

Implied meaning in non-literal language (Developing to Exploratory)

[Background](#)

[Outcome draft](#) with [updated decision tree](#) and [multiple methods](#)

[Meeting minutes](#)

Background

- [Process](#)
- [Subgroup Handbook](#)
- Implied Meaning outdated drafts: [July 9th version](#) and [October 27th version](#)
- [2023 Clear Language scratchpad](#)

Outcome

[The full outcome text from the [list](#).]

User-centered outcome: Users can access the literal meaning of text. If the text has implied meaning, users can get explanations or access an alternate version. Examples of non-literal text include metaphors, similes, idioms, sarcasm, and emoji characters.

Goal

[Plain-language sentence of what the outcome should achieve, e.g. “Non-text information is available to more people.”]

To help people understand text:

- Use literal language, or
- Explain the implied meaning of non-literal language.

Making non-literal or figurative language easier to understand helps people with cognitive disabilities as well as neurodivergent people, such as those who are autistic and may be so focused on the literal meaning that they may not notice the implied meaning.

Explaining or avoiding non-literal language can also help:

- Non-native language speakers
- People of different ages or generations
- People from different cultural backgrounds

What to do

[In as plain-language as possible, outline how you would know if you have met the outcome. E.g. a general test procedure.]

Determine if the text has words or phrases that:

- Hint at a meaning that is not directly stated, or
- Can have more than one meaning, such as working on a literal and figurative level at the same time. Example in English: “The chef cuts corners when slicing the fish.” Non-literal: The chef is preparing the fish in an easy or cheap way. Literal: The chef is cutting the fish into shapes that don’t have sharp corners.

When checking for non-literal text, also consider how sentences are combined together, such as if a word in one sentence is critical to accurately understanding the meaning of a later sentence.

If the text has implied meaning, explain it or provide a literal alternative using one of the techniques in the [Methods](#) section.

Glossary

Back translation

Back translation is a two-step process of translating text into another language and then back to its original language. Also called reverse translation, this process can help identify phrases that may lose their intended meaning when translated.

Content publisher

The creative individual or organization responsible for curating, producing, and distributing various forms of content to engage and inform audiences. Includes tools used by the publisher such as HTML and JSON and content management systems like Wix and WordPress.

Emoji character

An emoji character is a small digital image with Unicode for its literal meaning, such as 🌴 (“Palm tree”). But emojis often have implied meaning that users may need help understanding. Common examples of emojis used in non-literal ways:

- 🎯 (“Hundred points”) can be used in various ways, such as to indicate a perfect score or complete agreement.
- 😬 (“Upside-down face”) is often used to indicate sarcasm or silliness.

Literal text

Literal text uses the direct meaning of words to convey exactly what is written. Unlike non-literal or figurative language, literal text does not have implied meaning.

Non-literal text

Non-literal text uses words or phrases in a way that goes beyond their standard or dictionary meaning to express deeper, more complex ideas. This is also called figurative language. To understand it, users have to interpret the implied meaning behind the words, rather than just their literal or direct meaning.

- **Examples:** Allusions, hyperbole, idioms, irony, jokes, litotes, metaphors, metonymies, onomatopoeias, oxymorons, personification, puns, sarcasm, and similes.
 - More detailed examples are available in the [Methods](#) section.

User agent

W3C defines [user agent](#) as any software that retrieves, renders, and facilitates end-user interaction with Web content, or whose user interface is implemented using Web technologies.

- **Examples:** Web browsers, media players, operating system shells, plug-ins, consumer electronics with Web-widgets, and stand-alone applications or embedded applications that help in retrieving, rendering, and interacting with Web content.

User Need(s)

- I need to understand the meaning of the text because I may misunderstand non-literal language such as jokes, sarcasm, hyperbole, metaphors, similes, and idioms.

Method decision tree

[Create a decision tree of scenarios. This should provide a logical path to the appropriate method. Always finish with a catch-all path. The method text should link to the method description further down the document.]

1. Does content include [non-literal text](#)? (Prerequisite)
 - a. Yes, continue.
 - b. No, pass.
2. Is the non-literal text presented in a way that is available to user agents, including assistive technology (AT)? (Prerequisite)
 - a. Yes, view meets [Accessible text](#), continue.
 - b. No, fail.

3. Does the available user agent, including assistive technology, sufficiently Explain non-literal text or provide a literal alternative? (Baseline)
 - a. Yes, pass.
 - b. No, continue.
4. Does the publisher sufficiently explain the non-literal text or provide a literal alternative? (Baseline)
 - a. Yes, view meets Explain non-literal text or provide a literal alternative, pass.
 - b. No, fail.

Exceptions

- If the purpose is to showcase works of art, such as a poetry journal.
- But if the purpose is to educate students about pieces of art, then the exception would not apply.

Method list

Method #1: Determine if the content has non-literal text. (Prerequisite)

Determine if the content has non-literal text or text that has more than one meaning. Use the list below for common types of non-literal text. This list includes examples in English. Examples in other languages will be built out in a W3C wiki.

Editor's note

We're planning to build a wiki with examples of non-literal text in a wide variety of languages, including Arabic, Chinese (Mandarin), Hindi, Japanese, and Russian. A wiki offers a flexible way to add more languages over time and also helps us keep this WCAG outcome from getting very long.

Common types of non-literal text

- **Allusion:** An indirect or implied reference to a well-known person, place, or thing.
 - Example in English: "Midas touch" refers to the Greek myth about a king who turned objects into gold.
- **Hyperbole:** An exaggeration that is not meant literally but to make a point or show emphasis.
 - Example in English: "Our blood is boiling" means "we are very angry."
- **Idiom:** A phrase that has a non-literal meaning that can't be figured out based on the meaning of the individual words. Different languages, cultures, and regions tend to have different idioms.

- Example in English: “Make a mountain out of a molehill” means to make a big deal out of what should be a little deal. (This English idiom has a Russian equivalent, “Делать из мухи слона” [delat’ iz mukhi slana], that literally means “to make an elephant out of a fly.”)
- **Irony and sarcasm:** Words that mean the opposite of what they say or something other than the literal meaning of the words. Irony often emphasizes something in a humorous way. When irony is negative or critical, it is called sarcasm.
 - Example in English: “Oh, how I love getting stuck in traffic!!” means the opposite—that the person does not enjoy having to wait in traffic.
- **Joke:** Something said or done to make people laugh. A joke often involves using words or phrases that sound similar or have more than one meaning.
 - Example in English: “When is a pool safe for diving? It deep ends” involves word play between the phrase “It depends” and the deep end of a pool.
- **Litotes:** Understatement that uses negatives to express a positive, often as a mild form of criticism.
 - Example in English: “This food is not inedible” means the food isn’t terrible.
- **Metaphor and simile:** A description that compares one thing to another to emphasize something they have in common.
 - Examples in English:
 - Metaphors say one thing “is” another: “Your eyes are emeralds.”
 - Similes compare two things using “like” or “as”: “Your eyes are like emeralds.”
- **Metonymy:** Replacing the name of one thing with the name of another thing that is closely associated with it. Synecdoche is a type of metonymy where the name of a part represents the whole.
 - Example in English: Saying “the Crown” to refer to the British royal family.
- **Onomatopoeia:** A word based on sounds associated with what is named.
 - Example in English: “Grrr!” to indicate anger or frustration.
- **Oxymoron:** A phrase that combines words that seem to contradict each other.
 - Example in English: “Jumbo shrimp” combines a word for “big” with an object that is known for being small.
- **Personification:** Attributing human characteristics to something non-human, or of representing an abstract quality in human form.
 - Example in English: “The leaves danced in the wind” to mean the leaves moved back and forth in the wind.
- **Pun:** A type of joke that exploits the different possible meanings of a word, or words that sound alike but have different meanings.
 - Example in English: “One bird can’t make a pun, but toucan.” (“Toucan” is a type of bird and also sounds like “two can,” as in “two birds can make a pun.”)

Level

[One of Prerequisite/Baseline/Enhanced]

Prerequisite

Technique

[List of technology/platform specific techniques.]

1. **(All platforms) Use translation tools to help identify non-literal text.**
 - a. Translate the text into another language and then back into the original language. [Back translation](#) can help the content publisher identify non-literal text by looking for phrases that change or lose meaning during this two-step translation process.

Method #2: Make text available to user agents, including assistive technology.

This method aligns with [AG's "accessibility supported" guidance](#), which will apply to many WCAG 3 outcomes.

Level

[One of Prerequisite/Baseline/Enhanced]

Prerequisite

Techniques

[List of technology/platform specific techniques.]

1. **(All platforms) Use true text.**
2. **(All platforms) Don't lock the text** to hide it from user agents.
 - a. [[[Example to be added showing what to do or not do in HTML/CSS.]]]
3. **(All platforms) For images of text**, ensure there is a true text alternative of the text exactly as it is written in the image.
4. **(All platforms) Don't break chunks of text apart programmatically.**
 - a. Example: It can aid understanding to turn a sentence with serial items into a bulleted list. But it is not okay to do what [[[example needed]]] in HTML/CSS.

Method #3: Explain non-literal text or provide a literal alternative.

Explain the implied meaning in non-literal text or provide an alternate version that uses only literal text. ~~Test the sufficiency for each technique used.~~ If providing an explanation of implied meaning, unsure users are aware an explanation is available.

Level

[One of Prerequisite/Baseline/Enhanced]

Baseline

Techniques [VERSION A: TWO TECHNIQUES]

1. **(All platforms, including Android, CSS, ePUB, HTML, PDF) Provide a literal alternative to the non-literal text.**
 - a. This can be achieved in different ways, such as:
 - i. Following a style guide and/or
 - ii. Using artificial intelligence to help replace non-literal text.
2. **(All platforms) Explain the implied meaning of the non-literal text.**
 - a. Allow users to choose whether to hide or show these explanations, which can be achieved in different ways, such as:
 - i. **Brackets at the end of sentences**
 1. Use this technique only if you can't avoid using non-literal phrases and you can't use any other techniques for this method.
 2. Avoid mid-sentence explanations, which can distract users.
 3. Use different styling to help distinguish the explanation from the regular text.
 - a. Example: If you have cold feet, take a deep breath to help you feel more confident. ["Cold feet" means feeling scared or unsure].
 - ii. **Consecutive block of text**
 1. Explain the implied meaning directly below in the paragraph with non-literal text.
 2. Use different styling to help distinguish the explanation from the main text.
 3. Side-by-side explanations may be possible, but avoid using tables because table formatting can create an additional accessibility barrier.
 4. Example that doesn't use table formatting:
<https://500px.com/terms>
 - b. **Glossary**
 - i. [Technique G62: Providing a glossary](#)
 - c. **Pop-up or tooltip**
 - i. [WAI-ARIA tooltip pattern \(draft\)](#)
 - ii. Use markup to activate more detailed information, similar to default coding used for abbreviation to expose the full name behind it.
 - d. **Supported markup**
 - i. Use supported markup such as personalization semantics that are being developed by [WAI-ADAPT](#). Additional resources:

Techniques [VERSION B: SIX TECHNIQUES]

- ~~1. Provide a literal alternative to the non-literal text.~~
 - ~~a. This can be achieved in different ways, such as:~~
 - ~~i. Following a style guide and/or~~

ii. Using artificial intelligence to help replace non-literal text.

2. Explain the implied meaning at the end of the sentence:

- a. If you use non-literal text, provide an inline explanation such as using brackets at the end of the sentence. 'Inline' is defined as "does not start on a new line and takes up only the necessary width."
- b. Use this technique only if you can't avoid using non-literal phrases and you can't use any other techniques for this method.
- c. Avoid mid-sentence explanations, which can distract users.
- d. Use different styling to help distinguish the explanation from the regular text.
 - i. Example: If you have cold feet, take a deep breath to help you feel more confident. ["Cold feet" means feeling scared or unsure].
- e. Allow users to choose whether to hide or show these explanations.

3. Explain the implied meaning in a consecutive block of text:

- a. Explain the implied meaning directly below in the paragraph with non-literal text.
- b. Use different styling to help distinguish the explanation from the main text.
- c. Side-by-side explanations may be possible, but avoid using tables because table formatting can create an additional accessibility barrier.
 - i. Example: <https://500px.com/terms>

4. Provide a glossary:

- a. [Technique G62: Providing a glossary](#)

5. Explain the implied meaning in a pop-up or tooltip:

- a. [WAI-ARIA tooltip pattern \(draft\)](#)
- b. Use markup to activate more detailed information, similar to default coding used for abbreviation to expose the full name behind it.

6. Use supported markup

- a. Use supported markup such as personalization semantics that are being developed by [WAI-ADAPT](#).

Additional resources

- WCAG 2.2
 - [Success Criterion 3.1.3 Unusual words](#) (which includes "idioms")
- Making Content Usable for People with Cognitive and Learning Disabilities
 - [4.4.4 Use Literal Language](#)
 - [4.4.12 Explain implied content](#)

Tests

- This section needs to be drafted.
- The draft needs to define sufficiency or what counts as "good enough."
- Questions to consider:
 - Are there user agents, including assistive technology, that sufficiently identifies and explains implied meaning in non-literal language?
 - Are these tools available in the language the page is written in?

- When developing tests, consider [user-agent examples in different languages](#).

Assertions

- This section needs to be drafted.
- (Generic) Style guide
- (Generic) We as an organization have tested X common tool for our language and content, and it is translated well.
 - Feature list of tool specifically related to outcome

END OF DRAFT FOR WCAG 3 PUBLICATION

The rest of this draft is a scratchpad with the following sections:

- [Best practices](#)
- [User-agent examples in 5 “guardrail” languages](#)
- [English examples](#) to help think about test cases
- [Japanese examples](#) for the wiki
- [Meeting minutes](#)

Best practices

- We are debating whether to add a section that goes beyond the scope of explaining non-literal text or replacing it with a literal alternative.
- Possible best practices to include:
 - a. Determine if the text requires specific background knowledge that may not be universal to understand it.
 - i. This applies to literal text and may be covered by a separate WCAG 3 outcome about using specialized terms in content for general audiences.
 - b. Other best practices closely related to the topic of implied meaning?

User-agent examples in 5 “guardrail” languages

Multi-language

- [ChatGPT](#) officially supports all 5 of our “guardrail languages” (English, Arabic, Hindi, Mandarin, Russian).
 - The tool can provide literal meaning of non-literal language in English.
 - Can the tool do this in the other four “guardrail” languages?

- [Google Translate](#) can provide equivalent idioms in different languages, such as “piece of cake” (English) and “jeu d’enfant” (French) — both mean “something that is easy to do.”
 - Would a WCAG 3 outcome inspire Google to offer a new tool that translates non-literal wording to literal wording *in the same language*?
- [Idiomatically](#)
- [2023 study on multilanguage mult-figurative language detection](#) looked at seven languages including English, Chinese (Mandarin), and Russian.

English

- [Metaphor Checker: The Detailed Guide - Sentence Checker](#)
- [Enrich Your Writing - Figurative Language Checker \(figurativechecker.com\)](#)
- [Metaphor Checker - Checks metaphors, similes and idioms. \(knowgramming.com\)](#)
- [Oxymoron.info](#)

Arabic

- Need to look into consumer-facing tools, but lots of research on Arabic LLMs, e.g.
 - [Upaya at ArabicNLU Shared-Task: Arabic Lexical Disambiguation using Large Language Models \(2024\)](#)
 - [Natural Language Processing for Arabic Metaphors: A Conceptual Approach \(looks at Classical Arabic, Modern Standard Arabic and Dialect Arabic\) \(2016\)](#)

Hindi

- Julie will ask if Rashmi can help research Hindi tools.

Chinese (Mandarin)

- [2024 paper on Chinese metaphor generation](#) concluded “the majority of teams were able to fine-tune their Large Language Models (LLMs) with our curated dataset to achieve accuracies exceeding 90%.”

Russian

- Need to look into consumer-facing tools, but lots of research on Russian corpus, e.g.,
 - [Automated Metaphor Identification in Russian and Its Implications for Metaphor Studies \(2022\)](#)
 - [A Multi-feature Classifier for Verbal Metaphor Identification in Russian Texts \(2018\)](#)

Examples to help think about methods and tests

Add examples you encounter of non-literal language. Feel free to type them in and to include screenshots, if helpful. Look for edge cases where it may not be clear what users need to do.

English examples

Allusions

- Do we use example that is not in the dictionary? Midas touch is in the dictionary
- "Midas touch"
 - Context: A Greek myth about a king who turned everything he touched into gold.
 - Meaning: The person, group, or object can earn money easily.
 - Example: "And Midas made this ill-advised reply: 'Cause whatsoever I shall touch to change at once to yellow gold.'" - Ovid, [Metamorphosis XI](#)

And Midas made this ill-advised reply:
"Cause whatsoever I shall touch to change
at once to yellow gold." Bacchus agreed
to his unfortunate request, with grief
that Midas chose for harm and not for good.
The Berecynthian hero, king of Phrygia,
with joy at his misfortune went away,
and instantly began to test the worth
of Bacchus' word by touching everything.

Hyperbole

- "Cost an arm and a leg"
 - Context: News article
 - Meaning: very expensive
 - Example: "In a housing market where everything seems to cost an arm and a leg, finding a home in your price range can feel like a pipedream." - [money.com](#)
 - Screenshot:

In a housing market where everything seems to cost an arm and a leg, finding a home in your price range can feel like a pipedream.
- "Blood is boiling"
 - Context: News article
 - Meaning: extremely mad, furious
 - Example: "...how can we get our anger under control when our blood is boiling?" - [CBT Psychology for Personal Development](#)

- Screenshot:

No one wants to feel angry, but how can we get our anger under control when our blood is boiling?

Idioms

- "Make a mountain out of a molehill"
 - Meaning: Make a big deal out of what should be a little deal. This English idiom has a Russian equivalent, "Делать из мухи слона" [delat' iz mukhi slana], that literally means 'to make an elephant out of a fly.'
- "It cost an arm and a leg" means it costs a lot of money.
- "Make a Killing"
 - Context: Business article
 - Meaning: make a lot of money in a short time and with little effort
 - Example: "This Tool Can Help You Make a Killing in the Stock Market" - Entrepreneur.com

This Tool Can Help You Make a Killing in the Stock Market

- Screenshot:
 - "High spirits"
 - Context: University news story
 - Meaning: enthusiasm, confidence
 - Example: "The Game kicks off with high spirits" - Harvard University
 - Screenshot:

The Game kicks off with high spirits

- "Nailing jello to the wall"
 - Context: Speech
 - Meaning: trying to do something that is futile
 - Example: "That's sort of like trying to nail jello to the wall." - Bill Clinton's Speech on China Trade Bill, New York Times
 - Screenshot:

Internet. (Chuckles.) Good luck! (Laughter.) That's sort of like trying to nail jello to the wall. (Laughter.) But I would argue to you
- "Ace in the hole"
 - Context: Music review article

- Meaning: major advantage kept in reserve
- Example: "That voice is her ace in the hole, and it's one she needs given the density of talent in her chosen genre." [The Verge](#)
- Screenshot:

That voice is her ace in the hole, and it's one she needs given the density of talent in her chosen genre. Nao is a young British person

- "Barking up the wrong tree"
 - Context: University professor's blog
 - Meaning: Pursuing the wrong course of action
 - Example: "As a student, you've got to write a lot of different essays and writing assignments, which all have different requirements and expectations. To get the best grade possible, it is important that you understand these differences and make use of them as best you can. In this way, you don't spend time barking up the wrong tree." - [How to Write a Compare and Contrast Essay - Stanford University](#)
 - Screenshot:

As a student, you've got to write a lot of different essays and writing assignments, which all have different requirements and expectations. To get the best grade possible, it is important that you understand these differences and make use of them as best you can. In this way, you don't spend time barking up the wrong tree.

Jokes

- "When is a pool safe for diving? It deep ends" involves word play between the phrase "It depends" and the deep end of a pool.

Metaphors

- "You are my sunshine" means you make me happy and warmhearted.
- "That classroom is a zoo" means the students aren't following the rules and behavior wildly, like animals in a zoo.
- "Juliet is the sun"
 - Context: A play using poetic language
 - Meaning: Various interpretations exist such as Juliet is beautiful and bright, the source of light in Romeo's life, a symbol of love and hope, etc, etc.
 - Example: "...what light through yonder window breaks? It is the east, and Juliet is the sun..." - Shakespeare, [Romeo and Juliet Balcony Scene](#).

- Screenshot:

ACT II SCENE II *Capulet's orchard.*

[Enter ROMEO]

ROMEO He jests at scars that never felt a wound.

[JULIET appears above at a window]

But, soft! what light through yonder window breaks?

It is the east, and Juliet is the sun.

- "Many mountains yet to climb"

- Context: Speech
- Meaning: more challenges to overcome
- Example: "But there are many mountains yet to climb. We will not rest until every American enjoys the fullness of freedom, dignity, and opportunity as our birthright." Ronald Reagan Inaugural Address - [The American Presidency Project](#)
- Screenshot:

We are creating a nation once again vibrant, robust, and alive. But there are many mountains yet to climb. We will not rest until every American enjoys the fullness of

- "Every cloud has a silver lining"

- Context: Travel Blog
- Meaning: Something positive can result from something negative.
- Example: "Every cloud has a silver lining: Hurricane Florence improved our US holiday" - [Starts at 60](#)
- Screenshot:

**'Every cloud has a silver lining:
Hurricane Florence improved our US
holiday'**

- "Gives You Wings"

- Context: Advertising
- Meaning: gives you energy
- Example: "Red Bull Gives You Wings" - [redbull.com](#)
- Screenshot:

Red Bull Gives You Wings.

- "This is your brain on drugs"

- Context: Public Service Announcement. Egg representing the brain is thrown into a sizzling hot frying pan, which represents drugs.
- Meaning: This visual analogy of the impact of drug use on the brain. (Drugs will fry your brain.)
- Video Description: Video shows frying pan with sizzling butter/grease. Voiceover says "Okay, last time. This is drugs. Video shows a close-up of an egg dropping into the hot sizzling grease. Voiceover says, "This is your brain on drugs. Any questions?" Text Reads: "Partnership for a Drug Free America."
- Video: [Anti-Drug Commercial - Your Brain On Drugs \(YouTube Video\)](#)

Similes

- "Like watching paint dry"
 - Context: Blog post
 - Meaning: something that is boring or dull
 - Example: "You might imagine that watching a plant grow is like watching paint dry." - [Hawaii.gov](#)
 - Screenshot:

You might imagine that watching a plant grow is like watching paint dry. |
- "Quick as a cat"
 - Context: Biography
 - Meaning: intelligence and ability to think quickly, reminiscent of a cat's agility and swiftness.
 - Example: "He is as quick as a cat, emotional as an actor, and as precise as a mathematician." (St. Louis Post Dispatch) - [lovely.com](#)
 - Screenshot:

all agree that "Jenkins is a master who cuts across all categories." (*The San Francisco Chronicle*) "He is as quick as a cat, emotional as an actor, and as precise as a mathematician." (*St. Louis Post Dispatch*) "No violinist in the field
- "Sharp as a tack" means "mentally acute."
 - Example: "Sharp as a tack? What may sustain your brain" - [Center for Science in the Public Interest](#)
 - Screenshot:

Sharp as a tack? What may sustain your brain
- "Like a mighty stream"
 - Context: Speech
 - Meaning: Like a powerful, audacious force
 - Example: "We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream." Martin Luther King Jr.'s 'I Have a Dream' speech, [American Rhetoric.com](#)

- Screenshot:
no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

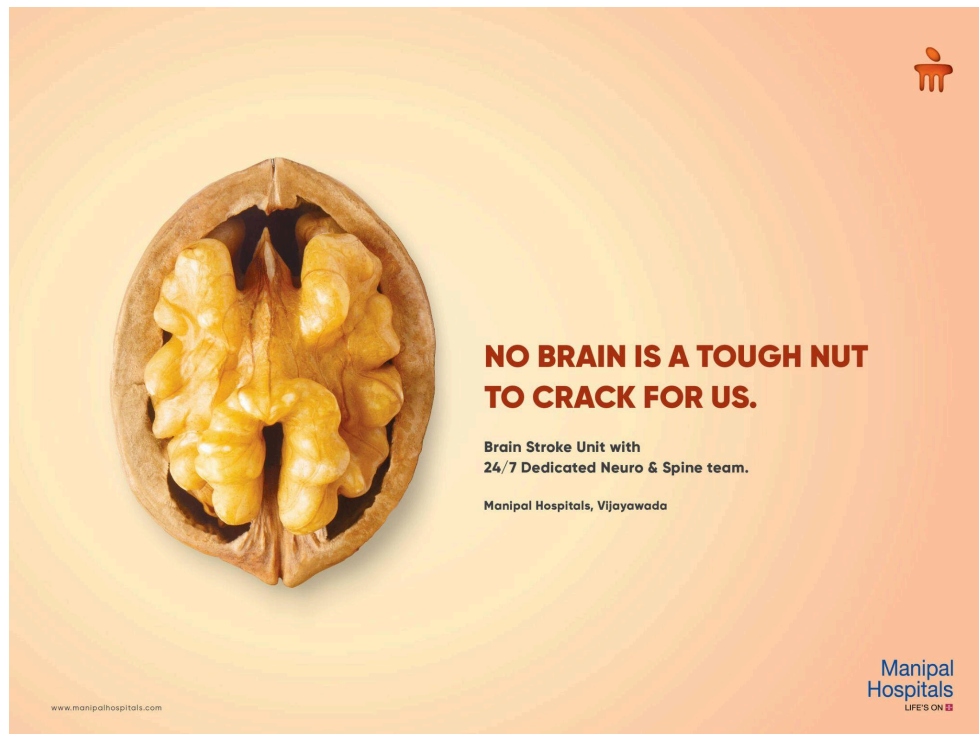
- "A woman is like a teabag"

- Context: Quote
- Meaning: Women reveal the full extent of their strength in tough situations.
- Example: "A woman is like a teabag—you never know how strong she is until she gets in hot water" - Eleanor Roosevelt, [FDR Foundation](#)
- Screenshot:

Eleanor Roosevelt liked to say, "A woman is like a tea bag. You never know how strong it is until it's in hot water." In many ways

- "Brain is a tough nut to crack"

- Context: Advertisement (Visual Simile)
- Meaning: "This was executed as a part of Manipal Hospitals, Vijayawada's OOH campaign, to give a boost and to highlight their top notch Brain Stroke Unit. As a walnut looks like a brain from top perspective, we have used the same to communicate their service that's related to the brain through this half cracked open walnut. To stress the fact that no brain is a tough nut to crack for neurologists at Manipal Hospital's Brain Stroke Unit." - [Ads of the World](#)
- Screenshot:



Sarcasm

- “Oh, how I love getting stuck in traffic!!” means the opposite—that the person does not enjoy having to wait in traffic.
- “Wow, your protein shakes don’t seem to be working” as a way to compliment a person on building up muscle mass.
- [Mark Twain](#)’s “I didn’t attend the funeral, but I sent a nice letter saying I approved of it” means “I didn’t like the person who passed away.”
- Screenshot:

I didn't attend the funeral, but I sent a nice letter saying I approved of it.

Japanese examples

Hyperbole

- 天国に一番近い島
- 霊長類最強
- 全米が泣いた
- “All of America cried!”
 - Context: Movie trailer
 - Meaning: Almost all Americans who watched this movie cried. In other words, the movie was very touching and a smash hit in the U.S.
 - This is a famous catchphrase of American movies in Japan.
 - Example: “All of America cried! The Godfather 5 is coming soon.”
 - Screenshot: N/A
- “the strongest woman in the primate world”
 - Context: TV broadcast (Olympic games, women’s wrestling)
 - Meaning: The strongest woman on the planet.
 - This is a catchphrase of a Japanese legendary woman wrestler who won 16 consecutive world championships and recorded 206 consecutive wins in individual women’s wrestling.
 - Example: “Now it’s time for the Olympic final, the strongest woman in the primate world, Saori Yoshida is coming up next.”
 - Screenshot: N/A
- “Roppongi is an area that never sleeps.”
 - Context:

- Meaning: Roppongi is a very popular area and is always busy, even at midnight, with lots of people and illuminated signs.
- Example: “Roppongi is well known as an area that never sleeps among Japanese people and tourists from foreign countries.”
- Screenshot: N/A

Idioms

- “be unable to hold one's head up”
 - Context: Daily life conversation
 - Meaning: be unable to act on an equal basis with somebody
 - “Can't compete with somebody”, “Can't oppose” or “can't say no to somebody”
 - “Be tied to one's wife's apron strings”
 - Example: “I can't hold my head up to my wife.”
 - Screenshot: N/A
- “be written on someone's face”
 - Context: Daily life conversation
 - Meaning: Emotions and feelings are expressed on their faces even if they don't say it.
 - Example: “You've got good news. It's written on your face”
 - Screenshot: N/A
- “Only god knows”
 - Context: Daily life conversation
 - Meaning: No one knows.
 - Example: “I have done everything I had to do. Only God knows what the outcome will be.”
 - Screenshot:

Jokes

- “They've gone to the fields to pick it.” “Maybe they are planting seeds now.”
 - Context: Dinner
 - Meaning: It takes too long to cook. It will not be ready yet for the time being. It will take more time.
 - Example: (at a restaurant) A: The food we ordered hasn't been served yet. B: Maybe they've gone to the fields to pick it. C: Maybe they are planting seeds now.
 - Are they catching the fish/cow/chicken? (similar U.S. phrase)

Metaphors

- 目の中に入れても痛くない
- 空が泣き出しそう
- 擬人
- “Burn one’s fingers”
 - Context: Daily life conversation
 - Meaning: "Have one's hands full", "Be at one's wits end", "have a hard time with" or "have trouble with"
 - Example: “I burn my fingers with Shohei because he is a 2-year-old son and very naughty.”
 - Screenshot: N/A
- “Throw a spoon”
 - Context: Daily life conversation
 - Meaning: Give something up as hopeless
 - The spoon in this phrase refers to an instrument used to mix medicine. It's said that doctors throw their spoons when no effective treatment can be found for a patient. Therefore we say "throw a spoon" when giving up.
 - To throw in the towel.
 - Example: “We cannot throw a spoon with this level of failure.”
 - Screenshot: N/A
- “A glass heart”
 - Context: Daily life conversation
 - Meaning: Delicate, sensitive or subtle at heart
 - Example: “She has a glass heart, so you'd better be extra careful how you tell her.”
 - Screenshot: N/A
- “Before-breakfast job”
 - Context: Daily life conversation
 - Meaning: It is a very easy task to do
 - A piece of cake
 - Example: “Can you do this? (I can do it) before-breakfast job!”
 - Screenshot: N/A

Sarcasm

- Your kid is getting better at the piano.
 - Context: Daily conversation
 - Meaning: “It's always noisy and annoying.”
 - Example: A: Your kid is getting better at the piano, practicing it late into the night.
B: No, it's not that better.
 - Screenshot: N/A
- You are funny!
 - Context: Daily life conversation

- Meaning: “It’s not funny at all”
- Example: “Ha ha ha. You are funny! (sigh)”
- Screenshot: N/A
- You are a real genius!
 - Context: Daily life conversation
 - Meaning: “You must be seriously stupid.”
 - Example: A: There you go. B: Wow. You are a real genius!
 - Screenshot: N/A

Similes

- さじを投げる
- へそで茶を沸かす
- 開いた口が塞がらない
- 目の上のたん瘤
- 穴があったら入りたい
- 顔をつぶす
- 首が回らない
- 尻に火が付く
- Smile like a little boy
 - Context: Novels
 - Meaning: smile innocently
 - Example: “He smiled like a little boy”
 - Screenshot: N/A
- Rain like an upturned bucket
 - Context: Weather news
 - Meaning: The state of heavy rainfall.
 - The Japan Meteorological Agency describes heavy rainfall of more than 30 mm and less than 50 mm per hour as ‘a bucket turned upside down’.
 - It's raining cats and dogs.
 - Example: “In Tokyo, it rained like an upturned bucket.”
 - Screenshot: N/A
- speak in a mosquito-like voice
 - Context: Daily life conversation
 - Meaning: speak in a thin voice
 - as quiet as a mouse
 - Example: “Normally he's so loud but during lessons, he speaks in a mosquito-like voice!”
 - Screenshot: N/A

Meeting Minutes

Use this for decisions, in-process scratchpads, and other rough notes.

October 29th, 2024

Recap of meetings at 9am ET and 12pm ET

- Definitions
 - Reviewed this section and discussed the need to include “figurative language” in key places because many users will be searching for this term
 - Added definition of “back translation” after 12pm meeting
- Decision tree
 - Review current version and debated whether to add a question about whether it is essential to keep the non-literal text
 - Decided to stick with current version, which is simplest, and see what feedback we get
- Back translation technique
 - Discussed the need for more hedging and also moved it from Method #3 to Method #1 so it is more about helping users identify rather than explain or replace non-literal text
- Method #3 name
 - Discussed whether to specify “meaningful” or “understandable” alternative
 - Aligned on this wording: “Explain non-literal text or provide a literal alternative”

Asynchronous work

Please review and add your comments in the margin:

- [Method #1: Determine if the content has non-literal text](#)
 - English examples look OK?
 - Back-translation technique: Does it need more hedging?
 - Anything else about this method we should adjust?
- [Method #3: Explain non-literal text or provide a literal alternative](#)
 - Which set of techniques do you prefer?
 - Version A which clusters all the options under two techniques?
 - Version B which separates everything out into six techniques?
 - Anything else about this method we should adjust?

Minutes

- <https://www.w3.org/2024/10/29-coga-minutes.html>

Participants

- 9am ET: Julie, John R, John K, Makoto, Laura, Frankie, Len, MikeB,
- 12pm ET (breakout session during AG meeting): Julie, John K, Laura, Makoto, Frankie, Len, Mike, Kimberly

Next meeting

- **Day/time:** Tuesday, November 5th, at 9am ET/11pm Tokyo time
- **Teleconference url:**
<https://us02web.zoom.us/j/85338141203?pwd=Tk1LZXI0TUJYVT29QVTdXQXpPQ2h1QT09>
- **IRC channel:** #coga

October 22nd, 2024

Publishing schedule

- Rachael wants to publish Implied Meaning in next draft of WCAG 3
- It's OK to publish even if we still have a lot to fill in
- Rachael wants the “front text”—the outcome and high-level text—and it doesn't need to be perfect
- Want to publish in 2 weeks

User-centered outcome

- Decided to split long sentence into shorter, clearer sentences
- Addressed Mike Gower's comment about using the word “alternatives” so that “explanations” can be one type of alternative
- Shortened the list of examples so looks less exhaustive
- Debated how to refer to “emojis” and whether it's essential to include them in the list of examples—will add “emoji characters” to list of definitions
- Aligned on this wording for user-centered outcome:
 - “Users can access the literal meaning of text. If the text has implied meaning, users can get explanations or access an alternate version. Examples of non-literal text include sarcasm, metaphors, similes, idioms, and emoji characters.”

Goal

- Reworded using plainer language and bullets

- Debated how to refer to “autistics”—put in bracketed note saying COGA/WAI need to align on style guide for how to refer to autistics vs autistic people, etc.

Action items/Asynchronous work

- Frankie will work on drafting definitions
- Julie will update the methods section to align with decision tree
- Julie will work on adding short examples in English to the first method
- Makoto will start drafting tests
- Anyone who has free time: Feel free to help with any of the above, thank you!

Minutes

- <https://www.w3.org/2024/10/22-coga-minutes.html>

Participants

- Julie, John R, Laura, Kirkwood, Rain, Jan, Frankie, Makoto (who joined after others had left except Julie)

October 15th, 2024

Review decision tree

- Reviewing the suggestions that were made last week (October 8th version)
 - John Rochford suggests that Item 3 is about the tool (user agent) explain the non-literal language. Item 3 is in the decision tree in case in future this could be accomplished by the tool, whereas item 4 is about the human author and their responsibilities.
 - Discussion about the role of content management systems/general text content publishing tools and a mechanism to interpret the implied meaning of such content
 - Makoto suggests using the word “author” in question 4 as it emphasizes the human aspect of validating the implied meaning.
 - Julie suggests using the word “publisher”.
 - Will need to further refine the words used and provide a definition for reference.

Other question about Decision tree

- Julie notes that two of these questions have “prerequisite” or “baseline”.
 - Questions 3 and 4 seem like baselines (if meet this, then sufficient).

Focus on human verification in question 4 in decision tree

- Mike suggests that given that question 3 of the tree is meant to account for a future where user agents can explain non-literal language, question 4 ought to rely on human verification in order to ensure that non-literal language is explained sufficiently.

New WCAG 3 subgroups

- Julie wanted to make sure the Implied Meaning subgroup knows that four new subgroups will be starting soon
- [AG survey](#) has been extended to October 22nd
 - This is where you can express interest in one or more of the new subgroups
 - This is also where you can note the days/times you're available to meet
- Unclear when the new groups will start—possibly as soon as late October
- Julie noted that she hopes our subgroup will finish our Implied Meaning draft by the end of November

Next steps for Implied Meaning

- Finish building out definitions and methods
- Draft tests and assertions

Minutes

- <https://www.w3.org/2024/10/15-coga-minutes.html>

Participants

- Julie, John R., John K., Makoto, Mike, Laura, Len

Next meeting

- Tuesday, October 22nd, at 9am ET
- Teleconference url:
<https://us02web.zoom.us/j/85338141203?pwd=Tk1LZXI0TUIYT29QVTdXQXpPQ2h1QT09>
- IRC channel: #coga

October 8th, 2024

User-centered outcome

- Julie informed the team about AG decision to reword all outcomes so user is at the center.
- We discussed having 3 parts to our user-centered outcome:

- Avoid/replace nonliteral language
- Alert the user when non-literal text is used
- Provide an explanation of the implied meaning in the non-literal text.
- We decided (for now) to strikethrough the middle element about making the user aware of the non-literal text.

Decision tree

- The team aligned on new October 8th version.
 - We split the middle question into two separate questions.
 - This means we'll need to build out as a method how to make text accessible to user agents and assistive technology.

Minutes

- <https://www.w3.org/2024/10/08-coga-minutes.html>

Participants

- Julie, John R, John K, Jan, Laura, Len, Frankie

October 1st, 2024

Author vs user agent

- The team discussed whether [Rachael's proposed decision tree](#) places too much emphasis on user agents.
- How do we make clear that the author still has some responsibility?
- How do we account for the possibility that a tool might not pick up on every phrase that has implied meaning?

Existing tools

- Is it our team's responsibility to determine how many languages have existing tools that can identify and translate non-literal language?
- Does our team need to assess the quality of existing tools and/or whether they are accessible to people with disabilities?
- How can we draft our outcome to allow for future improvement of tools?
 - Example: Len is working on a tool that tells AI to flag phrases it doesn't know and then we train the AI to resolve it. We're doing this in English, German, Russian.

Definitions

- Team discussed [W3C's definition of user agent](#)

- Team also noted that this draft needs to add a formal definition of non-literal language.
- After the meeting, Julie added a [“Definitions” section](#) for the team to review.

Action items

- Julie will add a section to the draft where we can store user agent examples that can identify non-literal language and put JohnR’s English examples there.
 - After the meeting, Julie added a new section is titled [User-agent examples in 5 “guardrail” languages](#)
- Julie and Len will look into what tools exist for the other four “guardrail languages”: Arabic, Hindi, Chinese, and Russian.
 - Julie will ask if Rashmi can help look into Hindi tools.

Minutes

- <https://www.w3.org/2024/10/01-coga-minutes.html>

Participants

- Julie, JohnR, JohnK, Jan, Laura, Len

September 24th, 2024

- No meeting due to TPAC

September 17th, 2024

Decision tree

- After our September 17th meeting, Rachael suggested a new decision tree that Julie added to our draft.
- The [“Method decision tree” section](#) now includes 3 versions:
 - September 17th version that Rachael suggested to emphasize user agents
 - September 11th version that AG members said seemed too focused on authors rather than user agents
 - July 9th version that we drafted before we were informed each question needs to correspond to a method
- **Your input requested:** Please review Rachael's version and add your comments in the margin before our October 1st meeting..

Highlights from September 17th subgroup meeting

- **Tools/user agents**
 - Julie shared feedback from AG members that our draft needs to focus more on what tools/user agents can do.

- The subgroup started discussing how much we need to say about tools, such as:
 - Mention types of tools rather than specific tools
 - Where to go in W3C to get information on how to evaluate tools
- The subgroup also started discussing how to make the outcome “evergreen” so it doesn’t need to be updated as tools evolve.
- **Streamlining the overall draft**
 - Frankie mentioned our google doc is getting unwieldy because it includes old and new drafts so there are duplicate sections.
 - Julie will streamline.
 - After the meeting, Julie made a [copy of the outdated version](#) in case we need to look back at it.
- **Adding examples in English**
 - The group agreed we need one example for each type of non-literal language in the bulleted list at the top of the document.
 - Formula we agreed to try out: “Example in English: “X” means “Y.”
 - For onomatopoeia, “Example in English: “Grrr!” means anger or frustration.
 - Frankie will go through the long list of [English examples](#) that are lower down in the document and add one example to the bulleted list in the [Requirement](#) at the top of the Method section.
 - The group discussed avoiding examples that emphasize companies/advertisers such as “Red Bull gives you wings.”
 - Reminder that the outcome will link to a wiki that we'll build out to include examples in other languages.

More details on AG feedback

- **AG meeting feedback (from Rachael and Mike Gower):**
 - Current draft is very focused on what humans/authors can do.
 - Need to shift the focus to how tools can help.
 - Mike Gower mentioned as an example idiomatic large language models (LLM) to use artificial intelligence (AI) to simplify/replace things like idioms.
- **One-sentence outcome description**
 - **Mike Gower:** Instead of “Explanations are available,” I suggest “Alternatives” is better than “Explanations”. Some users may want an explanation; others may want a 'translation'/substitution into literal language. Some may want a side-by-side 'diff' view, etc. I haven't scanned to see all the possible methods you have, but “alternative” seems like a broader term more likely to cover all the approaches.
- **Decision tree**
 - **Alastair Campbell:** We should add a 'branch' here at the prerequisite level that is aimed at the user-agent side. Eg. The text content is available to user-agent tools which can translate it.
 - **Mike Gower (paraphrased):** Add method of running through a tool and what to do after running through a tool.
- **“Use supported markup” technique:**

- **Mike Gower:** I think this gives you scope for what I was talking about on the Sept 10 AGWG call. My feeling though, is that this list is pretty restrictive, and we need to cast our nets wider for how this could be potentially architected.
- **Mike Gower:** I also think that helping nudge the architecture and html5 standard in a direction that can gracefully include future technology innovation that will assist users is essential. It's an example of where I think the WG has to become more proactive in exploring ways to influence direction, not just create a standard to judge the outcome.

Participants, minutes, and next meeting

- **Participants:** Julie, Makoto, Frankie, Len, Laura, John K
- **Minutes:** <https://www.w3.org/2024/09/17-coga-minutes.html>
- **Next meeting:** October 1st at 9am ET

September 10th, 2024

Highlights

- Decision tree: We aligned on a 3-question decision tree.
- Exceptions: We started to discuss possible exceptions, such as a poetry journal.

Participants

- Julie, John R, John K, Rain, Makoto, Laura, Kim, Jan

September 3rd, 2024

Universal guidance that we'll pressure-test in different languages

- We started the meeting with a reminder that we're trying to develop universal guidance and will pressure-test the guidance in different languages.
- John R asked Makoto if, for example, the Japanese language uses onomatopoeias (words that sound like the thing they're representing, like "meow" or "whoosh"). Makoto said yes.
- We will share our draft with W3C's internationalization (i18n) team, the global-inclusion community group, and other groups to ask for feedback, help develop tests, etc.

How much guidance to include

- The current draft has brief descriptions of different kinds of nonliteral language and a placeholder note that we'll add links to external resources if users need more help identifying nonliteral language.

- We debated whether the methods section needs more guidance—is it OK for the guidance to remain suggestive? If not, how can we make it more prescriptive without becoming a multi-week crash course?
- This also raised the question of how much of the work to identify and explain implied meaning will be done by humans vs by tools.
 - John K shared a [Korean study](#) that found large language models (LLMs) can identify some kinds of implied meaning in that language, but that there is still room for improvement.
 - Julie reminded the group that a lack of existing tools should not be a barrier to developing WCAG outcomes.

Jargon vs implied meaning

- A mention of common word lists led to a discussion about jargon, such as car sites using technical car words and attorney sites using legal terms that a general audience would not be familiar with.
- Makoto reminded the group about a WCAG 2 success criterion: [3.1.3 Unusual words](#) says “A [mechanism](#) is available for identifying specific definitions of words or phrases [used in an unusual or restricted way](#), including [idioms](#) and [jargon](#).”
- Julie reminded the group that the Implied Meaning outcome we’re drafting is focused on explaining implied or connotative meaning. There will be a different WCAG 3 outcome that focuses on literal or denotative meaning of uncommon words.
- New example to consider for the Implied Meaning outcome:
 - “Your jaw will drop to the floor when you see the way this eight-cylinder engine combines turbocharging and direct injection to optimize fuel economy.”
 - A car enthusiast who is on the autism spectrum may know the technical terms but not the nonliteral jaw-dropping phrase.

Next steps

- Review the margin comments and weigh in with your questions and suggestions.
 - For example, should onomatopoeia be removed from the examples? This kind of word literally sounds like the thing it’s describing—can anyone suggest an example where the implied meaning of an onomatopoeia needs to be explained?
- Look at the drafts of [section labels](#) and [non-text contrast](#) outcomes to see if they spark ideas on how we can build out our methods section and/or method decision tree.
- Julie will send meeting invites for the next few weeks for Tuesdays at 9am ET.

Participants

- Julie, John R, John K, Rain, Makoto, Laura, Len

August 20, 2024 (During AG meeting)

Highlights

- Mike recapped where we are for the group.
- John K spoke to internationalization.
 - Mike wondered if internationalization would be within our scope.
 - Frankie agrees that it should be given John's points about an author's difficulty in identifying whether or not they're using implied meaning, given that in one's own region, language could have implied meaning without an author realizing it.
grrrrrrrrrrrr
- John is curious about the definition of implied meaning for the document's sake. The group read the definition of implied-meaning and discussed it in the call. There's a lot in this document. It needs a full read through.
- Frankie did some editing and added [some more types of non literal language](#) (Metonymy, Onomatopoeia, Oxymoron, Personification, Pun, etc.)

Participants

- Mike Beganyi, John K, Frankie, Makoto, Kimberly, Nina Krauss, Laura Carlson

August 13th, 2024

Trouble accessing the meeting url

- People had trouble locating the updated url in the meeting invite.
- One person requested a passcode – not sure why this user got asked for a passcode when others did not.

Debate about the number of methods

- Team discussed and aligned on reorganizing into:
 - 1 requirement or prerequisite (Determine if the text has non-literal language)
 - Examples in WCAG of methods that start with prerequisite tests: denot
 - Horizontal scrolling
 - Alt text has first step of checking to see if you have an image
 - 2 methods to resolve the problem: Replace with literal language or else explain the implied meaning
- Julie created a new section in the doc titled [Updated draft with multiple methods](#) and preserved our notes in a section titled [Older draft with one method](#)

Literal = denotative

- Kirkwood (via IRC comments) recommends making clear that literal language means using denotative meaning and that if using a word's connotative meaning, make the implied meaning clear.
- Need to be clear to avoid using connotations (even though it's a natural component of writing)
- US law says there must be denotations for government materials.

Participants and next meeting

- Participants: Julie R, John R, Rain, John K, Makoto, Mike, Laura, Len, Jan
 - Julie and John Rochford andhuddled and decided to hold off on meeting while Julie is on vacation
- Next meeting:
 - **Date:** Tuesday, September 3rd
 - **Time:** 9am ET
 - **Zoom URL:**
<https://us02web.zoom.us/j/85338141203?pwd=Tk1LZXI0TUIYT29QVTdXQXpPQ2h1QT09>
 - **IRC channel:** #coga

August 6th, 2024

Accessing the COGA url

- Three people had issues logging into the COGA zoom link:
https://www.w3.org/2017/08/telecon-info_coga
- Julie emailed Roy after the meeting to ask if there's anything we can do before next week's meeting to ensure no one gets a "Sorry, Insufficient Access Privileges" error message.
- Julie will update the calendar invites with different zoom url, if needed.

Card-sorting exercise

- Julie will email Implied Meaning members the detailed instructions on how to participate in a card-sorting exercise for the 20 outcomes in the "Text and Wording" section of WCAG 3.
- Our goal is to group the outcomes in a manageable number of subsections with clear/logical subsection names to help users navigate this very large section of WCAG 3.
- We will do this exercise individually and then look for trends that point to areas of agreement or disagreement.

- There are three ways to participate in the card-sorting exercise: [UXtweak card-sort tool](#), [Google Sheet](#), or [Google doc](#). Please use the option that works best for you.
- Please submit your card-sort responses by August 15th.

Defining what counts as an “inline explanation”

- We defined inline as “does not start on a new line and takes up only the necessary width”
- This led to a debate about whether to count a tooltip or pop-up an example of an inline explanation because it appears in the same line of text
- Some members of the group think a tooltip or pop-up should be a separate technique
 - Len advocated for keeping them separate because a tooltip involves additional coding
 - Makoto advocated for keeping them separate because users will have an easier time finding what options are available
 - John R advocated for making pop-ups an example of an inline explanation because we should keep the focus on what users experience rather than how authors create that experience.
 - Jan advocating for making pop-ups an example of an inline explanation so that we have fewer techniques overall to help streamline this outcome in ways that help users process the information.
- We tried to vote on this but ultimately decided to wait to make a decision on whether to make pop-ups part of the inline-explanation technique.

Adding a technique that emphasizes avoiding or replacing non-literal language

- Mike B. will draft a technique for authors to replace non-literal language with literal language so that there is no implied meaning that needs to be explained.
- We will discuss next week how to position this so users know this is our preferred technique.
- We may want to make it a method instead of a technique—to be discussed next week

Participants and minutes

- Participants: Julie, John R, John K, Jan, Len, Makoto, Mike, Laura, Duff, Frankie
- Minutes: <https://www.w3.org/2024/08/06-coga-minutes.html>
 - Thank you, Jan, for scribing!

July 30th, 2024

Scope of this outcome

5. The group discussed whether to narrow the scope from all content (including video and audio) to only written content, including emojis.
 - a. John R.: An outcome that focuses on written task is already an enormous task.

- b. Rain: Agree to focusing on written text because audio and video are different modalities. But need to be clear if/how we are focusing on emojis, which are more closely related to text than to images. (Edge case)
- c. Rain: We are potentially focused on web space, but a form of content is captioning, so do we want to acknowledge that we are explicitly not including captioning, which is supposed to only show what words are spoken?
- d. Kirkwood: For clarity, we would include emojis as part of written text?
- e. Vote: Ok with narrowing scope to written text, including emojis?
- f. All in favor

Inline explanation concerns

6. General concerns:
 - a. Rain: Need to be careful about the recommendation we are providing—could create a reading barrier for readers with short attention spans
 - b. Rain: Side thought can send someone in a different thought direction
 - c. John R: I can see Rain’s point. It would be great if users could use personalization to choose which way the explanation appears.
7. Concerns about different styling to help distinguish regular text from inline explanation:
 - a. Len: Concerns about italics being hard to read, especially for longer phrases
 - b. Jan: Concerns about disruption to attention mid-sentence
 - c. Mike: Concerns about verbosity
 - d. Rain example of research that styles citations with lighter color and slightly different font so it’s easier for users to skip over.
 - e. Jan: Personalization is important. You could have these inline explanations hidden by default but could be coded to unhide them. It’s extra coding either way.
8. Delete it?
 - a. John R.: I’m not ready to delete yet.
 - b. Rain: I agree with not deleting it. It has a huge amount of value. But if we could loosen it up, so not as specific as use brackets.
 - c. Rain: There are different approaches with different pros and cons.
9. Define it?
 - a. Makoto in a margin comment noted we seem to be using “inline” in different ways: mid-sentence vs end of sentence vs consecutive blocks of text.

Participants

- Julie, John R, John K, Rain, Mike, Makoto, Jan, Laura, Len

July 23rd, 2024

Dialect/localization

- **Dialect:** John K. asked if this outcome should apply to terms like “chucho” that mean something different in different places or cultures

- Julie raised concern that it will be hard for author to know if a word in their local dialect has different uses in different places
 - Example: “Chucho” is a Spanish word that means “little dog” or “mutt” in El Salvador, “stingy person” in Honduras, and “jail” in Chile.
- John R. said if we impose too much of a burden, no one will try to meet this outcome
- Julie said dialect/localization may be best handled as part of an assertion about a style guide that includes translation and the need to interpret for the local culture
- Action item: Julie to look at how UN handles this

Examples in different languages

- John R. advocating for different examples of hyperbole, sarcasm, etc, for each of the 5 guardrail languages
 - Not optimistic that we can come up with 1 example that works in many languages
 - Can ask native speakers to provide examples
- Julie suggested we gather examples in different languages that will live in a wiki
 - Having the outcome link to a wiki will help keep the outcome concise
 - A wiki will also let us add more languages on a rolling basis
- Makoto will help gather Japanese examples

Whether to include definitions

- Mike expressed concern about whether providing definition for terms like hyperbole may put us outside the scope of this outcome
 - Suggested pointing to other organizations to define instead of us defining
 - Also express concern in general that this implied-meaning outcome may limit the way people express themselves
- Julie suggested we include short, clear definitions so readers of this outcome know what we’re talking about and that we can link to other organizations that have more detailed information

Participants

- Julie, John R, Frankie, Jan, Laura, John K, Makoto, Mike Beganyi

July 16th, 2024

Renaming this outcome

- Briefly discussed Makoto’s flag about inconsistent language used in this draft.
- Figurative language is problematic because it is a subset of nonliteral language.
- John R. suggested renaming the outcome “Non-literal language.”

Artificial intelligence (AI)

- Debated whether to use natural language processing (NLP) as possible method
- Rain cautions against recommending AI tools
 - Not reliable yet
 - Some tools cost money
 - Security issues as well
 - +1 from John R.
- John R. also cautioned against using any method that is not yet available in all of the languages we will develop tests for

Internationalization

- John R. urged the group to only include methods that will work for the 5 “guardrail” languages that COGA and Internationalization agreed to use to pressure-test WCAG 3’s “Clear Language” to ensure they work for a diverse group of languages.
- We can talk more about this after a future meeting, but here are the 5 languages we will use to pressure-test these outcomes:
 - Arabic
 - English
 - Hindi
 - Mandarin Chinese
 - Russian
- The big caveat here is that we want to universalize the outcomes as much as possible and develop conditional tests and methods as needed.

Building out the first method

- Spent the bulk of the meeting building out the first method.
- To help users determine if language has more than one meaning, we need to include definitions for different types of non-literal language. See next section.

Glossary/definitions

- Discussed the need to define terms like “sarcasm” to help users determine if nonliteral language is being used.
- Need to develop plain-language definitions

Participants

- Julie Rawe, John Rochford, John Kirkwood, Makoto, Laura Carlson, Rain, Kimberly, Frankie

July 9th, 2024

Accessing this doc

- Any trouble accessing this document? Please email Julie: jrawe@understood.org

Asynchronous participation

- Treat this as a living document. Feel free to add big suggestions (such as new methods) as well as minor suggestions. You can add your suggestions either directly in the doc or as a margin comment.
- Help populate the Examples section to help guide our discussion about methods and tests.

Scope questions

- Content that is implied but isn't actually present?
 - Duff asked if this outcome covers heading that is not present but is implied by virtue of a change in page
 - This seems out of scope here but will likely be covered in [other WCAG 3 outcomes](#):
 - “Section headers” and “Section purpose” in “Layout” section
 - “Title” in “Text and wording” section
- Jargon?

This seems out of scope here and will be covered in “Uncommon words” outcome

Participants and meeting schedule

- Participants:
 - Julie Rawe, Frankie Wolf, Laura Carlson, Kimberly McGee, Duff Johnson, Makoto Ueki, Len Beasley
- Meeting schedule:
 - Implied Meaning subgroup will meet during the regular Tuesday AG meetings throughout July.
 - We will figure out a different weekly meeting time for August.