Multiplier Event – Munich – 7th March 2019

IO1: Overview and results

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IO1: Recap

- Title: **Common methodological framework for easy reading practice and training**
- E2R title: **Practice and training**
- Leader: UNITS
- Participating organizations: all partners
- Period: 1/9/2018-28/2/2019 (5 months)
- Languages: English + all project languages

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Premise, in easy-to-read words:

What is the **state of the art**
in easy-to-understand (E2U) training and practice
in different European countries?

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How can we know more?

We need to ask **experts**:

- how they create E2U texts,
- how they learn to create E2U, and
- how to make training in E2U better.

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Aim(s)

Identify shared (**cross-national**) **good practices** for the the implementation of E2U in practice and in training.

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Method used in the study

Survey (questionnaire)

- Online (Web Survey Creator: https://www.websurveycreator.com/)
- Multilingual (project languages)

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The questionnaire

- **Respondents**: **experts** across different EU countries

  - Trainers
  - Translators/adaptors
  - Producer/creator/writer
  - Validator/advisor

WRITING ADVICE 5¢
THE EXPERT IS IN

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The questionnaire

- **Structure**:
  - SECTION 1: DEMOGRAPHIC PROFILE (anonymized)
  - SECTION 2: EDUCATIONAL BACKGROUND AND PREVIOUS TRAINING
  - SECTION 3: CURRENT ACTIVITY
  - SECTION 4: SKILLS

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Results

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Respondents

- **Respondents**: **128** overall
  - CA: 7
  - EN: 9
  - GAL: 0
  - DE: 28
  - IT: 19
  - SL: 14
  - ES: 26
  - SV: 25

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Respondents

- Female (74%)
- Age: 57% between 41 and 60
- Education: 66% BA or MA degree
- Study filed: 73% language, journalism, communication
- Have been (57%) or are (41%) E2U trainers
- Current profession: even distribution
    - Trainers
    - Translators/adaptors
    - Producer/creator/writer
    - Validator/advisor

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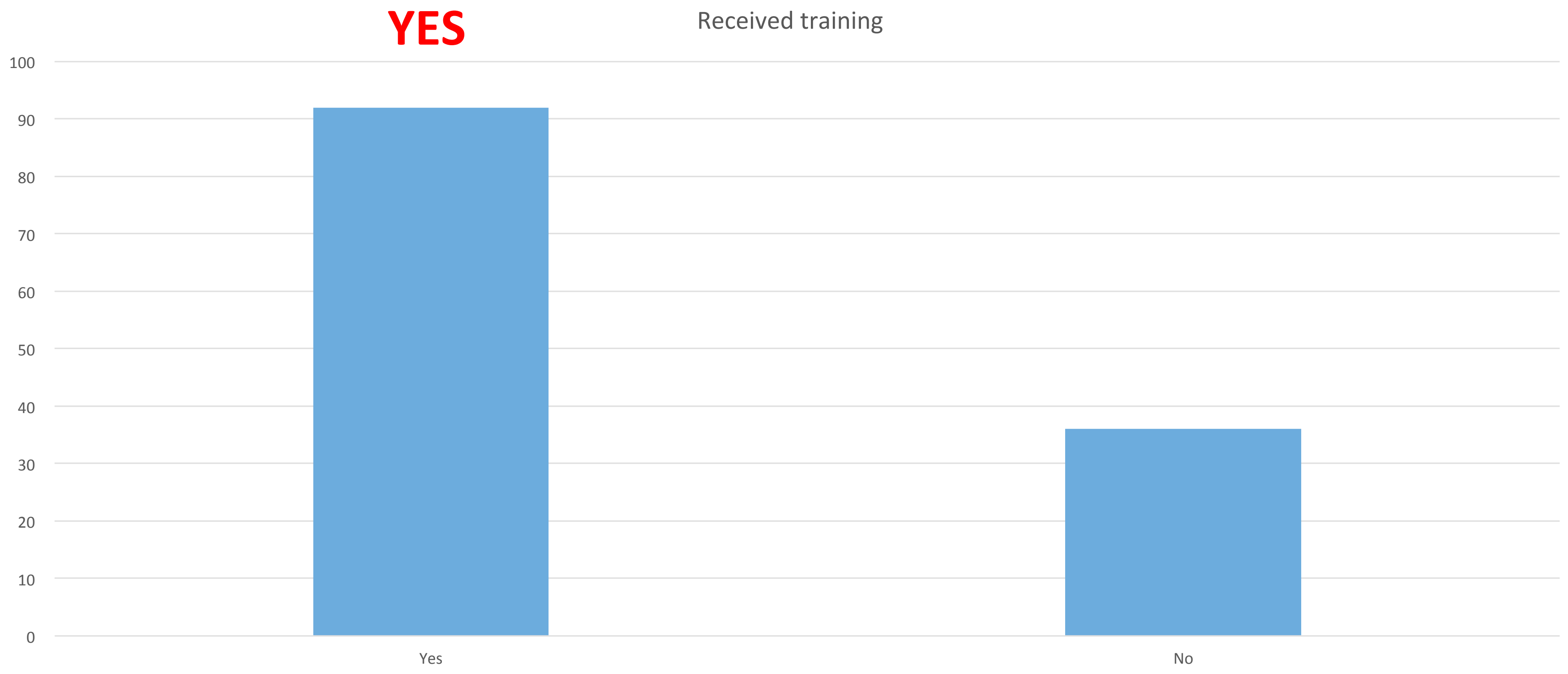
Respondents and training

YES



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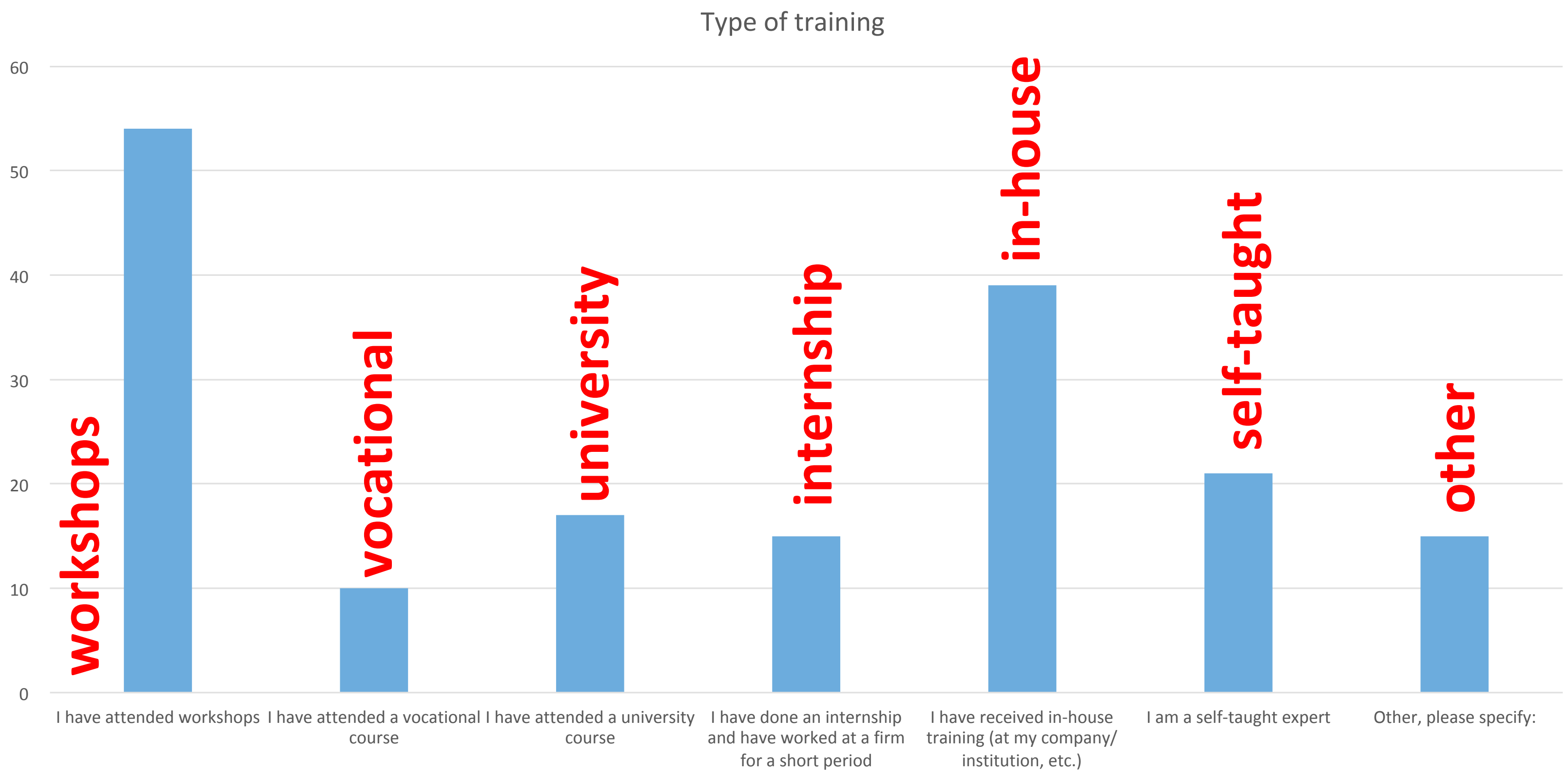
Respondents and training



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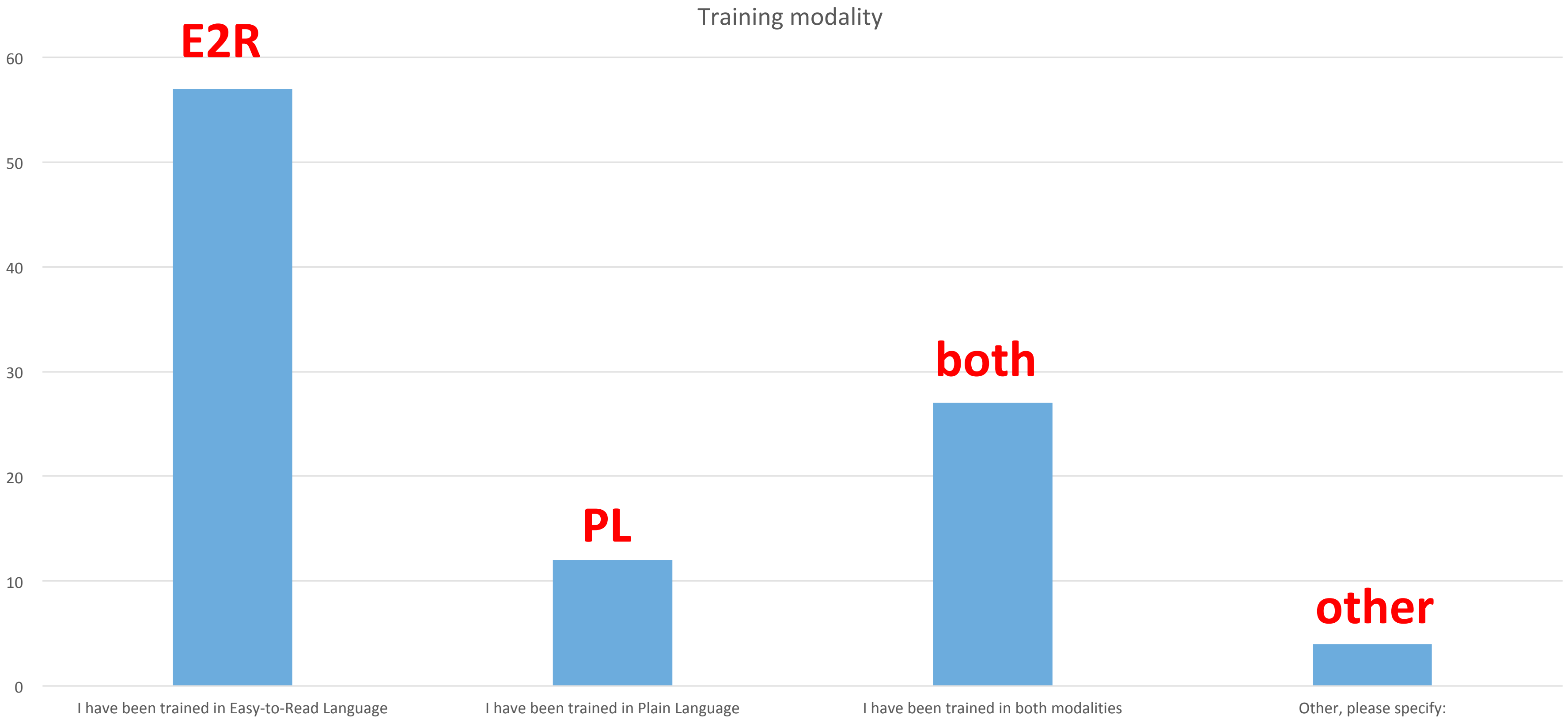
Respondents and training: what modality?



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Training received

- > 60 hours
- Training based on (language-specific) guideliens
- Focus on easy-to-read vs. plain language
- General and thematic training
  - Media and journalism
  - Public admin and justice
  - Education
  - Culture and literature
- Certificate after training: 70% (certificate asked: 20%)

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Most useful training activities

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Most useful training activities

1. practical **writing** exercises (75%)
2. internship and **working** with experts (45%)
3. practical **revision** exercises (40%)

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Most useful training activities

1. -
2. -
3. -
4. analyzing existing easy-to-understand content (33%)
5. class discussion based on errors (28%)
6. lectures (25%)
7. discussing and comparing E2U guidelines (23%)
8. other (5%)
9. writing research assessments (2%)

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How do you continue to improve your skills?

1. I undergo constant **experience in the field** (77%)
2. I **talk** with other experts (61%)
3. I **talk** with users (58%)
4. I **participate** in conferences, workshops, etc. (55%)
5. I **study** existing material (46%)

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How do you continue to improve your skills?

1. -
2. -
3. -
4. -
5. -
6. I analyze existing E2U contents (35%)
7. I do research (28%)
8. I participate in in-house training (27%)
9. I am not doing anything specific (18%)

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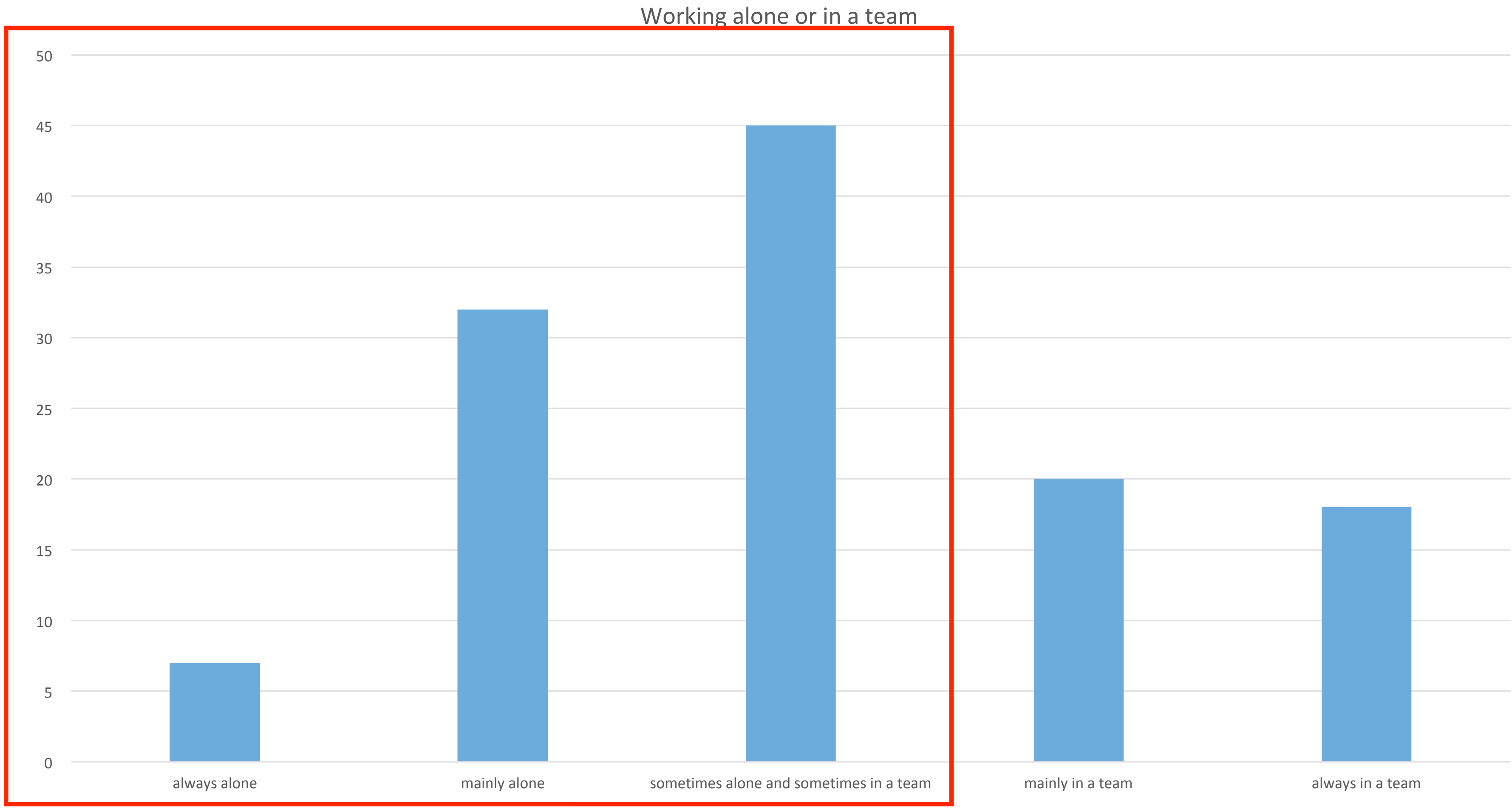

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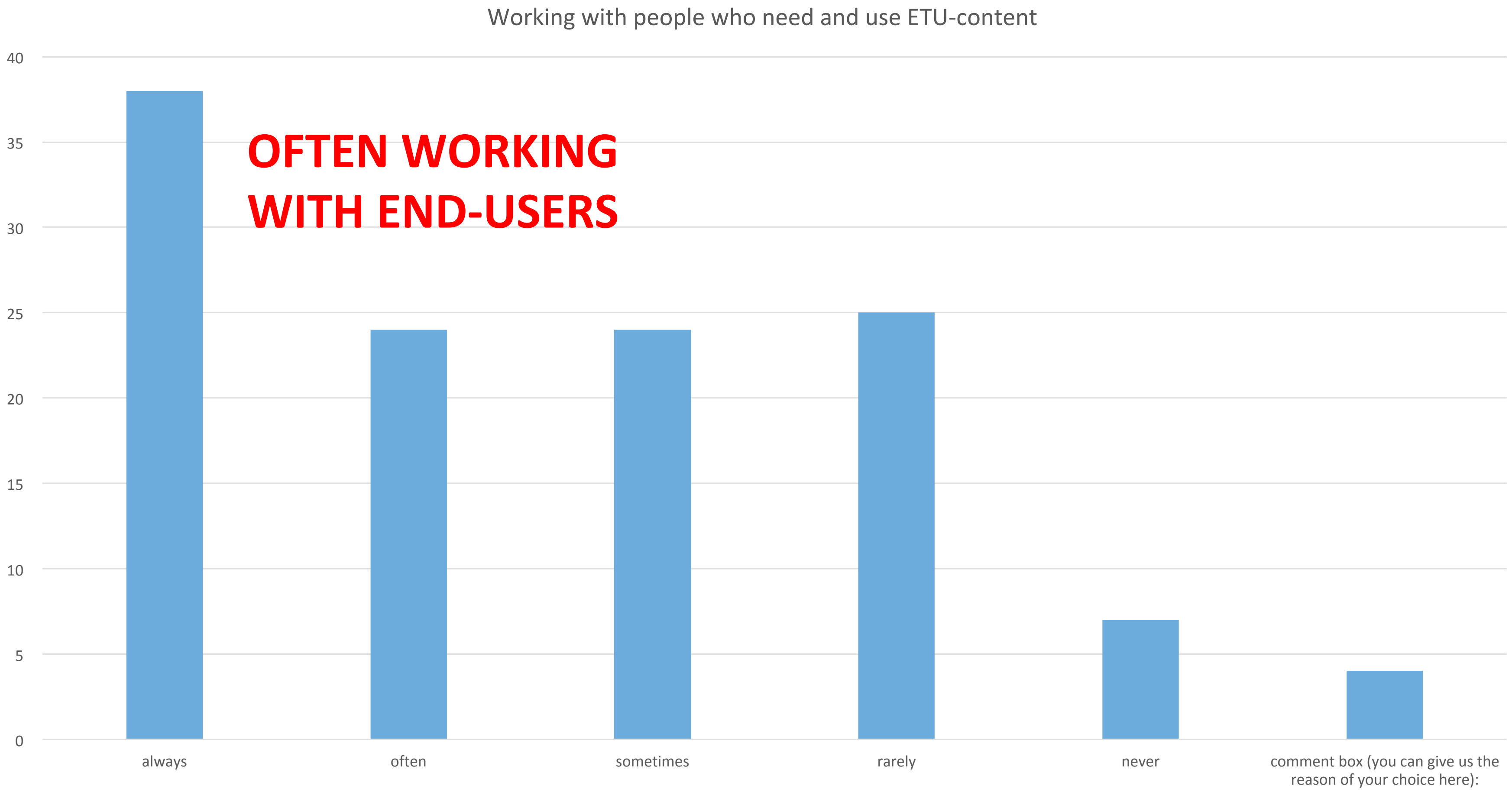

OFTEN WORKING WITH END-USERS

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Feedback from users

- 69% receive comments from users
- 96% incorporate them *often* or *always*, and find them useful!

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Guidelines

- Are known.
- Are used.
- Shared (European) guidelines are considered important/ needed (72%)

>>> **TO BE CONSIDERED IN THE PRODUCTION OF PROJECT MATERIALS**

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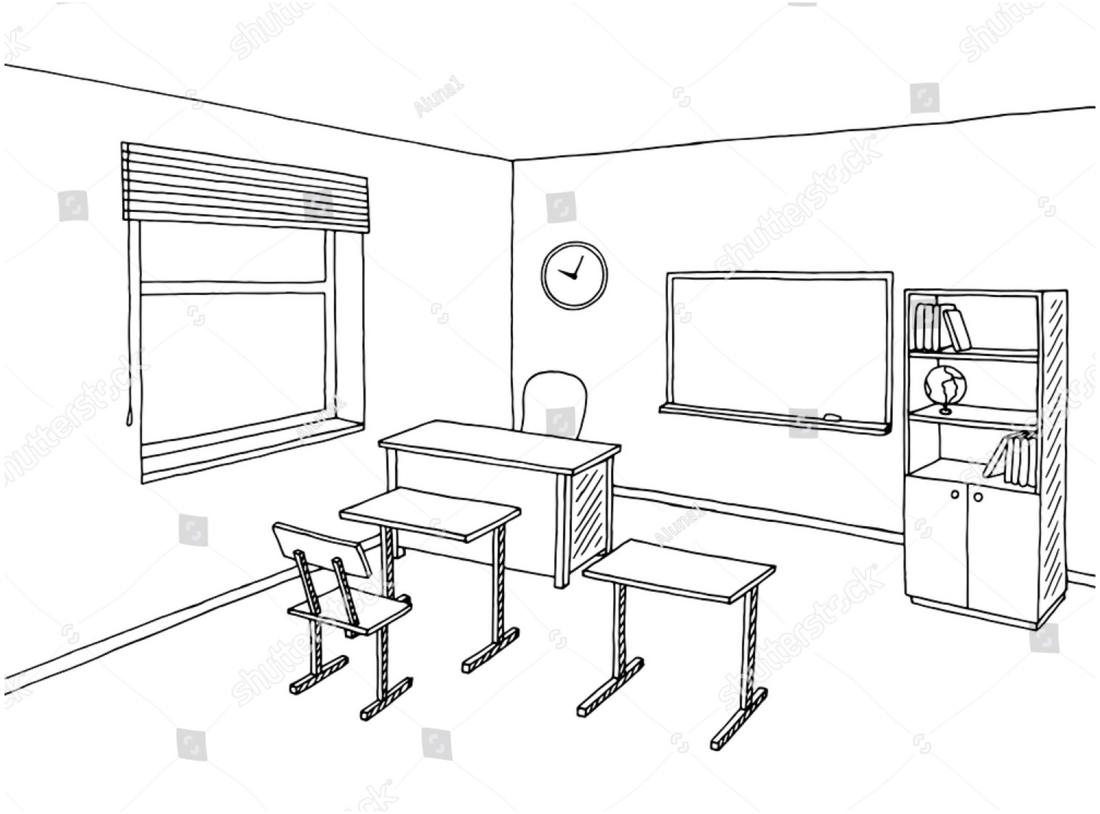
Questions on future training



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What do expert think is most useful?

Target groups: types of disabilities, needs, perception and cognitive processing (84%)

Easy-to-understand principles, **guidelines**, recommendations and standards (79%)

Language and linguistics (for example, knowing the principles of text analysis, text cohesion and coherence, language complexity, simplification methods) (44%)

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What should be emphasised more?

Adaptation/editing/translation of easy-to-understand content (i.e., starting from an original text and turning it into an easy-to understand text)

Vs.

Creation/writing
Validation/revision
Quality control

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To deliver a good quality E2U content…

5-point Likert scale (1 = of no importance, 5 = extremely important):

- Use of simple syntax (grammar) **4,72**
- Design and layout of the page **4,68**
- Skilled and aware use of vocabulary **4,68**
- Clear organization of the information **4,64**
- Use of multimodality **3,84**

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To deliver a good quality E2U content…

- clear organization of the information on the page;
- short texts and short sentences;
- simple words;
- simple structure of the sentence;
- starting a text with the most important information;
- using different accessible formats to convey information

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Details

IO1 Report on project website

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Many thanks to…

- **All respondents!**
- **My students**:
  - Anna Scassillo
  - Giulia Costantini
  - David Bastiaens (KU Leuven)

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