

# LOWRECORP: the Low-Resource NLG Corpus Building Challenge

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## Abstract

Most languages in the world do not have sufficient data available to develop neural-network-based natural language generation (NLG) systems. To alleviate this resource scarcity, we propose a novel challenge for the NLG community: low-resource language corpus development (LOWRECORP). We present an innovative framework to collect a single dataset with dual tasks to maximize the efficiency of data collection efforts and respect language consultant time. Specifically, we focus on a text-chat-based interface for two generation tasks – *conversational response generation* grounded in a source document and/or image and *dialogue summarization* (from the former task). The goal of this shared task is to collectively develop grounded datasets for local and low-resourced languages. To enable data collection, we make available web-based software that can be used to collect these grounded conversations and summaries. Submissions will be assessed for the size, complexity, and diversity of the corpora to ensure quality control of the datasets as well as any enhancements to the interface or novel approaches to grounding conversations.

## 1 Introduction

Around the world, people speak about 7000 different languages and nearly all of these have very weak support in language technologies. While about 100 languages are included in recent large language models (e.g. Xue et al., 2021; Devlin et al., 2019), most languages do not have good resources. The situation is especially dire when we examine task-specific datasets, such as for response generation, summarisation, and other forms of natural language generation (NLG).

To address this problem, we propose a new shared task on dataset creation for NLG: LOWRECORP<sup>1</sup> challenge, which invites participants to collect a new dataset combining dialogue

<sup>1</sup>pronounced as <low> <re> /ləʊ ri/, or <Lowry> /ləʊ ri/ followed by <corp> /kɔɪp/.

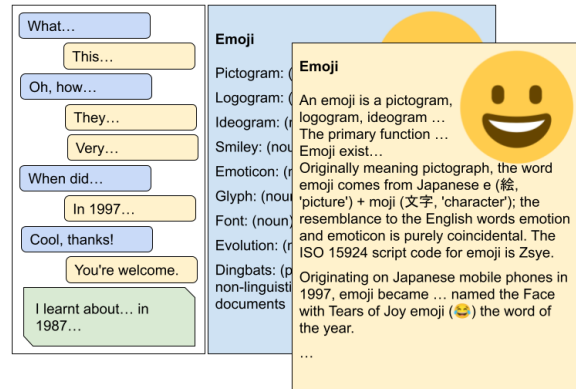


Figure 1: Schematic of the data collection interface. Participants ask questions about a topic (blue, left text bubbles) and answer them (yellow, right), each with access to the same title & image but different grounding text (keyword definitions for the QUESTIONER, a full article for the RESPONDER). After each conversation, each summarises the discussion (green, under chat).

grounded in documents and/or images and dialogue summarisation for a low-resource language (LRL) of their choice. Although conversational response generation and summarization have distinct objectives, they both aim to generate coherent output based on a given context. Drawing from this symbiosis, a new task is proposed that combines the challenges of both tasks into a single framework. The first task is **grounded response generation** and the second is **dialogue summarization**. *Grounded response generation* is the task of generating a conversational response grounded in a context such as documents, images, or other modality, to provide more contextually relevant information (Reddy et al., 2019; Kim et al., 2020; Wu et al., 2021). Similarly, *dialogue summarization* aims to generate a summary of a conversation while preserving its main ideas, and it is particularly useful in scenarios such as meeting notes and doctor-patient conversations where there may be a lot of irrelevant exchange that can obscure informative segments, making the task challenging for traditional approaches (Ghosal et al., 2022).

To facilitate this challenge, we developed a new interface for `slurk` (Götze et al., 2022) which allows paired participants to view different grounding materials such as text, vision, audio, etc., relating to the same topics to engage in a conversation and dialogue summarization task (Figures 1 and 2). Combining these tasks enables the efficient use of participant time and energy, which is especially important when working with LRLs which often have small communities of use, and will serve broader research efforts in linguistic analysis, language documentation, and preservation efforts (Anastasopoulos, 2019). In contrast to mitigation strategies such as data augmentation and multilingual language models (Hedderich et al., 2021; Chandu and Geramifard, 2022), our dual-task design focuses on efficiency during corpus creation. To our knowledge, this is the first work combining both grounded response generation and dialogue summarization to maximize benefits for LRLs data collection.

## 2 Task Description

Engaging human participants to build or annotate corpora typically takes one of two forms. In the first, bulk annotations<sup>2</sup> for a single task are collected via crowdsourcing, but this is challenging to replicate in LRL settings as recruiting, training, and maintaining qualified annotators is more difficult. In the second, annotation tasks are built incrementally, which requires recruiting multiple pools of participants or having the same participants return for multiple tasks – for example multiple sessions to collect annotations for retrieval, localization, and comparison (e.g. Hessel et al., 2022). In contrast, we propose a third approach that combines two tasks within the same experimental session to alleviate challenges in recruiting proficient speakers of low-resourced target languages. The two tasks are:

**Task 1: Grounded Response Generation** Given an image or document and the conversation history as context, respond to the previous utterance.

**Task 2: (Dialogue) Summarization** Given the full grounded conversation, summarize the important points with the goal to maximize reconstructing the original grounding context.

These 2 tasks of short and long form generation complement each other well, for instance, using

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<sup>2</sup>Throughout, we will use ‘annotations’ equally to refer to annotations on or based upon existing texts as well as the creation of new texts for a corpus and other tasks performed by participants in the process of creating and annotating a corpus.

summarization to identify argument facets in a dialogue (Misra et al., 2015) or dialogue acts for summarization (Goo and Chen, 2018). Note that there can be more such pairs of complementary generation tasks.

### 2.1 Setup

Each instance of data collection involves a context (image/text), keywords with brief descriptions, and 2 participants. We pair participants in the roles of QUESTIONER and RESPONDER. The RESPONDER is given access to a full context, which can be an image, a document, or both. The QUESTIONER is given access to a list of keywords related to the context in order to familiarize the participants so they can ask meaningful and relevant questions. This partially serves the function of world knowledge, as though a participant knows something about the topic but not a lot. Note that the descriptions and the keywords can be in any chosen language.

Both participants are expected to familiarize themselves with their context (the full context for the RESPONDER and the keyword context for the QUESTIONER) at the start of a session. The QUESTIONER then needs to ask questions to learn more about the topic, and the RESPONDER answers those questions *based on the information provided to them in their context*. After the conversation is complete, both participants write a brief summary of the topic discussed, based on their conversation. Figure 2 depicts how our chat interface is used by the QUESTIONER and the RESPONDER to converse (left) about the context (right). An example of task setup is provided in Appendix A.

## 3 Implementation Strategies

The proposed dual-task design provides a framework for efficiently collecting complementary datasets. Noting that many large language models today are trained on a substantial proportion of the data found online in any given language and that these models will likely be used as components in future systems trained on the datasets our participants create, we encourage participants to focus on sources of grounding material that are less likely to be in the training data for such models already (e.g. information about museum exhibits, children’s stories, etc.). We invite participants to leverage this framework to gather datasets in indigenous and local languages grounded on topics of local interest, deciding exactly *what* data to collect and *how* to

Latency: 999 ms  
Users: QASumBot, (QA079) Neach-tadhail, You

## Seòmair-obrach airson QASum

**QASumBot** 0:16  
Cuir a-steach /tòiseachadh gus an deuchainn a thoiseachadh.

**You** 0:16  
toiseachadh

**QASumBot** 0:16  
A-nis a' feitheamh ris a' chompanach agad /'toiseachadh' a thaispeadh.

**QASumBot** 0:16  
Math fhèin! Tòisichidh an còmhraidh a-nis.

**(QA079) Neach-tadhail** 0:16  
Halò a charaid

**You** 0:17  
Halò! A bheil ceistan ann?

**(QA079) Neach-tadhail** 0:17  
Tha. De tha tàileasg?

This room is read-only

Freagairtean do na ceistean air an taisbeanadh.

**Tha thu ag obair aig an taigh-tasgaidh agus a' taisbeanadh na h-ulaidh (exhibit item) inntinnich seo.** Tha an teacsa gu h-ìosal a' riochdachadh an fhiosrachaidh air fad a th' agad mun ulaidh.


(1) **Freagair ceistean do chom-pàirtichean mun taisbeanadh.** Feuch ri freagairtean iomchaidh a thoirt seachad a tha a' riochdachadh co-theacs an fhiosrachaidh a chaidh a thoirt dhut. *Na cleachd an t-eòlas priobhaideach no pearsanta agad fhèin na do fhreagairtean.*

(2) Nuair a tha thu a' faireachdainn gu bheil an còmhraidh air fiosrachadh gu leòr a thoirt seachad agus air àile-stad comhfhurtail a ruighinn, cuir am brath: /ath

Aon uair 's gu bheil thu fhèin agus an com-pàirtiche ag aontachadh gu bheil an còmhraidh agaibh deiseil, sgrìobhaidh gach neach agaibh gearr-chunntas air an fhiosrachadh mun an do bhruidhinn thu.

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### Tàileasg Leòdhais



Tha na piosan tàileisg meadhan-aoiseil seo à Eilean Leòdhais na h-Alba am measg nan cruinneachaidhean as mòr-chòrdte a th' againn. Bha na h-aon-deug piosan tàileisg a bha air an taisbeanadh ann an Taigh-tasgaidh na h-Alba mar phàirt de chunntas mòr de 93 piosan geama a chaidh a thiodhlacadh ann an Leòdhas.

Thàinig an tasgadh am follais an toiseach nuair a chaidh na piosan a thaisbeanadh

Figure 2: A screenshot of the chat interface used for data collection in Gaelic (Howcroft and Gkatzia, 2023). The chat area is on the left, and the summary of the instructions for the RESPONDER and the beginning of an entry to be discussed on the right.

Implementation Strategy	Technological Access/Literacy	Data volume	Quality Control
Online across network	High	High	Low
In lab or field	Moderate	Moderate	High
Offline in field	Can be low	Moderate	High

Table 1: Tradeoffs of different implementation strategies

collect it based on the considerations of the target language and its community. We foresee at least three possible approaches to data collection, highlighted in Table 1 along with their tradeoffs.

**Online across the network:** In this approach, researchers use a webserver to deliver contextual materials along with an audio, video, or text chat interface. This allows researchers to potentially run multiple pairs of participants simultaneously and provides digital representations of the resulting dialogues and summaries from the start. However, this method relies on linguistic literacy to provide instructions (and potentially for data collection, if using a text-based chat interface) and on technological literacy, since participants must be familiar with using a computer, tablet, or smartphone and feel comfortable interacting with the software.

**Computer-based in the lab or field:** With this approach, researchers are no longer limited to participants with access to technology at home and can be on-hand to answer questions from participants about the interface or troubleshoot any problems. Researchers can use the same kind of software that they would normally deploy online, hosted on

a single laptop. In cases where the aim is to collect spoken dialogues, this also allows the researcher to control the quality of the audio equipment instead of relying on participants to use their own hardware. This method also ensures that the data is immediately available in a digital format and may help address management and/or privacy concerns since data will not need to be transmitted over the internet. This approach requires access to a lab or another controlled space and incurs travel costs either for the participants (to come to a lab of the researcher's choosing) or the researchers (to meet the participants where they are).

**Offline in the field:** Developing corpora for LRLs can be limited by factors such as participant literacy (Hirmer et al., 2021), lack of availability of technology, systemic societal issues (Ahia et al., 2021), and unrepresentative user bases for crowdsourcing. Therefore, it is possible to implement this dialogue+summarization task fully offline, using in-person methods. Researchers can provide contextual materials (keyword explanations and source materials) to participants on printed sheets of paper and use a microphone to record conversa-

tions and summaries. This method may be most helpful when working with participants with very low technological literacy or in communities where electricity or connectivity is limited. In order for participants to use the source materials to answer questions, however, they will need to be literate or to have materials provided to them in a visual format. This approach will also generally require transcription in addition to the kind of normalization and data cleaning required by the other approaches.

**Recruitment Considerations** Recruiting participants for LRLs for co-designing, corpus collection, and system evaluation can be challenging due to the small number of speakers. For example, Scottish Gaelic (*Gàidhlig*) has about 57,000 speakers living in Scotland,<sup>3</sup> implying the difficulty even for a wealthy country with good internet access. In such cases, it can be helpful to collaborate with researchers and institutions that are already involved with the target community. These contacts provide access to community leaders and information exchange structures like community centers and newspapers to promote experiments to potential participants. Being able to reach audiences using spoken or signed media may be especially crucial for LRLs with lower literacy rates (Wu, 2014).

## 4 Submissions and Assessment

**Submission Details** More details about the task and the interface are available at [lowrecorp.github.io](https://github.com/lowrecorp). Researchers interested in participating in the challenge can contact us at [lowrecorp@googlegroups.com](mailto:lowrecorp@googlegroups.com), where participating teams can interact and receive updates and support from the organizers. Researchers will upload their data in May 2024 to allow sufficient time for reporting at INLG 2024. Each team is expected to submit a paper to a special session that discusses their chosen subject, target language, any innovations in their approach, and key corpus statistics along with a data card (Gebru et al., 2021).

**Assessment** A strict evaluation of the diverse submissions expected for this challenge would limit the creativity and flexibility of the teams. Hence, we intend to focus on open evaluations aimed primarily at quality control and description of the data, adapting the data-to-text corpus description guidelines of Perez-Beltrachini and Gardent (2017) to our dialogue and summarisation tasks. For exam-

<sup>3</sup><https://www.scotlandscensus.gov.uk/census-results/at-a-glance/languages/>

Metric or Corpus Property
Grounding material size, complexity, diversity
Conversation length & duration
Lexical diversity (e.g. TTR, bigram TTR)
Corpus & vocabulary size
Lexical and/or syntactic diversity (if possible)
Language typology, geography, community
Creative grounding sources or interface use

Table 2: Parameters for quality control and evaluation

ple, participants will report the number of different grounding contexts used, the size of those grounding contexts<sup>4</sup>, the number of conversations, and the number of summaries. Conversations should be characterized in terms of duration (time; the number of turns) and corpus statistics such as type-token ratio, vocabulary, and corpus sizes. Measures of lexical difficulty or syntactic diversity and complexity available for the language being studied should also be included. Participants should also prepare a datasheet following Gebru et al. (2018).

We will recognize and celebrate submissions based on a variety of dimensions, such as corpus size, lexical diversity, language rarity, most creative grounding source, etc. (cf. Table 2). Submissions involving creative use of local grounding sources especially in areas where technological reach is limited are particularly recognized and commended.

## 5 Conclusion

This challenge aims to bring together researchers interested in corpus building for LRLs to work on a shared, streamlined, and vetted protocol (tested in Scottish Gaelic) to build interesting corpora. We hope that our challenge will contribute toward recent efforts in addressing geographically diverse NLP (Fan et al., 2021; Nekoto et al., 2020; Aldabe et al., 2022) by aiding in the creation of new datasets for NLG tasks from a wider variety of languages. We aim to encourage cross-pollination of ideas and ideally set up for future generation challenges in a variety of low-resourced languages which make use of the data collected. The resulting (future) task will serve as a text-and-image-grounded complementary task to efforts like the semantic-web-grounded WebNLG challenge<sup>5</sup> and the syntactically-grounded Multilingual Surface Realization challenge (Mille et al., 2020).

<sup>4</sup>e.g. number of keywords, length of keyword descriptions, length of full texts for RESPONDER’s, image size/complexity

<sup>5</sup><https://github.com/WebNLG/2023-Challenge>

## Ethical implications

While we believe that our proposed dual-task framework can maximize annotation effort, particularly for low-resource languages, data collection should be handled carefully. We highlight in this section several ethical considerations when collecting data in low-resource languages.

**Bias** The problem of dataset bias is, often, inevitable and can lead to false conclusions and poor generalization of learning methods trained on a given dataset, regardless of modalities (Tommasi et al., 2017). It is important that equal representation is used in the data collection, such as inclusive language, gender, race, and religion (Dhamala et al., 2021). While our approach aims at balancing data availability for low-resource languages by collecting additional data, additional countermeasures would help, for instance, a data statement outlining the data collection process and annotator demographics (Bender and Friedman, 2018). To promote application fairness, researchers are encouraged to quantify dataset bias (Adewumi et al., 2023) and measure the risks of unintended bias.

**Privacy** While our task is not privacy-demanding, we advocate that the resulting dataset/annotation should adhere to privacy policies such as GDPR data privacy mandates from European Union (Europe, 2019). To reduce privacy risks, several measures should be considered. For instance, when collecting conversations between questioners and answerers in this task, it is preferred that annotators address each other in a way that does not disclose their private information. Private (or personally identifiable) information, such as names and social security numbers, can expose individuals to potential harm and should not be captured in data collection unless absolutely necessary (Sokolova and Matwin, 2016). If sensitive information is collected, anonymization and/or pseudonymization techniques should be applied to protect participants (Terrovitis et al., 2012).

**Responsible innovation** Responsible innovation, or responsible AI, refers to careful consideration of the potential impacts and benefits of introducing a new product or service. In the context of research in low-resource languages, researchers will need to consider the impact of using online resources that might be copyrighted (e.g., digital media from museum websites). The societal impact will need

to be considered such as the privacy of speakers of low-resource languages which might be compromised for instance if a dialect is only spoken by a small number of speakers.

**Recruitment and Exploitation** When recruiting participants, high priority should be given to first-language (L1) speakers of the languages of interest. This ensures that the data will be representative of how the language is used by its primary language community and fulfills the inclusiveness principle. Researchers should also consider whether proficiency, regardless of L1 or L2 speaker status, is adequate for inclusion in the corpus collection efforts, depending on the goals of the research. It is important that participants are not overloaded with a high volume of keywords and documents per time, as this may affect the quality of the data collected negatively in addition to being an unreasonable amount of work. Adequate compensation should be established, at a minimum adhering to industry standards or regulatory provisions but preferably aiming at providing a ‘living wage’. In situations where their contribution is based on a voluntary basis, researchers will need to take extra care to ensure that participants’ contributions are freely given and that their needs are respected. One option worth considering for language communities with small numbers of speakers is offering participants the option of being a named contributor to the project, to acknowledge their contribution to the preservation and technological development of their language, which they may appreciate.

**Leveraging Translation** Although translation is not the primary goal of the task, human translation from a high-resource language or one LRL to multiple LRLs can be used as a collection strategy. While it serves several benefits (Adewumi et al., 2022) such as reducing cost while maintaining the correctness of the task, it suffers from challenges such as entrainment (Mizukami et al., 2016; Chandu et al., 2018). Besides the difficulty of recruitment from possibly a low population, another challenge is the representation of local entities in the target languages. Some ways of solving this challenge include replacing such entities with local ones by using the knowledge of native speakers while keeping in mind that semi-automatic alterations of such technologies might include biases from the high resource languages reducing the naturalness of the data (Chandu et al., 2017).

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## A Example task setup

The roles of QUESTIONER and RESPONDER are designed to converse about the given context. Figure 2 is a screenshot of the developed interface in usage to collect the desired data in Gaelic language. The context here is both image and text. An example set up for text based on Wikipedia is demonstrated in Figures 3 (textual context) and 4 (conversation between the QUESTIONER and RESPONDER).

Figure 3 illustrates how information is presented to the QUESTIONER and RESPONDER in textual mode. The RESPONDER has access to the document and its sub-topics (left), while the QUESTIONER is provided with keywords and brief descriptions for each of them (right). The QUESTIONER’s keywords are accompanied by the first sentence of the corresponding Wikipedia page to provide more context but does not have the details contextualized with the main topic at hand. This creates an asymmetry in the amount of information available to the two parties.

The QUESTIONER and RESPONDER discuss the document after studying the information provided to them. An example conversation is shown in Figure 4. The questioner begins the conversation by asking about the keywords starting in the first sub-topic. The order of the keywords within the sub-topic can be randomized but the order of sub-topic itself cannot be changed. This is to increase diversity in the data without affecting the inherent flow of the whole topic. The role of contextualization is further enhanced here as in this example, asking for the birthplace is not natural when we look just at the place, however, in the context of the sub-topic of early life, it is possible to guess that the context is about a person and hence the questioner asks about the place of birth. The conversation includes factual and descriptive answers. At the end, the questioner summarizes the sub-topic using the

information gathered from the conversation. **Data validation can be performed at any stage by an additional annotator.**

This framework offers several advantages such as producing trustworthy and grounded responses, learning surface form style differences, generating multi-sentence long-form responses, and extensibility to multilingual and cross-lingual scenarios with multilingual data. Finally, this framework also offers considerable flexibility, as it can be adapted based on available technological and linguistic resources (cf. Sec. 3). While the example we have provided here uses text as context, other approaches to grounding participant responses fit within this framework as well. For example, in addition to the keywords and source text seen by the QUESTIONER and RESPONDER, respectively, they can be presented with an image relating to the topic to make the topic more concrete and provide some shared context in addition to the individual materials they have available. Although having the advantage of gathering dual task annotations within the same session is advantageous, this framework also has some limitations that can be improved in future iterations. First, the keywords are only approximately cover the content. In the future, the plan is to explore metrics that evaluate summaries around only the keywords. Second, identifying keywords in multimodal contexts is more complex than in textual contexts.



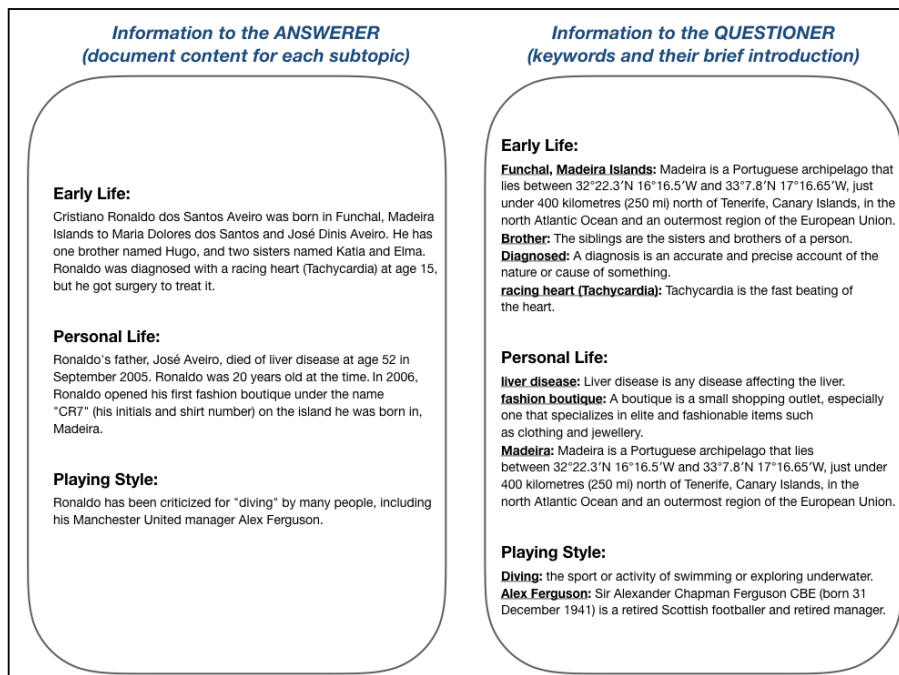


Figure 3: The information provided to the Questioner and the Answerer

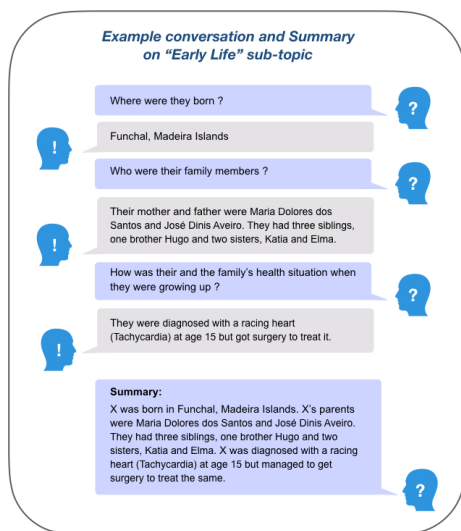


Figure 4: The conversation between the Questioner and the Answerer on an example sub-topic along with the summary.