

Table of Contents

0 Introduction and motivation: Easy – Plain – Accessible.....	11
1 Accessible communication.....	19
1.1 General outlines	19
1.2 Barriers in communication	22
1.3 Features of accessible communication: an overview	26
1.4 A closer look at the individual pairs of features	29
1.4.1 Facilitate retrieval through retrievability	29
1.4.2 Facilitate perception through perceptibility	36
1.4.3 Facilitate comprehensibility and recall through comprehensibility and linkability	41
1.4.4 Facilitate acceptance through acceptability	44
1.4.5 Facilitating action through action-enabling potential	47
2 Easy and Plain Language in Germany	49
2.1 Easy and Plain Language as part of communicative accessibility	49
2.2 Questions of terminology: “Easy Language” / “Plain Language”	50
2.2.1 “Easy”, “Plain”, “Simple”: The problem of connotations	50
2.2.2 Easy-to-Read or Easy Language?	52
2.2.3 Beyond “Easy-to-Read”: Non-reading information input	54
2.3 The legal situation of Easy and Plain Language in Germany	56
2.3.1 Impulses from the UN Convention on the Rights of People with Disabilities (UN CRPD)	56
2.3.2 The situation of accessible communication / Easy and Plain Language in German legislation.....	58
2.4 A lot of good will and unexpected pitfalls	64

3 Easy Language	69
3.1 Easy Language: The practical guidelines	69
3.1.1 The German version of the Inclusion Europe guidelines	69
3.1.2 The guidelines of Netzwerk Leichte Sprache (“Network Easy Language”; 2009)	71
3.1.3 Appendix 2 of the Accessible Information Technology Regulation (“Barrierefreie-Informationstechnik-Verordnung”, BITV 2.0)....	73
3.1.4 Overlaps and differences between the practical guidelines.....	74
3.2 Easy Language: The scientifically founded rulebooks	78
3.2.1 Why scientifically founded Easy Language rulebooks?	78
3.2.2 The first scientific rule book (“Leichte Sprache. Das Regelbuch”, Maaß 2015)	82
3.2.3 The Duden Leichte Sprache (“Duden Easy Language”).....	83
3.3 The features of Easy Language.....	88
3.3.1 General remarks	88
3.3.2 Characteristics of Easy Language.....	91
3.3.3 Word level.....	95
3.3.4 Syntactic level	108
3.3.5 Text level	118
3.4 The symbolic function of Easy Language.....	132
3.5 Quality assessment for Easy Language	135
3.5.1 Text assessment.....	136
3.5.2 Assessment of the production process.....	137
4 Plain Language and its equivalents	139
4.1 Is Plain Language the solution?	139
4.2 Plain Language approaches on an international scale	140
4.3 A typical example: A Plain English Handbook (1998).....	144
4.4 Citizen-oriented Language (“Bürgernahe Sprache”) in Germany.....	146
4.5 Plain Language approaches in Germany.....	150

4.6	Strategically dosing comprehensibility: Plain Language as a “chest of drawers”	155
4.7	A short summary on comprehensibility enhanced varieties in the German context	165
5	Easy and Plain Language: Text creators, text users and bystanders	169
5.1	The different participant roles in accessible communication.....	169
5.2	Easy and Plain Language translators and interpreters and other types of text experts	171
5.2.1	Skills and qualifications of Easy and Plain Language text experts.....	171
5.2.2	Easy and Plain Language translation and interpreting.....	173
5.2.3	Professional profiles and requirements.....	176
5.3	Plain Language text authors	179
5.4	Accessibility activists	181
5.5	Text assessors.....	183
5.6	The primary target groups.....	185
5.6.1	Easy and Plain Language for people with and without disabilities.....	185
5.6.2	A short outline of the main target groups	187
5.6.3	Old age as an underestimated factor in accessible communication.....	191
5.7	Domain experts.....	194
5.7.1	Domain experts as users of accessible communication.....	194
5.7.2	Implementing accessible communication in organisations.....	197
5.8	The secondary target groups as text users and bystanders	200
5.8.1	Different attitudes and forms of handling Easy Language text offers by the secondary target groups.....	200
5.8.2	The secondary target groups as text users	202
5.8.3	The secondary target groups as indirectly addressed bystanders.....	203

6 Stigmatisation of the primary target groups through Easy Language	205
6.1 Disability as stigma.....	205
6.2 Easy Language: considering the dimensions of stigma	209
6.3 Features of Easy Language texts that potentially enhance stigma	217
6.4 The “ban on staring” and its impact on text quality in Easy Language translation	222
6.5 Conclusions for Easy Language text practice	224
7 Modelling “Easy Language Plus”	227
7.1 Easy Language – Plain Language – Easy Language Plus	229
7.2 Evaluating the impact of the individual Easy Language features.....	233
7.3 An example for Easy Language Plus	262
8 Conclusion and outlook.....	277
Bibliography	283