

2nd Workshop on Tools and Resources for **REA**ding **Difficulties** (READI)

WORKSHOP DESCRIPTION

This workshop invites participation from individuals with experience and/or interest in **text adaptation** or in other **technologies to improve reading or to facilitate readability**. The general idea is to stimulate discussion on different ongoing research questions concerning solutions to **leverage document accessibility**. By bringing together researchers from various research communities, we aim to **address the issue from different angles**.

A combination of presentations in different domains will provide participants with concepts, tools, and resources to further the development of the research community.

MOTIVATION AND TOPICS OF INTEREST

The aim of the workshop is to present current state-of-the-art techniques and achievements for **text adaptations together with existing reading aids and resources for lifelong learning**. The materials can be addressed to children struggling with difficulties in learning to read, to the community of teachers, speech-language pathologists and parents seeking solutions, but also to adults and professionals involved with adults struggling with reading (illiterates, aphasic readers, low vision readers, etc.).

The workshop aims to address the issue from a variety of domains and languages, including natural language processing, linguistics, psycholinguistics, psychophysics of vision and education. Topics include but are not limited to the following:

- Technologies and resources for enhancing the training and reading capacities
- Educational devices for reading
- Theoretical frameworks for text adaptation
- Resources for text adaptation (corpora, lexicons)
- Empirical validation of textual adaptations
- Assessment of text difficulty (readability)
- Complex word identification
- Generation of simple texts from textual data
- Automatic text simplification, including:
 - Lexical simplification
 - Syntactic simplification
 - Discourse simplification
- Evaluation procedures and measures in text adaptation
- Meaning representation in text adaptation
- ...

SUMMARY OF THE CALL

Recent studies show that the number of children and adults facing difficulties in reading and understanding written texts is steadily growing (PIRLS 2016 (Mullis et al. 2017); Unicef 2018). Reading challenges can show up early on and may include reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement or activities of daily life.

Various technologies and initiatives (Clear Writing, text customization, text simplification, text to speech devices, screening for readers through games and web applications, to name a few) have been developed to help poor readers to get better access to information as well as to support reading development (Kimble 1992; McNamara 2007; Gasparini & Culén 2012; Rauschenberger et al. 2019). Among NLP technologies, text simplification (Siddarthan 2014; Saggion 2017) may prove to be a powerful way to leverage document accessibility (Javourey-Drevet et al. *forthcoming*). The idea is not to impoverish written language but to propose adapted versions of a given text that convey the exact same meaning than the original versions.

In this workshop, in line with other workshops such as Automatic Text Adaptation (ATA 2018) at INLG¹, tutorials at RANLP and COLING² or more wide area conferences such as ASSETS³, we aim to address the topic through different points of view, going from the psycholinguistic insights of reading impairments to better tackle the problem, to natural language techniques for building tools and resources, and to educational issues regarding the use of adapted material individually, in the classrooms or in other remediation spaces.

The workshop will act as a stimulus for the discussion of several ongoing research questions driving current and future research by bringing together researchers from various research communities involved with **tackling difficulties in reading**.

SHARE YOUR LRS!" INITIATIVE

When submitting a paper from the START page, authors will be asked to provide essential information about resources (in a broad sense, i.e. also technologies, standards, evaluation kits, etc.) that have been used for the work described in the paper or are a new result of your research. Moreover, ELRA encourages all LREC authors to share the described LRs (data, tools, services, etc.) to enable their reuse and replicability of experiments (including evaluation ones).

PAPER SUBMISSION INSTRUCTIONS

Paper Length: submissions are expected to be **between a minimum of 4 and a maximum of 8 pages in length, references included**.

¹ International Conference on Natural Language Generation, <https://www.ida.liu.se/~evere22/ATA-18/>

² Data Driven Text Simplification, <http://taln.upf.edu/pages/coling2018simplification/>

³ ASSETS is a « forum for presenting research on the design, evaluation, use, and education related to computing for people with disabilities and older adults » <https://assets19.sigaccess.org/>

Submission Format: please check LREC author's kit page for more details. Papers that do not conform to these requirements will be rejected without.

The submissions will be anonymous (blind reviews).

IMPORTANT DATES

- submission deadline: **April 10, 2022**
- notification of acceptance: **May 2, 2022**
- deadline for camera-ready versions: **May 23, 2022**
- workshop : Friday **June 24, 2022**

PLACE

Palais du Pharo, Marseille, room 9

ORGANIZING COMMITTEE

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