel Sessions - Rooms A/B/C/D/E/F**

**5 JULY 2023**

**9h30 - 10h15**

**Plenary Session | People with ID as content validators - Auditorium 2**

**10h15 - 11h00**

**Plenary Session | Linguistic asymmetry and conversation analysis: A proposal model  
Auditorium 2**

**11h00 - 11h30 | Coffe-break**

**11h30 - 12h30**

**Parallel Sessions - Rooms A/B/C/D/E/F**

**12h30 - 14h00 | Lunch break**

**14h00 - 16h00**

**An accessible community | Round table - Auditorium 2**

**16h30 | Visit to Castelo de Leiria or Museu de Leiria - (registration is mandatory)**

**19h30 | Conference Dinner - Restaurant Casa da Nora**

**6 JULY 2023**

**9h30 - 10h15**

**Plenary Session | Easy audiovisual content and easy Internet - which is harder? - Auditorium 2**

**10h15 - 11h00**

**Plenary Session | Cognitive accessibility: An question of rights - Auditorium 2**

**11h00 - 11h30 | Coffe-break**

**11h30 - 12h15**

**Plenary Session | Accessible language and communication -nPaths to accessible work  
Auditorium 2**

**12h15 - 13h00 | Networking**

**13h00 - 14h30 | Lunch break**

**14h30 - 15h30**

**Parallel Sessions - Rooms A/B/C/D/E/F**

**15h30 - 16h30**

**Visit to CRID (limit - 25 persons)**

**16h00 - 16h30 | Coffe-break**

**16h30 - 17h30**

**Parallel Sessions - Rooms A/B/C/D/E/F**

**17h30 - 18h00**

**Visit to CRID (limit - 25 persons)**

**17h30 - 18h30**

**Peddy paper (limit 25 persons | registration is mandatory)**

**7 JULY 2023**

**10h00 - 11h00**

**Plenary Session | Cognitive accessibility and accessible  
information: a vision for the future - Auditorium 2**

**11h45 - 12h30**

**Closing Session - Auditorium 2**

**Message from His Excellency the President of the Republic,  
Marcelo Rebelo de Sousa**



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3<sup>o</sup> KLAARA  
2023

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# Abstracts



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# **Clear language and Easy language**

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# More than just an opinion: choosing an appropriate test approach for all in easy and plain language

Reichrath, E.<sup>1</sup>, Moonen, X.M.H.<sup>1,2</sup>, & Kooijmans, R.<sup>1,2</sup>

<sup>1</sup> Koraal and Language for all, The Netherlands

<sup>2</sup> University of Amsterdam, The Netherlands

## ABSTRACT:

An essential step in producing accessible written communication is to check whether all of your intended readers truly understand your message. This is why testing is an essential part of the Dutch method 'Language for all'. Using this method you design comprehensive and accessible information for all readers, regardless of their literacy skills. The 'Language for all' testing approach is suitable for any (online) texts with and without visuals. It is a complete test including a set of fixed elements and tailor-made assignments measuring comprehension and acceptance. Testing in 'Language for all' results in concrete suggestions for improving the information, rather than global opinions which don't tell us if the information is truly understood.

The testing approach is built on what is known in research (Boll, 2021; Eason et al., 2012; Dalemans et al., 2021; Kleijn et al., 2019; Kooijmans et al., 2022). It aims to enable participants, including those with low literacy skills, to truly and independently participate and to feel free to give their opinion.

In our presentation, we explain the choices made in selecting and using the different elements of the test approach in order to obtain optimal results. In particular we present our study regarding the cloze-assignment for assessing reading comprehension (Kleijn et al., 2019). Cloze is one of the tailor-made elements in the whole test. In a cloze-assignment participants complete a text in which several words are replaced by blank fields. They are asked to add one word in each blank field to complete the text with the correct meaning. In our study we assumed the cloze-assignment to be suitable to test for correct text understanding, if participants with low levels of literacy skills make more mistakes if the text in the assignment is more difficult. The cloze-assignment then differentiates to text difficulty corresponding with level of literacy skills. Also this assignment needed to be understood correctly by participants with the fewest literacy skills.

**Method:** Three cloze-assignments were constructed with different levels of text difficulty: one in easy language, one in 'Language for all' (in between easy and plain language) and one in plain language. These three were presented to 78 participants with low (n=27), moderate (n=27) and high (n=24) literacy skills. Answers were scored as correct or incorrect. Additional individual cognitive interviews were conducted with 8 participants with low literacy skills.

**Results:** As the texts of the cloze-assignments became more difficult, participants with higher literacy skills increasingly outperformed people with lower literacy skills. In the cognitive interviews 7 of 8 participants indicated they understood the cloze-assignment.

**Conclusion:** The cloze-assignment appears to be suitable regardless of the level of reading ability. Almost all participants understood the assignment. Our findings underline the usefulness of the cloze-assignment as an integral element of the 'Language for all' test approach. Furthermore we have integrated lessons learned from other research concerning for example the test-setting, the order of presenting test elements and minimizing the risk on bias. Using research-findings as a base for our test approach indicate that our testing approach is suitable for testing texts with participants with all kinds of reading abilities. In doing so, we ensure full participation of all participants.

# Visual support in Easy Language: an eye-tracking study on its impact on comprehension and reader behaviour for users with cognitive disabilities

Mariona González-Sordé<sup>1</sup>

<sup>1</sup> Universitat Autònoma de Barcelona

## ABSTRACT:

This paper reports on an ongoing study that investigates the impact of visual support in Easy Language on the comprehension and reader behavior of individuals with cognitive disabilities. The study aims to examine whether visual support enhances the reading experience and improves comprehension of texts written in Easy Language, and which type of visual support is more effective. The study builds on the recommendations outlined in Easy Language guidelines, which suggest the use of visual support as a way to facilitate comprehension for individuals with cognitive disabilities (Fajardo et al., 2014).

The study design involves three variations of visual support: no visual support, real photos, and illustrations. The experimental group consists of 23 participants with cognitive disabilities, while the control group includes participants without cognitive disabilities. Eye-tracking and comprehension questions are used to gather data on the participants' reading behavior and comprehension levels. This study builds upon existing research exploring the effects of visual support (Rivero-Contreras et al., 2021) and linguistic factors (Child et al., 2020) on comprehension. Additionally, we conducted a parallel study using a similar methodology to explore the effects of linguistic adaptations recommended in Easy Language guidelines.

While the results of our studies are currently undergoing analysis, this research is expected to shed light on the necessity of visual support in Easy Language texts and which form of visual support is most effective. The study also seeks to understand how visual support affects the reader's behavior and comprehension, which has implications for the creation of accessible and comprehensible texts for individuals with cognitive disabilities. Finally, the study aims to contribute to the ongoing development of evidence-based Easy Language guidelines.

# Non-professional communities for Easy Language translation in Germany

Dimitrios Kapnas<sup>1</sup>, Silvia Hansen-Schirra<sup>1</sup>

<sup>1</sup> Johannes Gutenberg-Universität Mainz

## ABSTRACT:

Through the ratification of the United Nations Convention on the Rights of Persons with Disabilities by Germany in 2009 and through the various ensuing equality laws, the necessary legal groundwork for a lucrative and competitive translation market for Easy Language was laid, albeit it still being in its infancy. In recent years, German accessibility laws have boosted the development of a translation market for Easy Language texts. Universities have set up study programmes to train experts and satisfy the needs of this evolving market. However, there is still a bottleneck concerning professionalized Easy Language translation services since the cohort of trained students is too small and the academic discipline concerning accessible communication is not evolving fast enough. Empowered by the target groups and various organizations (Lebenshilfe Bremen, Netzwerk Leichte Sprache, Pathways Project of the EU etc.), Easy Language translation has therefore been a domain dominated by non-expert translators. The situation cannot be compared to the interlingual translation market and to interlingual translation workflows. Against this background, several roles within the Easy Language translation process are represented by non-professional communities (Bredel & Maaß 2016):

- Non-academically trained translators dominate certain areas and market segments. They typically have a background in accessible communication, e.g. special needs teachers or social education workers.
- It is common practice to integrate non-professionals in the Quality Assurance (QA) process. The primary target groups – especially people with cognitive impairments – are involved in assessing the comprehensibility of Easy Language texts.
- Within this QA process, chairpersons – often without professional translation education – chair the QA sessions and help optimizing the Easy Language translations.

The involvement of non-professional communities in Easy Language translation workflows has its advantages and disadvantages regarding all translation aspects, such as efficiency, quality, remuneration etc. (Maaß 2020) and which will be discussed in our paper. The above-mentioned players have in common that they are well aware of the primary target groups' needs and the language barriers they face. They profit from their experience with the primary target groups in their everyday lives. However, they lack professional training in specific translation strategies, skills using translation technologies as well as knowledge about terminological management, project and risk management. Based on structured interviews as well as market analyses, we will present empirical figures concerning the number of non-professionals in Easy Language translation in the German market, their educational background, the remuneration involved etc. We will investigate how the three groups of non-professional communities described above are involved as translation service providers. Based on contrastive analyses, we will show the differences and commonalities compared to professional translation processes and standards established for the interlingual translation market (Deilen et al. 2021). Finally, we will critically discuss the ethical considerations of non-professional Easy Language translation.

**Keywords:** Easy Language, Non-Professional, Market

# Images. An equally critical aspect of development

Cathy Basterfield<sup>1</sup>

<sup>1</sup> Australia - Access Easy English

## ABSTRACT:

At the 2019 KLAARA conference there were no papers about images. At the 2021 conference there were just 2 papers. This is not good enough.

Apparently, we all agree images are a critical aspect of our work in developing content for people with low literacy. In the work we do in Australia at Access Easy English, we are very aware that when content is provided to consumers with low literacy and there are no images, they will not engage. When we do have images, we also know when consumers can not relate to an image across a range of different parameters, they will still not engage with the material. So, yes, images are critical.

What skills and knowledge do you bring to this aspect of your work? Have you considered

- How many lines of text/how much text you have per image
- How many image sets do you access in your development
- How to use similar images but change meaning for different parts of your content
- How much visual clutter there is per page
- Position and size of images
- How the images affect overall readability, but also the understanding and functional use of different statements in the content.

Or maybe there is no image that you can identify easily for the text. So, is it the problem of the images and range of images available or is it the text is too complex?

The effective use of images are shown to add as much value as the written language. When not used well they can render the work un accessible to the person with low literacy.

When images are not clearly considered they can

- reduce the readers emotional response to the content
- change what the reader understands
- change their response to the text
- change actions they undertake from reading the text.

There is much research in this area, and in different fields of endeavour. This presentation will provide an overview of some of the research from the field of disability, health research and in particular Speech Pathology. It will discuss how this research applies to the development of effective accessible written information.

An overview of some image sets will be shared and illustrate how they are used to enhance communication for different audiences. We will also discuss how images can enhance the development using a universal design approach to its creation.

This paper will address this critical element of developing effective accessible information for people with low literacy, which is as equally important as other parts of our content creation such as text development, format and engaging with consumers.

# Tracking changes: an examination of decision-making processes in Easy Read translation.

Katy Brickley<sup>1</sup>

<sup>1</sup> King's College London

## ABSTRACT:

In this paper, I discuss the early stages of a research project that explores decision-making processes that lay behind Easy Read translation—and how these may impact the agency and decision-making opportunities of the reader to make informed choices about their own healthcare. Regarding translation as a “decision making process” (Schäffner 2001: 238), this study aims to:

- understand what factors influence the decisions of Easy Read translators and quality checkers during the translation process
- evaluate the potential impact of translation decisions on the reader (with a focus on choice and agency)
- share findings in ways that will challenge disabling practices in Easy Read translation.

Taking a Linguistic Ethnography (LE) approach (e.g., Copland and Creese, 2015, Creese, 2008; Ramp-ton, Tusting, Maybin, Barwell, Creese and Lytra 2004), I combine the textual analysis of Easy Read translations with interview accounts and video observations to help understand the complexity of how Easy Read is produced. I will consider how the application of interlingual translation theory (e.g., Blum-Kulka, 1986) can provide insight into the processes and assumptions behind Easy Read translation.

In the study, I ask 10 Easy Read translators to translate a source text on a health topic. I then ask each to talk through their decision-making processes during the translation using ‘think aloud protocols’ (Jääskeläinen 2001: 266), as well as tracking changes using MS Word. I then use screen-recording software (such as the free OBS) to record the translator’s actions and audio description of their work. Finally, in a semi-structured ethnographic interview with each translator, I discuss their decisions and how they negotiated problems in ‘simplification’. Easy Read quality checkers will then review the translations and I will document any suggested changes. Following Buell’s (2017) extensive study on Easy Read, which proposes Easy Read translation processes can impose reduced agency on the reader, I use close linguistic analysis to critically evaluate how different processes may shape the semantic content of health information in terms of agency and decision-making opportunities.

The findings of this study are expected to offer insight into the decision-making processes during Easy Read translation and their potential impact on choice and agency for readers with intellectual disabilities in healthcare settings. I anticipate findings can contribute to a more reflective practice for Easy Read translators. By identifying different translation approaches and processes, I hope that we can better understand how to produce Easy Read in ways that resist disabling practices around health decisions for people with intellectual disabilities.

**Keywords:** Easy Read; translation theory; think aloud; linguistic ethnography.

# Creation of an Easy Language Information Centre (ELIC)

Lili Ladányi<sup>1</sup>, Ágoston Magyar<sup>1</sup>

<sup>1</sup>University of Szeged, Hungary

## ABSTRACT:

Lili Ladányi and Ágoston Magyar are an assistant lecturer at the University of Szeged (Hungary) they are both a qualified special needs education teachers. Both of their main field of research and education are applying the method of Easy Language in the skills assessment and education of children and students with intellectual disabilities.

In Hungary, no central organizations currently manage developments related to Easy Language on a national level. Currently, there are no accredited or informal courses in Hungary that specifically train professionals in education to produce Easy Language materials. There is a new training for people with intellectual disabilities who are the primary target group of Easy Language to validate Easy Language materials.

At the University of Szeged, Easy Language was taught as a 30-hour elective course from spring semester 2016/17. In the context of higher education, this was the first time that Easy Language appeared as a stand-alone course with participatory lecturers. Next year we also integrated this knowledge into specialized continuing education introduced in Vojvodina (Serbia). One school year later, Easy Language became part of a 60-hour mandatory course with 15 hours in the specialization of education of people with intellectual disabilities. Another year later these 15 hours increased to 30 hours. Easy Language courses are taught using a project-based learning method. Students generally work in groups of three to five. The groups each create Easy Language materials that could actually be used in special education work. For example, a cookbook or an instruction manual for household appliances.

The programme "Establishment of a Light Language Information Centre" is funded by the Government for the four-year period 2020-2023 (establishing the Mórahalmi Complex Therapy Centre). The programme managed by the Institute for Teacher Training for Teachers with Special Educational Needs of the Juhász Gyula Pedagogical Faculty of the University of Szeged.

ELIC's main activities include the development and organisation of trainings and educational programmes. We organised Hungary's first 30 hour Easy Language Validator training for people with intellectual disabilities. We also provide trainings on the practical application of easy language for workers in professions related to communication with people. We look for opportunities to experience and study good practices through international contacts in order to raise professional standards. We are developing an Easy Language Picture Library based on a structural validating process by children with Intellectual disabilities.

In our presentation, we will describe in detail our Easy Language Information Centre and its services, including our training courses, the Easy Language Picture Library and the work of our participative trainers and validators. We will also talk about Easy Language in relation to helping and teaching students at the university. We will talk about our international relations and our participation in partner projects, which are the latest innovations in easy language.

**Keywords:** ELIC, Easy Language Picture Library, international partner projects.



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# **Involvement and participation of target groups**

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# Accessibility features in a photographic exhibition

Ana Cattani<sup>1</sup>, Airton Cattani<sup>2</sup>, Eduardo Cardoso<sup>2</sup>

<sup>1</sup> Laboratório de Práticas

<sup>2</sup> Universidade Federal do Rio Grande do Sul

## ABSTRACT:

Visual exhibitions (painting, engraving, sculpture, photography, etc.) are characterized by being visual. Therefore, people with some type of disability cannot always enjoy an exposure of this type with equity. This report presents the process of incorporating accessibility resources for people with disabilities and deaf people in the photographic exhibition **TEMPO** (The times), whose theme is the passage of time in our lives, and with the challenge of providing conditions for everyone to enjoy the exhibition, people with and without disabilities together. To cope with this task, physical accessibility resources were included in the exhibition, such as easy access routes for wheelchair users, and accessible communication resources, such as audio description of the exhibition environment, texts in Braille and printed in large font, tactile three-dimensional models, video in Libras (Brazilian Sign Language), in addition to a promotional video. The results obtained show the viability and need for this type of action to promote accessibility in cultural environments for people with disabilities and deaf people, as well as to raise the awareness of people without disabilities to the importance of inclusive actions and how they can be beneficial to all audiences and in the interaction between them.

**Keywords:** accessibility in cultural environments; accessible exposure; accessible communication; photography; time.

# Multiformat children's book at school: reading in pairs

Cláudia Freitas<sup>1</sup>, Eduardo Cardoso<sup>1</sup>

<sup>1</sup> Universidade Federal do Rio Grande do Sul - UFRGS

## ABSTRACT:

Is there anything better than reading together? Imagine, laugh, be surprised... in pairs, together, and at school!

This article presents a research and academic extension project conducted by the MULTI/UFRGS group on the development of multiformat children's books for reading by all at school. For this purpose, the starting point is the understanding of this magical place of reading, that is, the school, and its audience, that is, children (all) regardless of their differences and potential. In this context, subsidies for analysis are sought from the theoretical basis of authors such as Polato, Claudet and Caldin in order to answer the question: how to develop children's books for reading in pairs at school? Furthermore, how to develop books in multiple formats for all children with free of charge distribution in public schools from the resources of the university itself – a public body with limited resources?

In this way, more than just a theoretical or methodological discussion of research and development, the project under discussion also discusses issues such as production processes, materials, technical and financial viability, however without leaving aside the teacher and the school, which are there on the other side. Therefore, also a discussion about public policy about books and reading for all children at school.

As a result of 18 months of work, two authored books have been produced: Kubai, the Magical; and Jean and the Party Between Cultures. Both books are available free of charge to public schools in at least six formats: texts written in Simple Language; printed in braille and ink in large font; with printed and tactile illustrations; with audio description; storytelling in other languages, such as Haitian Creole and indigenous languages, in addition to Libras – Brazilian Sign Language; in Augmentative and Alternative Communication. Both for the development and for the analysis of the results, there is the participation of specialists with disabilities, teachers and school children, culminating not only in the works delivered to the schools but also in explanatory and dissemination reports, as well as guidelines for the project of the mentioned books.

**Keywords:** multiformat book, accessible communication, school inclusion, accessibility.

# A shift in focus from receptive to productive abilities of Easy Language target groups: an inclusive corpus linguistic study

Luisa Carrer<sup>1</sup>, Dario D'Agostino<sup>1</sup>, Sarah Ebling<sup>1</sup>, Alexa Lintner<sup>1</sup>

<sup>1</sup>ZHAW Zurich University of Applied Sciences

## ABSTRACT:

Easy Language (EL) research has, to date, largely focused on the target groups' receptive abilities in reading comprehension test settings (cf. Bock, 2019; Gutermuth, 2020; Hansen-Schirra et al., 2020; Hansen-Schirra & Gutermuth, 2019, among others). In their exploratory study, Jekat et al. (in press) adopted a novel perspective shifting focus to the target groups' productive abilities. Jekat et al. (in press) analysed two small-scale corpora of texts produced by adults with intellectual disabilities (ID). Their results clearly suggest that the writing skills of adults with ID might be generally underestimated. However, further research is needed to validate these data.

Our ongoing study sets out to build upon Jekat et al.'s (in press) results. More specifically, it aims to 1) build an annotated, publicly available, multilingual corpus of texts produced by adults with ID; 2) foster participatory and inclusive research (Walmsley & Johnson, 2003; Bigby, 2017) by including individuals with ID in project-related strategic and operational activities; 3) analyse the texts using corpus linguistic methods, i.e. examine lexico-morpho-syntactic, syntagmatic and pragmatic aspects both on a single-text level and pattern-wise in the entire corpus; 4) provide rich data that can inform the debate about current practices in text simplification, and show how best to address a central dilemma in Easy Language research, i.e. balancing enhanced comprehensibility and low acceptability of Easy Language texts (Hansen-Schirra & Maaß, 2020; Maaß, 2020).

**Keywords:** Written language ability, Intellectual disability, Easy Language, Participatory research, Corpus linguistics

# Easy Language and Gender-Inclusive Language: A Corpus Analysis of Websites of Public Authorities in Germany

Dimitrios Kapnas<sup>1</sup>

<sup>1</sup> Johannes Gutenberg-Universität Mainz

## ABSTRACT:

The focus of the presentation will be on the conflict between German easy language (known in German as “Leichte Sprache”) and gender-inclusive/sensitive language: whereas easy language (EL) aims at optimizing comprehensibility through simplification, gender-inclusive language pays attention to the linguistic visualization and representation of all genders – the premise here is that the generic masculine does not linguistically and mentally represent women. The issue of linguistic representation of the sexes does not affect all languages equally of course – it is however a matter of social concern and polarization in Germany. In German, gender-inclusive language is usually achieved through manipulations at the lexical and morphological levels, thus increasing the complexity of texts. Although various rulebooks of EL comment on the use of gender-inclusive language, there is no consensus as to when and how to use it (cf. *Regelwerk Inclusion Europe*, *Regelwerk Netzwerk Leichte Sprache*, and BREDEL/MAAß 2016). Similarly, there is also no consensus within the field of gender linguistics or feminist linguistics on how best to use gender-inclusive language (cf. KOTTHOFF/NÜBLING 2018, OLDERDISSEN 2021, or even DIEWALD/STEIN-HAUER 2020). Despite conflicting goals, the two linguistic phenomena can be combined.

First, the various forms of German gender-inclusive language will be presented. Second, the findings of the corpus analysis will be discussed. Online content of public authorities was chosen due to their legal obligation of providing EL texts. In her 2021 study, LANG examined general public authority communication in relation to EL (cf. LANG 2021). She found and analyzed differences in the use of EL on the internet depending on the administrative level (federal, regional, local). As a parallel, two hypothesis blocks have now been tested, that will be presented in detail during the conference: The first block focuses on the comparison between standard and EL with respect to gender-inclusive language use. It aims to test how the different regulations for gender-inclusive writing affect EL texts in comparison to standard language texts. The second block compares the different levels of administration and how they deal with gender-inclusive language use, as different factors and laws influence text productions of the respective levels of administration. Block 2 is exploratory in nature. It arises from a hypothesis that originates from LANG (2021). A total of 60,000 tokens were extracted from public websites, which corresponds to the equivalent of 10,000 tokens per administrative level and language variety (standard language and EL). BIBER has statistically proven that for frequent features 10,000 tokens per subcorpus are needed to be able to determine statistically significant differences between corpora (cf. BIBER 1995). In all sub-corpora, gender(in)sensitive phrases were annotated using the UAMCorpusTool and finally statistically analyzed. Summed up, gender-inclusive language is used more frequently in EL texts than in the standard language, which was not hypothesized, as the primary goal of EL is comprehensibility. As many texts are proofread by target groups before publication, it seems that gender-inclusive language is not perceived as a barrier. Furthermore, in this analysis, no interaction between administrative level and use of gender-inclusive language could be found.

# 'A picture is worth a thousand words': Using visual research methodologies with people with intellectual disabilities

Deborah Chinn<sup>1</sup>

<sup>1</sup> King's College London

## ABSTRACT:

Increasingly researchers working with people with intellectual disabilities are concerned with the idea of 'giving voice' to their participants, and allowing their unique perspectives and approaches to meaning-making to be foregrounded. Group and individual interviews can present challenges in this regard: people with intellectual disabilities may struggle with expressive language and encoding their thoughts and feelings verbally. Visual research methodologies such as photovoice and photo-elicitation involve people with intellectual disabilities in creating visual representations of their lived experience which are able to capture an enormous amount of information without the need of exhaustive verbal explanations.

In this presentation I examine the use of visual research methodologies with people with intellectual disabilities through a critical lens, which problematizes taken-for-granted assumptions about photographs as visual artifacts that provide a direct and unmediated route to perceiving the reality of the photographer's experiences. Using Gillian Rose's (2012) three sites at which meanings of an image are made: the site(s) of production of the image, the site(s) of the image itself and the site(s) of audiencing, and using photographic, ethnographic and interview data insights from the Feeling at Home photovoice research study ([www.feelingathome](http://www.feelingathome)), I explore some of the 'stubborn particulars' (Cherry, 1995) of using visual research methods with people with intellectual disabilities. At the site of production, people with intellectual disabilities may need support from others to create photographs, raising questions about how individual 'voice' is manifest. The photographic image that is produced has the potential to capture routinely overlooked aspects of the photographer's world, but also has a performative aspect which promotes socially valued self-representations. At the site of audiencing, interpretations of the meanings of research participants' photographs can be contested between the photographers, the research team and wider audiences. The workings of power relations are apparent at each site, reinforcing the need for critical reflexivity on the part of researchers using visual methodologies.

Keywords: Visual communication, Photovoice, Intellectual Disabilities

# The use of simple language in expository texts as an accessibility resource for the elderly: Memorial do Rio Grande do Sul

Cristiano Pereira<sup>1</sup>, Tânia L. Silva<sup>1</sup>, Eduardo Cardoso<sup>1</sup>

<sup>1</sup> Universidade Federal do Rio Grande do Sul

## ABSTRACT:

### 1. Introduction and delimitation of the topic

Current museology is aware of the diversity of the audiences that attend their spaces, and the meeting of such diverse audiences challenges institutions and professionals who work there to meet the most diverse expectations. According to Cândido (2020), museums are increasingly informed about challenges they have in relation to diversity and inclusion. For Correa and Micheleon (2013), it is possible to identify groups that end up being excluded from the museum experience, because they do not understand the content of the exhibition. For Beites (2011), the mission of communicating, in museology, will occur by understanding that the institution is, in itself, an agent of management of information. For Martins (2017), if museums are open to all people, regardless of their cultural and social background, it is necessary that meet at least three levels of accessibility: physical, sensory barriers and attitudinal. For Martins (2017), sensory barriers make it impossible to access informative and communicative, as well as understanding the objects in exhibition.

In this context, Simple Language becomes a fundamental resource and even an essential political and social position, as it adds practices that facilitate reading and understanding texts, considering the audience with which it is communicates by choosing the most familiar words, sentence structure and determining the design (FISCHER, 2018).

In the diversity of audiences that frequent museums, the presence of the elderly, who encounter numerous barriers regarding accessibility outside and within museum institutions, and which are not always considered by museum projects. According to Bernardo and Carvalho (2020), the museum appears as the most sought after space by the elderly. It is known that museums are spaces designed to promote the sharing of experiences, the knowledge and social interaction, making them ideal destinations for the elderly.

### 2. Objective and method

This study aims to investigate the use of Simple Language applied to expository texts from the Rio Grande do Sul Memorial, in Porto Alegre – Brazil, as an accessibility resource for the elderly. In this context, the present research was developed according to an approach qualitative, through systematic research processes, and a applied approach, through evaluation and intervention processes for check. In the research process, references were sought in areas such as accessibility, readability and readability of texts, for designing Plain Language guidelines. The intervention occurred through the rewriting of one of the Memorial's exhibition panels, based on the guidelines designed.

In the evaluation process, the Assessment Scale instrument was developed and used. Semantic Differential for evaluating and verifying Readability and Readability of the rewritten text.

### 3. Main reflections and conclusions

Through the application of Simple Language guidelines, it was observed that expository texts obtained, in the evaluation of the elderly, greater clarity and simplicity. In this context, when considering the elderly as a public museum communication, readability and legibility guidelines facilitated reading and understanding of expository texts. About this contribution, it can be foreseen, in addition to the elderly public, access to information for diverse audiences.

**Keywords:** Museum. Simple Language, Accessibility, Elderly.

# Designing a set of images for Easy language texts involving users and stakeholders: Methods and insights from a field experience with the migrant target group in the administrative procedures domain

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## ABSTRACT:

Comprehending legal and administrative information is challenging for many lay people who often face expert knowledge and expert language barriers. Understanding this kind of information is even tougher for those who also encounter language and cultural barriers (Rink, 2020), such as migrants with low second language skills.

In order to support comprehensibility, explicative texts in Plain Language on norms or procedures may be provided (Tiberi and Ninatti, 2017), though for the category of recent migrants, Easy Language could be more effective (Maaß and Rink, 2021). Furthermore, the use of imagery recommended in this form of accessible written communication can help to better acquire complex concepts (Mayer, 2002) such as those related to the law.

Easy Language guidelines (e.g., Inclusion Europe, 2009; IFLA, 2010; Bredel and Maaß, 2016; García Muñoz, 2012; Sciumbata, 2022) provide recommendations on types, functions and semantic features of images to be used in a simplified text, while also emphasizing that they must be appropriate for the audience they are targeted to and the text domain. However, the guidelines do not address how to design images for Easy Language texts that can meet these requirements.

This contribution aims to answer this question in the domain of the administrative procedures for newcomers, through the experimentation of an image design method and on the basis of the results of the experiment itself.

The image design was carried out using a collaborative method according to the User-centered design (Norman, 1986; Sharp et al. 2019). Through the different design phases (from identifying key procedural elements and concepts that require visual explanation to prototyping, evaluation, and redesign of the images) stakeholders like civil servants and linguistic-cultural mediators, as well as representative groups of target users were involved.

Particularly, mediators were asked to verify the intercultural comprehensibility of the images and their appropriateness for a multicultural society.

The final comprehensibility testing of the 61 images created was conducted with 50 target users from 18 different countries using the “Method for testing comprehensibility” of the ISO 9186-1:2014 standard (Graphical symbols — Test methods) as a guide.

**Keywords:** Access to justice, Images for Easy Language, Target group participation, User-centered design, Migrants with low second language skills





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# **Easy language in the oral aspect**

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# Simultaneous intralingual interpreting in German Easy Language. A corpus study on oral Easy Language.

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## ABSTRACT:

At first, Easy Language (EL) was perceived solely as a written language variety, since producing rule consistent EL texts demands planning and time (Bredel & Maaß, 2016). However, this perspective has shifted. Accessible communication has evolved into a research field and the application areas are more diverse, also including oral forms of EL (Hansen-Schirra et al., 2021). In recent years, a market for simultaneous intralingual interpreting (standard language to EL) has emerged in Germany. Academization and professionalization will be necessary to cover the growing demand and to assess the quality which in turn requires empirical research (Schulz et al., 2020).

In simultaneous interpreting the output cannot be planned as in written translations, due to overlapping cognitive processes and time constraints (Seeber, 2015). Thus, the output in EL interpreting probably does not comply with every EL rule. On a continuum from standard language to Plain Language (PL) to EL, the target text is presumably closer to PL (Schulz et al., 2020). This assumption yet lacks a scientific basis, which was the motivation for this work. The aim is to model the use of EL in simultaneous interpreting and to shed light on the questions below:

1. Are the EL rules respected in the target text and if so, to which extent?
2. Would it be more accurate to characterize it as PL rather than EL?

The corpus consists of three target texts (TT) in German EL (Leichte Sprache) and their source texts (ST) in standard German. They are the product of simultaneous interpretations, produced by four EL interpreters at three conferences. The texts were manually transcribed using the HIAT transcription conventions to visualize the temporal overlapping of ST and TT (Rehbein et al., 2004). The corpus contains 38,740 words, corresponding to six audio files with an average length of 56 minutes. The texts are comparable in terms of number of words and included text types (opening speech, keynotes). To my knowledge, it is the first EL interpreting corpus in the German-speaking area.

For the analysis different EL rules from the German guidelines (Maaß, 2015) at word, sentence, and text level were selected to evaluate if the TTs are rule consistent. The main hypothesis was that the rules are only partly respected because it is difficult to apply them in oral communication. For example, the use of 3rd-person pronouns in the TTs was examined. It was expected that they are used, despite the pronoun ban in the guidelines (Maaß, 2015; Inclusion Europe, 2009). In fact, the results show that avoiding 3rd-person pronouns is difficult. Anaphors with he/she/it were even more frequent in the TTs than in the STs.

Besides this, the dissolution of subordinate clauses was also problematic, e.g. the conjunction “dass” was often used in the TTs against the proposition in the guidelines to avoid it. In contrast, rules that feature spoken language structures, e.g. present tense use, were respected. Overall, the results show that the TTs should rather be classified as the less codified PL than EL (Bock, 2014).

The present study does not claim to be exhaustive – it is a basis for further research, especially for reception studies among the target groups. It shows the potential of EL interpreting to enhance comprehensibility but also its limits. Consequently, it would be interesting to analyze which of the detected nonconforming structures in the TTs are most obstructive to comprehension.

**Keywords:** simultaneous interpreting, oral Easy Language, corpus study, accessible communication

# Spoken Easy Language for Social Inclusion: Needs & Resource Mapping

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## ABSTRACT:

Communication is said to be the utmost important skill for human survival because we need it to maintain contact with the world, and oral communication could be one of the most effective and common types of communication channels in everyday life (Ali, 2018). In the framework of accessible communication, Easy Language has proliferated in the last years as a phenomenon to fulfil different functions in society. However, until recently, the field has majorly consisted of national initiatives and had no established research tradition (Lindholm and Vanhatalo, 2021). Despite this, some remarkable work has already been done in the field of written Easy Language; however, thus far, the spoken aspect of Easy Language has largely remained unaddressed. Up to date, there are no European non-language specific standards for spoken Easy language available. One of the main challenges of the field remains to develop speaking methodology and linguistic support to be followed by speakers who deliver information. Recommendations and guidelines for speakers are a prerequisite for inclusion and diversity in all fields of education and training and other oral-based environments, such as counselling, health or social services, and media. In those oral exchanges, the “more competent speakers” must utilize different means to adapt their speech to a level that is understandable for their co-participant, who needs linguistic support.

European project Spoken Easy Language for Social Inclusion (SELSI) aims to develop recommendations and strategies for linguistic support in spoken Easy language to primarily support adult learners with additional needs in gaining important skills according to their abilities in most oral-based environments. In November 2022, the SELSI team started mapping the needs and resources for spoken Easy Language communication in Europe. This will allow the partnership to develop recommendations and strategies introducing innovative inclusive methodology with the main result being a practical model of non-language-specific recommendations and strategies for oral communication in spoken Easy Language, as an online tool. Mapping the needs and resources is the object of the Work Package 2 with immediate overall objective to set the basis for the development of spoken Easy Language recommendations and strategies. Research, led by Elisa Perego and Piergiorgio Trevisan from the University of Trieste, covered literature review, methodological considerations, and input from 446 respondents-professionals and Easy Language end-users - from 15 European countries. Pursuing identification and substantiation of textual, linguistic, listener-engaging, and non-linguistic strategies, the SELSI team is at this stage developing the research report, and as results likely will not be claimed to universally be the case for all countries that participated in the research, preparing insight into the state of the art in project partner countries Italy, Latvia, Lithuania, Slovenia, and Sweden. These research findings will be thoroughly presented at the KLAARA 2023 conference.

*Note: Project SELSI is co-financed by the European Commission, coordinated by Zavod RISA from Slovenia, with partners RTV Slovenia (Slovenia), University of Trieste (Italy), Vilnius University and VŠĮ Informacijos kaupimo ir sklaidos centras from Lithuania, Viegļās valodas aģentūra from Latvia and Dyslexiförbundet from Sweden.*

**Keywords:** Easy Language, Oral Communication, Needs and Resources, Research

# Easy Spoken Language. A speech pathology perspective

Cathy Basterfield<sup>1</sup>

<sup>1</sup> Australia - Access Easy English

## **ABSTRACT:**

Communication is two way and interactive. Behaviour is communication.

It does not require language. Not everyone develops language, yet that person can communicate.

Speech pathology expertise include assessing and remediating all aspects of a persons' communication including all aspects of how a person uses spoken communication, spoken and written, comprehension, reading and writing. It may be working with an individual or it may be working with communication partners to support them to modify what they are to enhance an individual's communication.

In my clinical experience I have worked with many people who do not speak. Some can understand their world, like many people in all our communities. Some require multiple supports to assist them to understand their world. Communication is more than language. You use a range of skills including, but not limited to

- understanding or comprehending words, sentences and conversations
- knowing how words are put together in phrases and sentences for meaning
- body language and facial expression
- natural gesture and sign
- the environment you are in, and the objects around you
- pictures and words around you
- voice and tone
- planning, memory, reasoning
- life experiences
- previous success in communicating in general or with a specific person.

You also need to know and use a range of different social functions, called pragmatics.

To use spoken words, you have developed skills in how to make sounds and combine them to make words and sentences. But if you are not able to communicate effectively or all the time with speech, there are a range of other tools called augmentative and alternative communication or AAC you can use to develop your language. This is supporting a person to communicate in their best way. It is not a separate entity to language.

Effective communication requires communication partners who know how to modify their communication to meet your needs. We all do this in all our communication interactions. But when you have more limited skills, such as an acquired brain injury or intellectual disability your reliance on your communication partner knowing and using these strategies leads to more positive and effective communication interactions.

There are many well developed and highly researched frameworks to support effective communication interactions already in the literature. It is more than the spoken language that the person or their communication partner uses or does not use.

How to communicate using spoken language, easy or not, is already in the literature. There is a need for this audience to collaborate more broadly with professionals such as speech pathologists, who work with people who have varied challenges in their spoken and written communication.

This paper will challenge you to consider what is already in the literature about language and effective interactive (spoken language) communication strategies, and what is inherently missing with such a label. Based on this new knowledge, I ask this audience what they think is still missing that there is a drive to create a new label, Easy Spoken Language.





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# **Accessibility of the media**

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# The ways of explaining in Easy Language news about the war in Ukraine

Eliisa Uotila<sup>1</sup>

<sup>1</sup> Helsingin yliopisto

## ABSTRACT:

In this presentation I present my findings about explaining sequels in one specific, current news topic. My data set is self-collected corpora of Easy language news about the war in Ukraine (n 222, 24.2.-18.5.2023, Yle Finnish broadcasting company and easy language news paper *Selkosanomat*) and a non-topic-related paired set that consists Easy language and standard Finnish news from the same day about the same topic (n 105 pairs, randomly from years 2019,2020, 2022, Yle Finnish broadcasting company).

I see explaining to be an action taken by the writer to try and see the ongoing subject from the recipients point of view. It is done so that the recipient can continue with the text by e.g. elaboration or paraphrases. It is a part of dialogical interaction written into the text that calls the audience to be a part of the discourse community of news genre (other-orientedness see e.g. Bahtin 1986[1953]: 94 – 98; in Finnish e.g. Virtanen, Rahtu & Shore 2018; explaining e.g. Satokangas 2021). I map and analyze by means of cognitive linguistics, especially through dimension of construal (e.g. Langacker 2008; Jaakola, Töyry, Helle & Rantajääskö 2014) these explaining sequences and how the understandability is increased by such an action in Easy language news.

-- Keskustelussa Saksa ja Ranska vaativat Ukrainaan tulitaukoa. **Tulitauon aikana ei käytetä aseita. Tulitaukoa tarvitaan, jotta ukrainalaisia voidaan evakuoida eli viedä pois sotalueelta.** -- 54\_12\_3\_22

[In the discussions Germany and France demand a ceasefire in Ukraine. **During the ceasefire no weapons are used. The ceasefire is needed in order to evacuate that is to take out Ukrainians from the war zone.** -- (translated by the writer)].

Like in the example above, in my paired data set that I have analyzed before, it's typical that the explaining sequences (here marked bold) are in present tense, which can lead to more generic, atemporal interpretation as a distinction to the ongoing news reporting act. Also there can be seen a division between encyclopedic explanations, situation based explanations and ones that combine these strategies like the example above. In this case study I explore how the war news compares to the other news in my data set in terms of explaining strategies and also how explaining changes through time when the same topics reoccur. The presentation is a part of my monographic dissertation.

**Keywords:** easy language, linguistics, easy language media, explaining

# Leveraging *personas* to improve plain language writing by field experts: Agranular approach for addressing the broad audience

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## ABSTRACT:

A common endeavor when producing plain language texts is to address a broad audience. Field experts often struggle when it comes to “adjust[ing] the style for the audience” (Cutts 2013, 21-23) and writing for laypeople; in this respect, plain language guidelines tend to be subject-matter-oriented rather than user-oriented (Maaß 2020, 181). In this paper, we explore a solution implemented within a project at the Swiss Federal Statistical Office (FSO), which aims to create accessible informative texts on statistics for the general public (Felici et al. accepted).

The project comprises interviews, surveys, focus groups, training sessions, text evaluations, and rewriting tasks to support the FSO’s objective. Since writers are primarily field experts, they lack proper linguistic training and have limited knowledge of plain language principles (Canavese et al. accepted). This makes it even more difficult for them to assess the previous knowledge of a diverse and undefined target audience as well as to determine the appropriate language and content adjustments.

To address this issue, we assisted our partners in introducing the concept of “personas” (Pruitt and Grudin 2003) through a series of workshops and rewriting exercises with writers. Personas are prototypes of potential target readers with specific profiles, such as sex, age, origin, and educational background. We asked our FSO project partners to create different personas for their texts devoted to the wide audience. They worked out four personas, two women and two men, with varied demographics, educational levels and knowledge of statistics. For each writing task, writers can select personas that best fit the context of their texts.

Although widely used in domains like software development and marketing, the application of personas is a novel approach in the field of plain language research and practice. By defining concrete personas rather than an undefined group of target readers, text producers can more effectively identify and mitigate potential barriers in language and content presentation while writing. This has proven useful during the rewriting of the publication *Statistical Data on Switzerland*, a 52-page document addressed to a large lay audience and issued every year on a range of different statistical topics (Swiss population, education, economy, transport, social security, and so on). The booklet is undergoing a relaunch aimed at improving its linguistic accessibility.

**Keywords:** institucional writing, statistical information, popularization, field experts, personas



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# **Right to information and communication**

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# Mapping Easy Language Elections Coverage in Europe

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## ABSTRACT:

Elections are the most important component of contemporary politics. For many citizens with additional needs in Europe, elections represent another example of society's inaccessibility. Not only with the exclusion of some voters with additional needs from participating in elections, but also with the absence of information adapted to meet their needs.

In the recent years, many European public media organizations started adapting news in Easy and Plain Language. Easy and Plain Language are language variants with simplified content, lexical selection and structure, which offer more readable and comprehensible texts. Texts in language variants with greater comprehensibility are usually intended for heterogeneous group of target readers, for all people who have trouble reading or comprehending texts.

Not only in written format, but also audiovisual content is being produced in accessible ways. According to European Broadcasting Union (EBU), more than 88% of European citizens are reached by TV every week, 60% of which are represented by public service TV organizations. This makes adapting audiovisual content in Easy Language an important step towards producing more accessible information, especially in the field of covering elections.

The paper will explore the current state of Easy (and Plain) Language coverage of elections in Europe, focusing on public broadcasting organizations, especially those from Germany, Finland, Latvia, Sweden, Austria and Slovenia. The paper will map practices across Europe using comparative methods, trying to highlight correspondences or most relevant examples, e.g. Finnish YLE and previous and forthcoming election coverage with election discussions in Easy Finnish, while also discussing common practices in Germany and Slovenia, when it comes to explaining difficult concepts in elections terminology.

The paper will form the foundation for future researchers on their work on elections and people with additional needs, as well as providing examples for interested professionals of what public broadcasters are already doing in this regard.

# Reading Easy Swedish public authority texts: experiences from two eye-tracking studies

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## ABSTRACT:

Guidelines for Easy Swedish advise writers to use frequent and short words, to repeat words instead of using synonyms, and to avoid the usage of abstract words (e.g., MTM, LL-Center).

Previous research has shown that word length, frequency and repetition influence the duration of gaze on words (e.g., Rayner 1998, 2009). Frequency also affects word recognition (e.g., Schilling, Rayner & Chumbley 1998). Other studies have shown that concrete words and texts are comprehended and recalled better than abstract ones (e.g., Fliessbach et al. 2006, Edling 2006). However, research focusing on such effects in the Easy Swedish target group has been lacking. Furthermore, some of the guidelines for Easy Swedish have been shown to be based on research that has been misinterpreted, simplified, or is outdated (Wengelin 2015).

This presentation describes experiences and results from two eye-tracking studies that studied the reading of Easy Language texts written by public authorities in readers with intellectual disabilities. All readers were native speakers of Swedish living in Finland. The focus of the studies were the effects of word length, frequency, abstraction, and word repetition on fixation times and comprehension. The eye-tracking data was analysed using LMMs, and the comprehension data was analysed both statistically and qualitatively. The results provide new information concerning the validity of the related Easy Language guidelines for this group of readers.

**Keywords:** Easy Swedish, public authority communication, intellectual disability, eye tracking, Easy Language guidelines.

# Factors Contributing to Easy Language Development in Latvia

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## ABSTRACT:

In recent years, several laws regarding information accessibility and communication rights have been adopted (Convention on the Rights of Persons with Disabilities, 2006; Web Accessibility Directive, 2016; European Accessibility Act, 2019; IFLAUNSECO Public Library Manifesto, 2022, etc.). Although we often highlight the target groups' rights to an accessible environment on all levels, we also must consider means to ensure such an environment.

In the Easy language field, besides legislation, this includes (but is not limited to) guidelines and training opportunities for text creators, organizations that provide Easy language-related services, informative campaigns and activities to promote the concept and thus increase the demand, and scientific research to deepen language-specific knowledge.

In Latvia, the concept of Easy language was introduced at the end of 1990-ies (Liepa 2021: 31). There have been a few successful initiatives in the field, for example, the publication of a book "Milda dzīvos Rīgā" ("Milda Will Live in Riga") – a story of a girl who starts independent life (Nedelstram, Uzore 2000). The book is the first publication in Easy Latvian, and it is targeted at people with intellectual disabilities. Since 2016, Latvian Radio once a day provides news in Easy language. It is the only radio station in the Baltic states that ensures such a service (Liepa 2021: 45). Notwithstanding, these are individual initiatives.

As a member of the European Union, Latvia must implement all relevant laws and regulations. However, we often encounter only formal compliance with the requirements, which keeps proliferating ignorance in such an important sphere of accessibility. Easy Language development has progressed only recently, and this is closely related to insufficient knowledge about and in the field previously. One of the most important steps toward a targeted and meaningful promotion of Easy language was the collaboration of the Easy Latvian guidelines for text creators (Liepa, Polinska 2021). This constituted a wellgrounded basis for further research and an elective study course for two main universities in Latvia – the University of Latvia and Riga Stradins University.

While the purposeful implementation of the legislation still takes place, there are several individual initiatives in Latvia that have contributed to the promotion of Easy language. The greatest example of good practice is the translation of the webpage [mammadaba.lv](http://mammadaba.lv) in Easy language, which provides information about tourism destinations in Latvia (MammaDaba). Another mentioning-worthy event was the "Easy-to-Read" competition for young writers in 2022, after which the first short story in Easy Latvian has been published (Bite 2022, Spirida 2021).

The competition takes place this year as well. The indicated activities involved text validation in the target groups, and this also was a new experience in Latvia, which is of paramount importance to increase the demand.

The publication aims to describe Latvia's experience and successful activities that contribute to Easy language development and can serve as an example of pro-motion diversity to others.

**Keywords:** Easy language, best practice, Easy language development in Latvia, Easy language promotion.





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**Education, health,  
employment...The  
importance of access  
to information for  
the exercise of right**

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# A Case Study with posters' on COVID prevention procedures: institutional Communication in Plain and Easy-to-Read Language at the Federal University of Rio Grande do Sul - Brazil

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<sup>1</sup>Universidade Federal do Rio Grande do Sul

## ABSTRACT:

Researchers and practioners of accessible information agree images add value to any written document.

However, the combination of both elements, written texts and images, must be done in a harmonious way to enhance a good comunication (Maaß, 2020). But, as we know, it is not a trivial task. So, this paper will address the ways of to produce accessible written information combined with images leading with Health Care topics. It was used, as case study, a poster on COVID prevention procedures aired on the campus of the Federal University of Rio Grande do Sul. Approximately 4,000 people use the buildings of our University located in Porto Alegre every day, so many people can be reached by a poster like this one. This audience ranges from janitors staff, with little education, to students, researchers, and professors with high health literacy.

Thus we carry out a pilot case study that adress the following questions:

- 1) How do we know which image to use, or where to put it in a document?
- 2) How to face the specific medical terminologies, translantig it in plain Portuguese?

There is much research in this area, and in many different fields of endeavour.

So, this presentation will also provide an overview of some of the brazilian research from the field of textual and terminological acessibility (Finatto and Paraguassu 2022; Cardoso and Pavani, 2022).

**Keywords:** plain language, easy to read, information design, accessibility.

# Easy-to-understand Covid: a student collaborative project in Portuguese Higher Education

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<sup>1</sup> Instituto Politécnico de Bragança, Portugal

## ABSTRACT:

The concept of plain language has been around since the 1970s, mostly in the USA and the UK. Since then, advancements were made in various European countries and terminology has been slowly standardised, in line with what Hansen-Schirra & Maass (2020) uphold. As far as Portugal is concerned, the country still has a lot of ground to cover, as Marques (2021) states, as “a legal framework or recommendations that specifically address the need to produce information and culture in Easy Language and of scientific research on the topic are still lacking” (p. 419). This acknowledgement was the starting point for this collaborative project.

According to Hansen-Schirra & Maass (2020), there is a continuum of language varieties where one extreme is occupied by easy language – with minimum complexity and enhanced comprehensibility – and the other by languages for specific purposes – defined by maximum complexity and low comprehensibility. In between, we can find plain language and standard language. From the perspective of a translation trainer, particularly Audiovisual Translation (AVT) trainer, I have long felt the need to discuss with and sensitise translators-to-be to the theoretical and practical issues related to easy and plain language varieties, which to the best of my knowledge are not yet part of Translation Studies curricula in Portugal. Even within the accessible AVT modes, neither are included. However, a lot has happened in the last 5 years theory-wise, particularly by UAB’s groundbreaking work and Anna Matalamala’s. Nevertheless, as a case in point, Greco & Jankowska’s (2020) classification of Media Accessibility modalities that comprehends both translation-based and nontranslation-based modes still does not comprehend easy and plain language.

In the master in Translation at the Polytechnic Institute of Bragança, students were introduced to this topic within the course of Text Revision and Edition, which is mainly based on Mossop’s seminal work, *Revising and Editing for Translators* (2020). In here, Mossop distinguishes between edition and revision – in the former, he identifies various types of edition, among which stylist editing, whereby professionals may be asked to adapt texts to fit a new audience, such as literature classics to children or information brochures to people with intellectual/cognitive impairment. This provided the perfect context to approach the topic with 2nd-year-master students in the academic year 2021/2022: they were asked to conduct a group project in which they had to translate an information brochure on Covid measures produced by the School of Education of the IPB into easy language.

In this presentation, I seek to describe the collaborative work developed by these students, in line with what Kiraly (2000, 2006) upholds, including their work methodology, the validation stages with consultants with impairments and the final product, and reflect on students’ feedback about the whole process. The results of this first experience were overtly positive not only from the students’ perspective, but also from our consultants who worked on the texts until they were fully comprehensible to them, providing the students with a unique insight into easy language.

At the end I hope to be able to demonstrate how this first project enabled our master students to broaden their knowledge of and experience in easy language texts and, above all, make them aware of the relevance of such work in their future.

**Keywords:** plain language; easy language; translator training; collaborative projects.

# **Incorporating Easy English into Universal Design: Addressing the relationship between low literacy and linguisticism in health communication.**

**Cassandra Wright-Dole<sup>1</sup>**

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## **ABSTRACT:**

**This paper focuses on the need for Easy English (and the equivalent accessible format for other languages) to be brought into universal design to ensure adequate access to information within public health institutions for those with low literacy. Research to this end explores low literacy in context with linguisticism as a methodology to explore Easy English's suitability as the standardised format of accessible information. The typical literacy prerequisites for reading health-related information can be a significant barrier to effective autonomous participation in one's health outcomes and significantly impact a person's ability to follow medical advice (Lambert and Keogh 2014, 32). Using a casual-comparative analysis, this research paper explores the responses to and outcomes of H1N1/09 and COVID-19 in remote Indigenous communities in Australia. The key difference identified between responses and outcomes in the communities during the two pandemics is the availability of accessible information. This paper examines two Indigenous responses during the COVID-19 pandemic: the initial response to the pandemic in 2020 and the subsequent uptake of the COVID-19 vaccine in 2021. This research highlights the significance of accessible information and informed participation in public health outcomes and demonstrates that accessible information can be the difference between life and death.**

# Optimizing automatized translation workflows using SUMM AI

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## ABSTRACT:

In the area of interlingual translation, it is well established practice to use Machine Translation (MT) to enhance modern translation workflows and make them more efficient (Vardaro et al. 2019). In order to ensure high quality standards, the MT output is post-edited by professional translators. For intralingual translation into Easy Language (EL), MT is a new phenomenon. However, for the automatic translation from German standard language into German EL, MT systems already exist. One of them is SUMM AI using artificial intelligence as underlying architecture.

For interlingual translation workflows, many studies have shown that the application of a controlled language is an effective pre-editing technique to improve MT output (Marzouk & Hansen-Schirra 2019). With its clearly defined set of rules, EL can be regarded as a controlled language, i.e. that the target text is supposed to adhere to the rules of a controlled language. Therefore, the assumption arises that automatically pre-editing the source text in such a way that the MT processing might be facilitated will increase the quality of the final output.

This hypothesis is tested using a multi-method approach. First, we present the an survey among SUMM AI users. These results suggest that the users automatically prepare the source texts before applying automatic MT into German EL. The strategies cover several linguistic and textual levels from formatting (deletion of manual word or text breaks etc.), over text structure (insertion of paragraphs, splitting up complex sentences, etc.) to content changes (deletion of gender-sensitive language, unification of synonyms etc.) and correction of typos and grammar mistakes. Secondly, we carried out an experiment in which we manipulated 10,000 words of source text with the strategies learnt from the survey. The original source texts and the manipulated ones were then translated with SUMM AI and their quality was evaluated using the quality metrics MQM (Lommel et al. 2014) as well as a ruleset for German EL (Bredel & maaß 2016). This contrastive evaluation allows us to give recommendations for pre-editing and thus optimizing MT into EL with SUMM AI and to enhance post-editing for EL.

**Keywords:** machine translation, human-machine interaction, pre-processing

# The story that is not in History: A history book to tell the trajectories and narratives of people with disabilities.

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## ABSTRACT:

Every child should be encouraged, from an early age, to become a curious person, with increased oral and written skills. Therefore, the route must permeate the ludicity that, here, we understand by the “art of telling stories”. This task significantly contributes to the process of developing autonomy and self-esteem of that individual. Therefore, the proposed work has, as a premise, reporting on how the idea of writing a book on children’s literature came about, built from an experience report of a classmate. As is common knowledge, experience reports excel in the empirical and allow the subject to share senses and multiple emotions.

Who are the people around us who have disabilities? I noticed that these refer to those subjects, so many times, made invisible even if close. These are friends, work colleagues, neighbors and many others, inhabitants of the same spaces. However, why do the few references to these subjects persist in Literature, especially in children’s and youth literature? It is possible to perceive, then, that there is a process of “erasure”, throughout History, being woven in relation to people with disabilities. This fact ends up contributing to a single narrative and invisibility of these subjects, in general. It is of fundamental importance to intensify efforts for a structural change in this reality, as society lacks representation of the diversity of subjects, in different contexts and environments. That said, this work intends to deal with each of the stages of the construction of a work where we can observe the protagonist of the subject with disability both in the playful production of the book and in his own trajectory of discovery and acceptance of himself. The importance of this work lies exactly in bringing, in its texture, a reference sample of the presence of the subject with disability in the scenario of Children’s Literature. Furthermore, for its elaboration, I will use the Löbach method: problem analysis, information collection and conceptualization; production of alternatives, and improvement of the one that best suits the situation and the materialization of the product. We hope that the proposal contributes to promoting the inclusion of people with disabilities in the field of children’s literature, reverberating to other sectors of society.

**Keywords:** Diversity, Inclusion of people with disabilities, Children’s Literature.

# Who is your audience? Are some people still left out?

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## **ABSTRACT:**

Are there things we can do better to engage with our audiences? Some people cannot use current accessible documents. Easy read, easy language and plain language do not reach all audiences. This paper identifies groups of people who still struggle to access documents. We highlight their rights and their need for truly accessible information.

This paper will discuss examples from our many years of engaging in 1:1 consumer reviews. Examples will include discussion on the breadth of assumed knowledge contained in more complex content, which needs to be unpacked and explained in the audience's everyday words.

We will share individual case studies of different consumers, their needs and consequent understanding and informed decisions they can make when access to information takes a universal design approach to access to written information using Easy English.

We will discuss consumer testing practices. We will provide suggestions about ways to engage consumers effectively. This ensures we develop information that is most relevant and accessible for all consumers.

## **Why do we need to talk about it ?**

We want to challenge you to think about improving what you do.

The United Nations Convention on the Rights of Persons with Disability includes in Article 21, the right to be able to access information in a way that the person can understand, to be treated equally and fairly and to make decisions about one's own life.

Other articles discuss Quality of Life which is being able to make informed decisions about things that impact you and the people around you. People must be able to

- access information in a way they can understand
- have information about positive and negative choices
- have support to use the information when making decisions about their own lives
- have their choices respected and upheld by others.

Accessible written documents need to support a person to

- read or be supported to read the content
- understand what it means
- understand how it relates to themselves
- know what they can do
- make a decision
- know how and where to get more information.

Chinn (2019) noted UK Easy Read texts were directive and focused on providing information. She found that health texts often excluded choice, usually talking about the medically preferred option only, and no content on other options, such as a choice for no intervention. Chinn suggests this limits their use as decision-making tools.

## **Who is your audience?**

It is not just people with intellectual disability. Nor is it only people who had literacy but have had a stroke, or people wanting to read a new language when settling into a new country when they have literacy in their first language.

Is your information accessible to people who

- live in supported accommodation?
- use communication devices and have low literacy?
- have cognitive challenges such as poor concentration, processing or memory?
- are not native speakers of the language?
- are experiencing or have experience trauma?
- have an acquired disability?
- are from the Deaf community?
- have poor educational outcomes?
- have unstable mental health?
- did not complete secondary school?
- are indigenous?

Is your content accessible to anyone when they are ill, newly diagnosed with significant health issues, anxious or stressed? Add any of these above demographics to this scenario. Does your content meet these audience needs?

Easy English, developed in Australia, or its equivalent where it has been introduced in other languages and countries uses a universal design approach. It means we create content for adults with an average of grade 2 reading equivalence. It has a range from grade 0 to grade 3 reading equivalence. This compares with UK and Australian Easy Read which has an average reading equivalence of grade 5, with a range of grade 2 to grade 14 (UK) and grade 3 to grade 10 in Australia.



