

3rd Swiss Conference on Barrier-free Communication

29 June – 4 July 2020

Online

Programme and Short Abstracts



#BfC2020



Programme

The virtual conference platform will feature pre-recorded sessions only. No live streaming will be offered during the conference week.

Please note that Keynote lecture 1 and all video presentations in Sessions 1–3 will be released on the conference platform on **Monday, 29 June 2020** at 12:00 am (CEST); Keynote lecture 2 and all video presentations in Sessions 4–6 will be released on **Tuesday, 30 June 2020** at 12:00 am (CEST); finally, all video presentations in Sessions 7–9 will be released on **Wednesday, 1 July 2020** at 12:00 am (CEST). All contents will then be accessible until **Saturday, 4 July 2020** at 11:59 pm (CEST).

Monday, 29 June 2020

	Programme	Speaker
	Welcome speech	Susanne J. Jekat, BfC 2020 Organising Committee General Chair (ZHAW Zurich University of Applied Sciences, Switzerland)
	Keynote Lecture 1: Overcoming visual barriers in my education and professional life	Steffen Puhl Justus Liebig University Giessen, Germany
	Session 1 Context-specific accessibility I Education	
Session 1: Context-specific accessibility I Education	The role of sign language in tertiary education 20 minutes	Christiane Hohenstein and Larysa Zavgorodnia (ZHAW Zurich University of Applied Sciences, Switzerland)
	The potential of Easy-to-Read in the inclusive classroom: Teachers' perspectives 15 minutes	Elisa Casalegno (University of Geneva, Switzerland)
	Live subtitling for access to education: A pilot study of university students' reception of intralingual live subtitles 15 minutes	Amaury De Meulder, Isabelle Robert and Iris Schrijver (University of Antwerp, Belgium)
	Adapted primary-school textbooks for students using Polish Sign Language (PJM) 20 minutes	Pawel Rutkowski and Piotr Mostowski (University of Warsaw, Poland)
	Applying the ADKAR model to boost web accessibility in Higher Education Institutions 15 minutes	Silvia Rodríguez Vázquez (University of Geneva, Switzerland)
	Making a digital literacy course accessible: The "Studium Digitale" at UZH 10 minutes (Poster)	Henning Beywl, Luana Schena and Annika Martin (University of Zurich, Switzerland)

**Session 2:
Context-specific accessibility |
Healthcare**

Session 2: Context-specific accessibility |
Healthcare

Medical communication in Easy and Plain Language: On understanding, retaining and accepting specialised medical communication in comprehensibility enhanced formats

20 minutes

Sergio Hernández Garrido, Loraine Keller, Isabel Rink, Rebecca Schulz, Janina Kröger and Sarah Ahrens (University of Hildesheim, Germany)

Translating health knowledge to Plain Language: Framing the readability of «salt-intake and health» digital news in Australia

20 minutes

Mengdan Zhao (University of Sydney, Australia) and Ziqing Lyu (Jiangsu University of Science and Technology, China)

A speech translation system for medical dialogue in sign language. Questionnaire on user perspective of videos and the use of avatar technology

10 minutes (Poster)

Irene Strasly, Pierrette Bouillon and Bastien David (University of Geneva, Switzerland), Hervé Spechbach (Geneva University Hospitals, Switzerland)

Evaluating the comprehension of Arasaac and Sclera pictographs for the BabelDr patient response interface

10 minutes (Poster)

Magali Norré (Catholic University of Louvain, Belgium), Pierrette Bouillon and Johanna Gerlach (University of Geneva, Switzerland), Hervé Spechbach (Geneva University Hospitals, Switzerland)

**Session 3:
Context-specific accessibility |
Politics and the public sector**

Session 3: Context-specific accessibility | Politics and
the public sector

Live subtitles of political TV debates. Developing guidelines based on the 2017 German Chancellor Debate

15 minutes

Nathalie Mälzer (University of Hildesheim, Germany), Annika Rose

Speech-to-text interpreting (STTI) in Sweden: Research and practice

15 minutes

Ursula Stachl-Peier (Graz University, Austria), Ulf Norberg (Stockholm University, Sweden)

Current action principles in services, research and further education in the field of Easy Language and beyond

20 minutes

Simone Girard-Groeber, Anne Parpan-Blaser, Annette Lichtenauer and Gabriela Antener (University of Applied Sciences and Arts FHNW, Switzerland)

Barrier-free Communication for hard of hearing and deaf people at the workplace

15 minutes

Andreas Weber and Ulrike Weber (Martin Luther University of Halle-Wittenberg, Germany)

Disabled in politics: A national research project on passive suffrage of people with disabilities in Switzerland

10 minutes (Poster)

Manuel Zanardini, Claudia Spiess, Ingeborg Hedderich and Melike Hocaoglu (University of Zurich, Switzerland)

Tuesday, 30 June 2020

Programme

Speaker

Keynote Lecture 2:

Accessible Healthcare Translation and Communication

Christine Meng Ji
University of Sydney, Australia

Session 4:

Context-specific accessibility | Culture and tourism

Session 4: Context-specific accessibility | Culture and tourism

Barrier-free communication in tourism: linguistic and structural features of accessible tourism discourse

15 minutes

Stefania Gandin (University of Sassari, Italy)

Intersemiotic translation of visual phenomena into the language of tactile graphics – exemplified by the spatial adaptations made in the Botanical Garden of the Jagiellonian University in Cracow

20 minutes

Lech Kolasiński (Pedagogical University of Cracow, Poland), Ireneusz Bialek and Malgorzata Perdeus-Bialek (Jagiellonian University, Poland)

The #smARtradio™ project and the Talking Map™ of Aquileia (Italy): How to make a UNESCO archaeological site accessible to all

20 minutes

Giovanna De Appolonia (University of Udine, Italy), Elena Rocco (Ca' Foscari University of Venice, Italy), Antonina Dattolo (University of Udine, Italy)

Session 5:

Reception studies | Audiovisual accessibility

Session 5: Reception studies | Audiovisual accessibility

How the blind audience receive and experience audio descriptions of visual events: A project presentation

20 minutes

Jana Holsanova, Roger Johansson and Viveka Lyberg-Åhlander (Lund University, Sweden)

Barrier-free access to audiovisual content for blind and visually impaired people: A case study

15 minutes

Ismini Karantzi (Ionian University, Greece)

Audio Description and ethnicity

15 minutes

Noura Gzara (University of Hildesheim, Germany)

Speech recognition (respeaking) vs. the conventional method (keyboard): A quality-oriented comparison of speech-to-text interpreting techniques and addressee preferences

20 minutes

Daniela Eichmeyer-Hell (Delfinterpret, Germany and University of Vienna, Austria)

Children who are D/deaf and hard of hearing as a target group for barrier-free communication: A case for an interdisciplinary approach

15 minutes

Maria Wünsche (University of Hildesheim, Germany)

**Session 6:
Reception studies I Easy and Plain Language**

Session 6: Reception studies I Easy and Plain Language	<p>Segmenting compounds in German Easy Language: Does facilitated perception lead to reduced cognitive processing costs?</p> <p>15 minutes</p>	Silvana Deilen (Johannes Gutenberg University Mainz, Germany)
	<p>The case for Easy Italian: An analysis of health-related texts and their impact on comprehension by people with intellectual disabilities</p> <p>20 minutes</p>	Luisa Carrer (ZHAW Zurich University of Applied Sciences, Switzerland)
	<p>Perception and comprehensibility of Easy and Plain German: An empirical reception study with different target groups</p> <p>10 minutes (Poster)</p>	Silke Gutermuth (Johannes Gutenberg University Mainz, Germany)

Wednesday, 1 July 2020

Programme

Speaker

**Session 7:
Linguistic issues in text simplification**

Session 7: Linguistic issues in text simplification	<p>The German <i>Vorfeld</i> (prefield) in texts in German Easy Language: Syntactic and information-structural considerations</p> <p>20 minutes</p>	Julia Fuchs (Johannes Gutenberg University Mainz, Germany)
	<p>Annotating colon constructions in Plain Language and Easy-to-read German</p> <p>20 minutes</p>	Sarah Jablotschkin and Heike Zinsmeister (Universität Hamburg, Germany)
	<p>Accessibility and comprehensibility of user-generated content: Challenges and chances for Plain Language</p> <p>10 minutes (Poster)</p>	Regina Stodden (Heinrich Heine University, Germany)

**Session 8:
Barrier-free Communication in multilingual contexts**

Session 8: BfC in multilingual contexts

Language-related criteria for evaluating the accessibility of localised multilingual websites

15 minutes

Volha Pontus and Silvia Rodríguez Vázquez (University of Geneva, Switzerland)

Purpose and features of the TVseriesAD corpus

15 minutes

Eva Schaeffer-Lacroix (Sorbonne Université, France); Nathalie Mälzer (University of Hildesheim, Germany); Kirsten Berland (INALCO, France), Saskia Josephine Schulz (University of Hildesheim, Germany)

Getting across in medical communication: A corpus-based approach to analyse and improve comprehensibility of machine translation

15 minutes

Yanmeng Liu and Meng Ji (University of Sydney, Australia), Pierrette Bouillon (University of Geneva, Switzerland)

CAT tools' impact on the achievement of accessible HTML5 documents: A comparative study

15 minutes

Isotta Pacati and Silvia Rodríguez Vázquez (University of Geneva, Switzerland)

**Session 9:
Novel approaches in BfC | Methods and training**

Session 9: Novel approaches in BfC | Methods and training

Audio Description as an aesthetic innovation

20 minutes

Joel Snyder (Audio Description Associates LLC and Audio Description Project of the American Council of the Blind, USA)

Frazier – efficient and cost-effective production of accessible video content for the blind and visually impaired

20 minutes

Christian David and Lukas Pajonczek (VIDEO TO VOICE GmbH, Germany)

Real-time intralingual subtitling through respeaking and velotyping. Cutting-edge theoretical and professional best practices

20 minutes

Carlo Eugeni (SSML Pisa, Italy), Wim Gerbecks (Velotype, The Netherlands)

Training for emerging experts in easy-to-understand subtitling, audio description and audiovisual journalism

15 minutes

Rocío Bernabé Caro (SDI München, Germany), Jesús Meiriño Gómez (Universidade de Vigo, Spain)

Taking into account the heterogeneity of the SDH target group: Creation of integrated titles using Easy Language for the prelingually deaf

10 minutes (Poster)

Laura Marmit (University of Hildesheim, Germany), Silvia Hansen-Schirra (Johannes Gutenberg University Mainz, Germany)

Saturday, 4 July 2020

Programme

Speaker

Closing remarks

Susanne J. Jekat,
BfC 2020 Organising Committee General Chair
(ZHAW Zurich University of Applied Sciences,
Switzerland)

Short Abstracts

Keynote Lectures

Steffen Puhl

Justus Liebig University Giessen, Germany

Overcoming visual barriers in my education and professional life

Dr Steffen Puhl believes that researchers and practitioners from barrier-free communication must know as much as possible about the special needs of the target groups; for example, what exactly it means for visually impaired and blind persons to overcome visual barriers in their education and professional life. In his keynote lecture, therefore, he aims to open up new perspectives and stimulate reciprocal learning. He will give an autobiographical talk based on important milestones in his life. He will start with his mental journey from the 1980s – when he was a pupil – and will provide insights into his needs over time, giving an overview of low vision aids and assistive technology for blind people he has been using over the last decades. Today, eAccessibility and eInclusion have great potentials for equal participation which must be fully unlocked. Since 2009, Dr Steffen Puhl has been working as coordinator for accessibility and inclusive information technologies at the IT Service Centre of Justus Liebig University Giessen, Germany. He is an outstanding expert in barrier-free learning technology and internet-based systems accessibility in higher education settings. His talk will conclude with a discussion of the current Coronavirus crisis and with a plea for commitment to more accessibility and barrier-free communication.

Christine Meng Ji

University of Sydney, Australia

Accessible Healthcare Translation and Communication

Around the world, multicultural diversity is growing which poses new challenges, as well as opportunities for the national healthcare systems of countries with changing demographic structures to adapt their healthcare services to new, changing social needs. Multicultural health communication forms an integral, yet under-studied part of national healthcare systems. Effective health translation can facilitate the development of a shared understanding of health risk management methods among multicultural populations to support needed behavioural changes based on medical and clinical research. At the heart of multicultural health promotion is the development of multilingual health resources, linguistically and culturally adapted to meet the practical needs and reflect the actual reading habits of users with diverse language and cultural backgrounds. This keynote talk will provide an overview of the challenges and opportunities of user-oriented and culturally adapted multicultural healthcare translation resources and systems.



Session Talks and Posters

Session 1: Context-specific accessibility | Education

The role of sign language in tertiary education

(20 mins)

Christiane Hohenstein and Larysa Zavgorodnia (ZHAW Zurich University of Applied Sciences, Switzerland)

This paper is concerned with the functions of sign language and complementary supportive measures at university level. It aims at providing insights into inclusive teaching and learning environments at tertiary level by exploring how deaf and hard-of-hearing/hearing-impaired (DHH) students experience their learning conditions and teaching environments in Swiss Higher Education. A focus is on data drawn from in-depth interviews with current and former DHH students in the German-speaking part of Switzerland, building on results from a Swiss-wide survey conducted in 2018 (Hohenstein and Zavgorodnia 2019; Hohenstein et al. 2018; Rodriguez et al. 2018).

The potential of Easy-to-Read in the inclusive classroom: Teachers' perspectives

(15 mins)

Elisa Casalegno (University of Geneva, Switzerland)

Successful lower education is crucial for the well-being of people with disabilities and for their access to higher education. This paper presents the results of a preliminary study that investigates the practices of inclusive education in the canton of Vaud (Switzerland) and explores the opinions of special education teachers on the use of Easy-to-Read (EtR) material in the inclusive classroom. The collected data paint a positive picture of EtR's potential as a tool to support students with Special Educational Needs (SEN).

Live subtitling for access to education: A pilot study of university students' reception of intralingual live subtitles

(15 mins)

Amaury De Meulder, Isabelle Robert and Iris Schrijver (University of Antwerp, Belgium)

The United Nations Convention on the Rights of Persons with Disabilities mentions education as an area where accessibility has to be ensured. To break down linguistic, physical and cultural barriers for a large and diverse student body, new technologies are of great potential. Live subtitling, for instance, can make lectures in large lecture rooms more accessible to all students, not only deaf and hard of hearing students, but also students whose mother tongue is not the language of the lecture. The aim of this study is therefore to initiate research into the reception of intralingual live subtitles in an educational setting in Flanders, focusing on the reception of intralingual live subtitles by first-year students attending a lecture in Dutch. We will conduct an experiment consisting of two lectures in Translation Studies, with and without intralingual live subtitles, attended by 150–200 1st-year students. Student reception of the subtitles will be investigated through online questionnaires consisting of Likert-scale questions related to overall appreciation, comprehension and retention questions. Through various statistical analyses, we will compare the subtitled with the unsubtitled conditions in a within-group design. Promising first results indicate that students performed significantly better when provided with subtitles than without subtitles.

Adapted primary-school textbooks for students using Polish Sign Language (PJM)

(20 mins)

Paweł Rutkowski and Piotr Mostowski (University of Warsaw, Poland)

This paper describes a project aiming to develop bilingual versions of textbooks used in Polish schools. The project was carried out on behalf of the Polish Ministry of National Education by the Section for Sign Linguistics



of the University of Warsaw. The resulting textbooks take the form of multimedia applications that display the original text in written Polish in its unchanged graphical form, while also allowing the user to click on selected segments of text to play a video clip showing a translation of that text in Polish Sign Language (generally known by its Polish abbreviation, PJM, for *polski język migowy*). This project was the first of its kind in Poland and, as such, it has been ground-breaking in a number of ways. For example, these were the first-ever bilingual multimedia textbooks developed in Poland to serve the needs of Deaf students and this was the first time such a large body of recordings was ever produced for the purposes of Deaf education in Poland. The project team first had to make a series of methodological choices and devise a set of principles to follow. It is hoped that the experience so gained may prove useful in designing future projects of this kind, both in Poland and elsewhere.

Applying the ADKAR model to boost web accessibility in Higher Education Institutions (15 mins)

Silvia Rodríguez Vázquez (University of Geneva, Switzerland)

The ADKAR model (Hiatt 2006) is a change management instrument to measure Awareness, Desire, Knowledge, Ability and Reinforcement with regard to a given change at an individual and organisational level. This paper describes the rationale behind the use of ADKAR in the context of higher education institutions (HEIs), rather than in a business environment, for which the model was originally developed. We also present the ADKAR-oriented method used in a study aimed at identifying concrete gaps related to web accessibility compliance in a Swiss higher education institution.

Making a digital literacy course accessible: The “Studium Digitale” at UZH

(10 mins, Poster)

Henning Beywl, Luana Schena and Annika Martin (University of Zurich, Switzerland)

The University of Zurich (UZH), Switzerland, is conceptualising, producing and implementing an interdisciplinary online course that teaches digital literacy to Bachelor students across UZH. In order to make this course truly accessible to all students, a remarkable effort is being made to create a course that is as barrier-free as possible. As a first step, a strategy was established together with UZH’s Disability Office. To take the measures that were decided on in this strategy, a great share of resources have been invested into achieving accessibility of the course for students with hearing and/or visual impairments. The “Studium Digitale” is UZH’s flagship project in terms of barrier-free teaching, striving to contribute to a stronger focus on discrimination-free learning and teaching at Swiss universities.

Session 2: Context-specific accessibility | Healthcare

Medical communication in Easy and Plain Language: On understanding, retaining and accepting specialised medical communication in comprehensibility enhanced formats

(20 mins)

Sergio Hernández Garrido, Loraine Keller, Isabel Rink, Rebecca Schulz, Janina Kröger and Sarah Ahrens (University of Hildesheim, Germany)

The research projects conducted by the “Forschungsgruppe Barrierefreie Medizinkommunikation” (Research Group Accessible Medical Communication) of the Research Centre for Easy German (University of Hildesheim, Germany) focus on comprehensibility and acceptability of different medical text types addressing different target groups who need optimised communication. A balanced variety in form of an enriched version of Easy Language called Easy Language Plus (EL+) is proposed to achieve comprehensible and acceptable texts.



Translating health knowledge to Plain Language: Framing the readability of “salt-intake and health” digital news in Australia

(20 mins)

Mengdan Zhao (University of Sydney, Australia) and Ziqing Lyu (Jiangsu University of Science and Technology, China)

It is well acknowledged that health communication materials play an indispensable role in promoting public health awareness, shaping health-relevant daily behaviours and increasing the use of health services for a variety of populations. In order to facilitate the reception of health knowledge among a wide general readership, readable and comprehensible texts are generally required. This research conducts a corpus linguistic study of “excess salt-intake and health” themed digital news in Australia to examine the readability of the news. The current paper presents the introduction, research data, methods, results and a brief discussion.

A speech translation system for medical dialogue in sign language. Questionnaire on user perspective of videos and the use of avatar technology

(10 mins, Poster)

Irene Strasly, Pierrette Bouillon and Bastien David (University of Geneva, Switzerland), Hervé Spechbach (Geneva University Hospitals, Switzerland)

This paper summarises the findings of a questionnaire conducted with the Deaf community in Francophone Europe. It aimed to gather feedback on specific features to be included in the sign language videos of BabelDr, a medical speech-to-sign translation platform. The results show that the whole sentence should be subtitled, the signer should be filmed front-on only and the background should be of a light colour. Explanatory images can be added to clarify the medical content. Lastly, human videos are preferred to avatars in this specific context.

Evaluating the comprehension of Arasaac and Sclera pictographs for the BabelDr patient response interface

(10 mins, Poster)

Magali Norré (Catholic University of Louvain, Belgium), Pierrette Bouillon and Johanna Gerlach (University of Geneva, Switzerland), Hervé Spechbach (Geneva University Hospitals, Switzerland)

This paper summarises some of the findings from a preliminary survey conducted to evaluate the comprehension of pictographs for patient responses in the speech-to-speech translation tool BabelDr, a system designed to improve communication between doctors and allophone patients or minority groups. Despite the relatively low number of respondents, the gathered data could serve as a starting point for discussion in future decision-making processes about how to design a bidirectional interface for patients with a range of pictographs and how to evaluate their comprehension.

Session 3: Context-specific accessibility | Politics and the public sector

Live subtitles of political TV debates. Developing guidelines based on the 2017 German Chancellor Debate

(15 mins)

Nathalie Mälzer (University of Hildesheim, Germany), Annika Rose

To increase media accessibility for deaf and hard-of-hearing people, German public broadcasting companies are offering more and more live subtitled programmes using a speech recognition software. Since different TV formats are subtitled live, the question arises whether common linguistic adjustments and work processes respect format-specific characteristics and how they could be adapted. Especially subtitled political live debates is a demanding task as the politicians' strategies need to be reflected. That is why this paper focuses on how linguistic changes and reductions in live subtitles can influence the presentation of politicians and contents in TV debates. An analysis



of examples from the live subtitled German TV debate in 2017 with Angela Merkel and Martin Schulz shows problems that can occur when the live subtitled text is changed. Finally, these findings lead to ideas for a format-specific guide on what subtitlers need to take into account and be careful of when live subtitling a political TV debate.

Speech-to-text interpreting (STTI) in Sweden: Research and practice

(15 mins)

Ursula Stachl-Peier (Graz University, Austria), Ulf Norberg (Stockholm University, Sweden)

Skrivtolkning, i.e. speech-to-text-interpreting (STTI), has a long tradition in Sweden. The first training courses were organised in the 1970s and, since the 1980s, d/Deaf and hard-of-hearing persons have had access to STTI in a wide range of settings, including healthcare, education and training, contacts with social services, government agencies, in legal contexts, work-related meetings, for cultural events, religious ceremonies and leisure time activities. While there exists a large body of literature on live subtitling for broadcasts and live events, as well as numerous studies on Sign Language and spoken-language interpreting in public service settings, the use of STTI in public service settings is largely unexplored.

Current action principles in services, research and further education in the field of Easy Language and beyond

(20 mins)

Simone Girard-Groeber, Anne Parpan-Blaser, Annette Lichtenauer and Gabriela Antener (University of Applied Sciences and Arts FHNW, Switzerland)

This paper shows the possibilities and limitations of Easy Language and addresses principles of action in projects where texts are created and/or transferred in Easy Language. These statements are based on the results of the pioneering project “Easy-language texts in adult protection procedures” (2015–2018) and the related work in the fields of further education and services.

Barrier-free Communication for hard of hearing and deaf people at the workplace

(15 mins)

Andreas Weber and Ulrike Weber (Martin Luther University of Halle-Wittenberg, Germany)

The GINKO study (<http://ginko.fakten-zur-teilhabe.de/TXT/index.html>) addressed the question of how deaf and hard of hearing people communicate at their workplace. The results were based on over 3,000 respondents and showed that the majority of working participants with hearing loss communicate using spoken language with lip reading, regardless of the degree of hearing loss.

Disabled in politics: A national research project on passive suffrage of people with disabilities in Switzerland

(10 mins, Poster)

Manuel Zanardini, Claudia Spiess, Ingeborg Hedderich and Melike Hocaoglu (University of Zurich, Switzerland)

Based on the UN Convention on the Rights of Persons with Disability (UNCRPD 2006), people with disabilities have the right to vote and to be elected. Yet, in practical terms, having a disability in Switzerland is still ground for discrimination. People with disabilities are underrepresented in politics and in various political bodies. The present project is aimed at depicting barriers and obstacles disabled people are currently facing, as well as conducting qualitative research on the experiences of disabled people wanting to engage in politics. These findings will then serve as a basis for developing measures for better inclusion of people with disabilities in politics.



Session 4: Context-specific accessibility | Culture and tourism

Barrier-free communication in tourism: linguistic and structural features of accessible tourism discourse

(15 mins)

Stefania Gandin (University of Sassari, Italy)

This research will try to investigate the main linguistic and structural features that allow (or could improve) a higher degree of barrier-free communication in tourism. A series of specific case studies will be taken into consideration, involving aspects of web accessibility, Augmentative and Alternative Communication (AAC) and Easy-to-read and Plain Language. These case studies are fully or partially inspired by the principles of Universal Design as recommended by the World Tourism Organization (2016).

Intersemiotic translation of visual phenomena into the language of tactile graphics – exemplified by the spatial adaptations made in the Botanical Garden of the Jagiellonian University in Cracow

(20 mins)

Lech Kolasiński (Pedagogical University of Cracow, Poland), Ireneusz Bialek and Malgorzata Perdeus-Bialek (Jagiellonian University, Poland)

The renovation of footpaths in the historical part of the Jagiellonian University's Botanical Garden and the construction of a new greenhouse (Victoria) for one of its most precious plants (i. e. an over-century-old Canary Island date palm) inspired adaptations of the garden's space for persons with disabilities. Apart from architectural accessibility and appropriate surface texture, the project's goal was a system of information about the garden for visitors with sight disabilities and an educational trail featuring accessible information. Of key importance were the substance and artistic quality of the adaptations. The contracting party's needs were best addressed by Dr Lech Kolasiński's design, which was guided by the belief that understanding visual language and communication greatly impact functioning in today's world. Unable to understand certain visual phenomena (e. g. transparency) because of their disability, blind persons need not just a projection of the visual world in a convex form but also an explanation of phenomena not obvious to them. A theoretical answer offered was intersemiotic translation, i. e. translating one system of signs into another. This presentation concerns cooperation between the contracting party and the contractor with emphasis on practical implementation as an opportunity to make innovative adaptations that effectively convey the substantive content.

The #smARtradio™ project and the Talking Map™ of Aquileia (Italy): How to make a UNESCO archaeological site accessible to all

(20 mins)

Giovanna De Appolonia (University of Udine, Italy), Elena Rocco (Ca' Foscari University of Venice, Italy), Antonina Dattolo (University of Udine, Italy)

#smARtradio™ is a project by the Radio Magica Foundation in collaboration with the Ca' Foscari University of Venice and the University of Udine (Italy). The project aims to spread knowledge of the Italian cultural heritage to a targeted audience of families, including children with visual, hearing and cognitive impairments, through audio and video stories penned by renowned authors. In this paper, we will focus on the UNESCO archaeological site of Aquileia to prove how the use of a paper Talking Map™ in combination with a web app can ease the understanding of historical and archaeological contents.



Session 5: Reception studies | Audiovisual accessibility

How the blind audience receive and experience audio descriptions of visual events: A project presentation

(20 mins)

Jana Holsanova, Roger Johansson and Viveka Lyberg-Åhlander (Lund University, Sweden)

We present a three-year multidisciplinary research project that started in 2019 and is funded by FORTE (Swedish Research Council for Health, Working Life and Welfare). The theoretical aim of the project is to gain a better understanding of the principles that underlie successful communication between the sighted and the blind via audio description (AD). The aim of a series of experiments is to identify similarities and differences in how the sighted and the blind understand, segment and experience visual, spatial as well as temporal properties of an event. The applied goal is to increase the quality of AD and to support the training of audio describers and AD practices, and ultimately facilitate the understanding and accessibility of visual information for the visually impaired.

Barrier-free access to audiovisual content for blind and visually impaired people: A case study

(15 mins)

Ismini Karantzi (Ionian University, Greece)

When it comes to barriers in accessing information and culture for people with disabilities, accessibility becomes immediately multifaceted, since access to audiovisual content is vital and its importance is paramount to our fundamental right to freedom of expression and information (Cappello 2014). By virtue of being an intersemiotic activity, which involves making verbal what is non-verbal, audio description (AD) transforms images into vivid narration (Matamala and Orero 2007), being a “verbalisation of visual codes” (Kruger 2012). In this framework, our research is based on a case study involving a group of blind and/or visually impaired people (B/VIP) who were first exposed to the Greek AD of a foreign animation film in combination with Greek audio subtitles and, subsequently, were asked to complete questionnaires investigating sensory and linguistic issues. The results suggest that use of adjectives (Arma 2011), the description of emotions and the voice delivery may increase the perception of the audience, making the overall user experience more immersive. This research is a step towards making foreign-language audiovisual products accessible to Greek B/VIP, investigating also specific aspects of AD work that may influence the AD preferences of the audience.

Audio Description and ethnicity

(15 mins)

Noura Gzara (University of Hildesheim, Germany)

This paper deals with the delicate issue of the description of ethnicity and race in audio descriptions. Little has been written on this topic so far, yet it is an everyday problem for audio describers.

Speech recognition (respeaking) vs. the conventional method (keyboard): A quality-oriented comparison of speech-to-text interpreting techniques and addressee preferences

(20 mins)

Daniela Eichmeyer-Hell (Delfinterpreter, Germany and University of Vienna, Austria)

Speech-to-text interpreting (STTI) is – especially in the German-speaking countries – still a young profession. Nonetheless, STTI services are used more and more frequently, not least thanks to the UN Convention on the Rights of Persons with Disabilities and the national legislations that derive from it. Over time, various STTI methods have been developed. While in the early years it was important to offer STTI services regardless of methodological considerations, this paper aims to investigate whether any one method is to be preferred over the others. The recent studies presented in this paper should help to question entrenched opinions about the quality of the STTI methods mainly used in the German-speaking countries.



Children who are D/deaf and hard of hearing as a target group for barrier-free communication: A case for an interdisciplinary approach

(15 mins)

Maria Wünsche (University of Hildesheim, Germany)

The presentation proposed in this abstract will focus on children who are D/deaf and hard of hearing as a specific target group for barrier-free communication. It will present different perspectives and factors to be considered when doing research on and/or with children who are D/deaf and hard of hearing. It proposes an interdisciplinary approach, focusing not only on the hearing status but also on underlying social and educational factors of the target group.

Session 6: Reception studies | Easy and Plain Language

Segmenting compounds in German Easy Language: Does facilitated perception lead to reduced cognitive processing costs?

(15 mins)

Silvana Deilen (Johannes Gutenberg University Mainz, Germany)

In German Easy Language, it is generally agreed that compounds are to be optically structured to facilitate lexical access and comprehension. The present study uses eye-tracking data to infer differences in the cognitive processing of compounds that are segmented with a hyphen, segmented with a mediopoint or not segmented at all. Four experiments were conducted to determine whether the theoretical advantages of the mediopoint can be supported with empirical evidence. In addition, background assessments, such as a neuropsychological test battery and a reading test, were conducted to evaluate subjects' neuropsychological skills and reading proficiency as well as to determine whether there is a relation between cognitive performance and the need for segmentation. Both the results of the study and of the background assessments will be introduced and discussed in this work.

The case for Easy Italian: An analysis of health-related texts and their impact on comprehension by people with intellectual disabilities

(20 mins)

Luisa Carrer (ZHAW Zurich University of Applied Sciences, Switzerland)

Easy Language is an essential instrument of inclusion for people who would otherwise be excluded from access to written information and full participation in society. Translation into Easy Italian is still under-researched. This study aims to fill this gap and advocates for greater attention by the academic community. Both quantitative and qualitative methods are used to analyse (1) what strategies translators employ when translating from Standard into Easy Italian, and (2) whether these strategies facilitate reading comprehension of Easy Italian texts to people with intellectual disabilities. It is concluded that, on the one hand, standards for Easy Language are essential to guide the translator's work. On the other hand, high comprehensibility can only be achieved through a careful consideration of the target communicative situation.

Perception and comprehensibility of Easy and Plain German: An empirical reception study with different target groups

(10 mins, Poster)

Silke Gutermuth (Johannes Gutenberg University Mainz, Germany)

This paper presents a reception study in which Easy, Plain and Standard language variants in German are compared, focusing on special demands of target groups. Reading and comprehension processes are investigated by applying a multi-method approach. The results shed light on the efficiency of Easy and Plain German for the benefit of different target groups with different language barriers.



Session 7: Linguistic issues in text simplification

The German Vorfeld (prefield) in texts in German Easy Language: Syntactic and information-structural considerations

(20 mins)

Julia Fuchs (Johannes Gutenberg University Mainz, Germany)

In German, the occupation of the first position in a declarative sentence (*Vorfeld*, prefield) depends on information-structural aspects. Concerning Easy Language research, it is an open question whether this position is consistently filled with subjects (canonical order) or whether other syntactic categories may also occur, as well as which information-structural reasons might account for deviations from canonical sentence structure. A corpus study shows that more than half of the time, the prefield in texts in German Easy Language is occupied by a subject; however, adverbials and objects also appear in the prefield, the latter mainly for highlighting purposes. Moreover, the subjects in question are realised in diverse, partly quite complex forms. Future Easy Language research is confronted with the challenge of taking findings from information structure research into account and finding out what is more beneficial for target groups: a constant sentence structure or a more flexible word order ensuring a natural flow of information.

Annotating colon constructions in Plain Language and Easy-to-read German

(20 mins)

Sarah Jablotschkin and Heike Zinsmeister (Universität Hamburg, Germany)

In this paper, we introduce an empirical investigation of the use of the colon in variants of simplified German (Easy-to-read German, or *Leichte Sprache*, and Plain German, or *einfache Sprache*) and in Standard German. To this end, we developed annotation guidelines and compiled a pilot corpus from news(paper) texts in all three variants. The results of the annotation of colon constructions by two annotators suggest that, in Plain Language and Easy-to-read German, the colon often serves as a means for syntactic simplification, whereas in Standard German it tends to have a pragmatic function. Further studies will show whether these findings can be confirmed in larger samples of text and what effect colon constructions have on the comprehensibility of a text.

Accessibility and comprehensibility of user-generated content: Challenges and chances for Plain Language

(10 mins, Poster)

Regina Stodden (Heinrich Heine University, Germany)

Easy-to-read languages and text simplification often focus on informative texts, e. g. news or Wikipedia articles. However, texts from online forums, Facebook and online discussions are also an interesting domain because they often come to the fore. Therefore, in this paper, challenges and opportunities for understanding noisy user-generated content of social networking sites are investigated. The main focus lies on content literacy instead of the already well-analysed usability and technical accessibility.

Session 8: Barrier-free Communication in multilingual contexts

Language-related criteria for evaluating the accessibility of localised multilingual websites

(15 mins)

Volha Pontus and Silvia Rodríguez Vázquez (University of Geneva, Switzerland)

This paper presents a selection of the main findings from a recent large-scale accessibility study of localised, corporate websites in three language versions: English, French and German (Pontus 2019). The sites were evaluated with defined ad-hoc manual criteria largely based on WCAG 2.1. Web accessibility levels observed were higher in most cases on the English version of the sample websites, in comparison with their localised French or



German equivalent. The study also identified several language-related accessibility issues for multilingual content that may be overlooked by routine checks and deserve special attention.

Purpose and features of the TVseriesAD corpus

(15 mins)

Eva Schaeffer-Lacroix (Sorbonne University, France); Nathalie Mälzer (University of Hildesheim, Germany); Kirsten Berland (INALCO, France), Saskia Josephine Schulz (University of Hildesheim, Germany)

This paper is related to the TADS (Translation of Audio Description Scripts) project, designed by a team of French and German researchers from the University of Hildesheim, Germany, and the Sorbonne University, France. It focuses on the purpose and the features of the French-German TVseriesAD corpus. In our presentation, we outline the role this corpus is supposed to play for the development of a technology-assisted translation method for audio description scripts. With the help of one of our pilot datasets, the subcorpus “Buettenwarder”, we will demonstrate the way our complete data set could be tagged and we will explain what sort of items can be searched in the corpus.

Getting across in medical communication: A corpus-based approach to analyse and improve comprehensibility of machine translation

(15 mins)

Yanmeng Liu and Meng Ji (University of Sydney, Australia), Pierrette Bouillon (University of Geneva, Switzerland)

In medical service contexts, especially in migrant and refugee-receiving countries, the increasing need for interlingual communication and the higher cost of human translators has driven the development of machine translation technologies and tools. However, the reliability and efficiency of these tools are questioned (Patil et al. 2014; Bouillon et al. 2017), which calls for objective evaluation to ensure and improve the quality of translation results. The present study aims at providing a data-driven empirical evaluation of the linguistic similarity of the French source speech data and their English translations produced by machine translation (MT) and identifying main areas which MT output deviates from natural oral English. Using corpus statistical methods, the evaluation of machine translation outputs can provide concrete and objective feedback for future improvement of machine translation. If time allowed, we could train this model with larger datasets.

CAT tools’ impact on the achievement of accessible HTML5 documents: A comparative study

(15 mins)

Isotta Pacati and Silvia Rodríguez Vázquez (University of Geneva, Switzerland)

This paper summarises a study aiming at analysing the impact that Computer-Aided Translation (CAT) tools have on the degree of accessibility achieved during the localisation process. More specifically, it presents the results of a descriptive analysis of two CAT tools, i. e. SDL Trados Studio 2017 and MemoQ v8.7, and a user evaluation carried out by 10 participants to determine whether these tools can support and transfer the information related to accessibility included in an HTML5 file. Results show that these two CAT tools do not offer sufficient features and functionalities to transfer correctly all the items and, consequently, they have an impact on the final achievement of accessibility.



Session 9: Novel approaches in BfC | Methods and training

Audio Description as an aesthetic innovation

(20 mins)

Joel Snyder (Audio Description Associates LLC and Audio Description Project of the American Council of the Blind, USA)

This session will explore how recent video projects have created access as a part of the whole following the tenets of inclusive design; members of the creative team took responsibility for accessibility as part of the production process eliminating the need to add a separate layer after the fact. I will share several examples of video incorporating alternative audio description from the perspective of inclusive design as well as its use as a novel media production technique.

Frazier – efficient and cost-effective production of accessible video content for the blind and visually impaired

(20 mins)

Christian David and Lukas Pajonczech (VIDEO TO VOICE GmbH, Germany)

Frazier is a modern text editor for creating audio descriptions. The system runs directly in the browser and offers a live preview where the audio description is read aloud by a synthetic voice. Once the text is finalised, it can be exported as a manuscript. Alternatively, an audio mix is generated within a few minutes. This so-called text-to-speech audio description (TTS-AD) can be downloaded directly as an audio or video file. With this new system, VIDEO TO VOICE expands the possibilities of making videos accessible to the blind and visually impaired.

Real-time intralingual subtitling through respeaking and velotyping. Cutting-edge theoretical and professional best practices.

(20 mins)

Carlo Eugeni (SSML Pisa, Italy), Wim Gerbecks (Velotype, The Netherlands)

Real-time intralingual subtitles enable access to live audiovisual products, such as films, conferences and school classes. However, the provision and the quality of such services across Europe is uneven and sometimes insufficient because live subtitlers are untrained or partially trained, and without a recognised professional status. To bridge this gap, the EU-funded project Live Text Access (LTA) aims to create ad-hoc training materials and propose the recognition of certified professionals. This talk will report on the advances of LTA. In the first part, the project and its intellectual outputs will be illustrated. In the second part, cutting-edge theoretical and empirical research work will be shown and discussed, as well as the most advanced best practices and technological solutions in the area.

Training for emerging experts in easy-to-understand subtitling, audio description and audiovisual journalism

(15 mins)

Rocío Bernabé Caro (SDI München, Germany), Jesús Meiriño Gómez (Universidade de Vigo, Spain)

Access services that aim to provide audiences with cognitively accessible audiovisual content are still less developed than those targeting sensory and language barriers (Bernabé and Orero 2019). Thus, there is a need for trained experts in easy-to-understand (E2U) access services enabling the participation of audiences with reading, learning or understanding difficulties. This talk will present the so-called 'skills cards' representing the skills and knowledge learners must acquire in order to become experts in E2U subtitles, audio description and audiovisual journalism. The descriptions are based on the research work conducted in the EU co-funded project Easy Access for Social Inclusion Training (EASIT). Upon its completion in August 2021, the project will deliver a curriculum and open-source training materials to educate professionals willing to enter the field. The term 'easy-to-understand language' as used in the project encompasses both 'plain language' and 'easy to read.'



Taking into account the heterogeneity of the SDH target group: Creation of integrated titles using Easy Language for the prelingually deaf

(10 mins, Poster)

Laura Marmit (University of Hildesheim, Germany), Silvia Hansen-Schirra (Johannes Gutenberg University Mainz, Germany)

This paper is based on a Bachelor thesis, supervised by Prof. Silvia Hansen-Schirra and submitted to the Examination Office of the Faculty for Translation, Linguistics and Cultural Studies (FTSK) of the University of Mainz (Germany) in May 2018. This thesis deals with the creation of integrated titles using Easy Language for the prelingually deaf.