

6.863J Natural Language Processing Lecture 1: Introduction – walking the walk, talking the talk

Instructor: Robert C. Berwick
berwick@ai.mit.edu



The Menu Bar

- 1. Administrivia
 - All on web page:
www.ai.mit.edu/courses/6.863/
 - What this course is all about
 - What you will learn & what you have to do in the course
 - Why NLP is hard, and interesting
 - The ingredients of language
 - Why language and computation?
 - Words, words, words...



What is this course all about?

- Computational methods for working with natural (human) languages
- Applications of computer science & AI
- Linguistic theory
- Natural (psycholinguistics) or artificial computation (natural language processing, NLP)
- Tools for building such systems

6.863J/9.611J SP04 Lecture 1




A few applications of NLP

- Spelling correction, grammar checking ...
- Better search engines
- Information extraction
- Psychotherapy; Harlequin romances; etc.

- New interfaces:
 - Speech recognition (and text-to-speech)
 - Dialogue systems (USS Enterprise onboard computer)
 - Machine translation (the Babel fish)

6.863J/9.611J SP04 Lecture 1



Goals of the course

- Introduce you to NLP problems & solutions
- Relation to linguistics, cognitive science, & statistics

- At the end you should:
 - Agree that language is subtle & interesting
 - Feel some ownership over the formal & statistical models
 - Understand research papers in the field

6.863J/9.611J SP04 Lecture 1



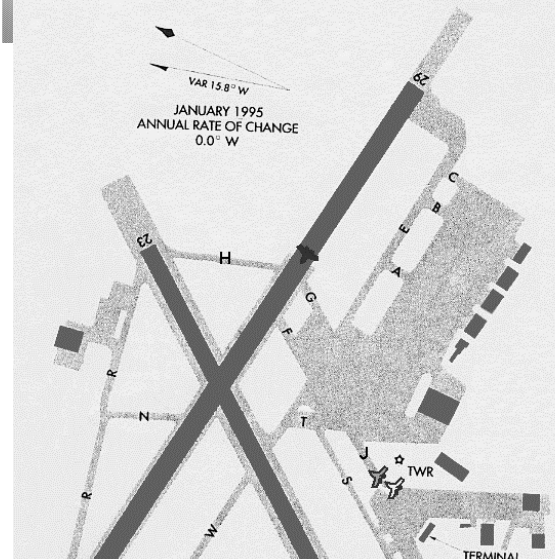
What you will be able to do

- Build your own natural language systems

- Become the next Google...?

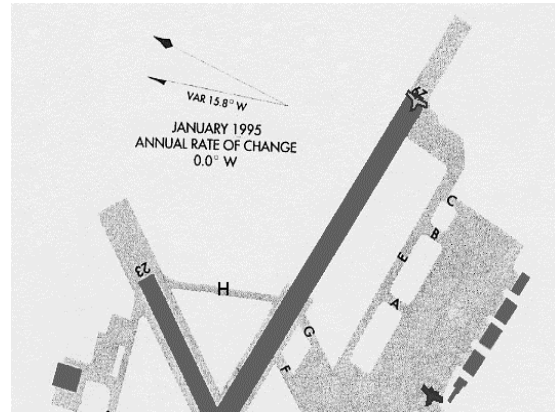
6.863J/9.611J SP04 Lecture 1

Build your own system



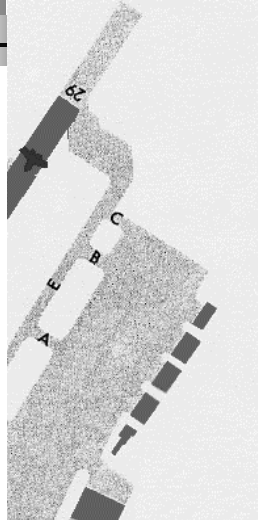
Alaska to controller: Ready to taxi.
Boeing to controller: Ready to taxi.
Cessna to controller: Ready to taxi.
Alaska> Alaska, clear to taxi to runway 5.
Roger.
Horizon to controller: Inbound.
United to controller: Inbound.
Alaska> Cancel that.
Roger. Awaiting a new destination.
Alaska> Taxi to twoniner via echo.
Roger.
Alaska to controller: Doing runup...
Alaska to controller: Run up completed. Ready for departure.
Alaska> Alaska, hold short.
Roger.
Alaska> Alaska, taxi into position and hold.
Roger.
Alaska to controller: Position and hold. Ready for departure.
Alaska> Clear for takeoff.
Roger.
Alaska> █

Landing is always harder...



Alaska to controller: Ready to taxi.
Boeing to controller: Ready to taxi.
Cessna to controller: Ready to taxi.
Horizon to controller: Inbound.
United to controller: Inbound.
Alaska> Horizon, you're number 2 for landing behind a United.
Roger.
Horizon> United, clear for landing runway twoniner.
Roger. Preparing to land on runway 29.
United> Horizon, clear to land runway twoniner.
Roger. Preparing to land on runway 29.
Horizon> █

And then there's...



```
Alaska to controller: Ready to taxi.  
Boeing to controller: Ready to taxi.  
Cessna to controller: Ready to taxi.  
Alaska> Clear to runway twoniner.  
Roger.  
Horizon to controller: Inbound.  
United to controller: Inbound.  
Alaska> Taxi to runway ten via echo.  
I do not think there is such a runway.  
Alaska> Taxi to runway twoniner via echo.  
Roger.  
Alaska to controller: Doing runup...  
Alaska to controller: Run up completed, Ready for departure.  
Alaska> Position and hold.  
Roger.  
Alaska to controller: Position and hold, Ready for departure.  
Alaska> Clear for takeoff.  
Roger.
```

6.863J/9.611J SP04 Lecture 1

The next Google? Words, words, words

- How many (English) words on the web? Est. from 2001
- 76,598,718,000
- Many repetitive repetitive words

6.863J/9.611J SP04 Lecture 1

The next Google? Words, words, words

- Keywords match to match search terms to advertisers: 'hair follicle' → 'hair follicle stimulation' → Rogaine
- Advertisers pay Google: \$3B for keyword advertising in 2003, expected to grow to over \$8B
- Easy to guess some: 'Rogaine', 'hair loss'
- Hard to guess others, very low frequency: 'hair falling out'
- Can't maximize marketing reach

6.863J/9.611J SP04 Lecture 1

Actual example

Keyword Report from Jan 1, 2000 to Dec 30, 2010
CAMPAIGNS: All | STATUS: | ADWORDS TYPE: Search only

View Summary data Daily metrics [Close](#)

Date range
 -

Campaigns

AdWords type

Keyword status

Graph Include graph of * only for daily metrics

Format View online (.html) Downloadable (.csv)

Save and email Save this report as and email it to me as an attachment *

6.863J/9.611J SP04 Lecture 1

Example – too low frequency

DOWNLOAD (.csv) Save this report as _____ and email me this report: ever

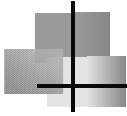
Keyword	Keyword Matching	Keyword Status	Destination URL	Ad Group	Campaign	Maximum CPC	Impressions	Clicks	CTR	Avg CPC	Cost
Totals and Overall Averages:							54,409	988	1.82%	\$1.11	\$1,100.8
PostgreSQL web hosting	Keyword	Active	default URL	Ad Group #1	Google Trial	\$10.00	2	0	0.00%	\$0.00	\$0.0
apache postgresql	Keyword	Active	default URL	Ad Group #1	Campaign #2	\$5.00	1,188	6	0.51%	\$0.43	\$2.5
business web site	Keyword	Active	default URL	Ad Group #1	Campaign #3	\$5.00	1	0	0.00%	\$0.00	\$0.0
challenger circuit breaker	Keyword	Active	default URL	Ad Group #1	Campaign #4	\$5.00	240	36	15.00%	\$1.12	\$40.4
challenger circuit breakers	Keyword	Active	default URL	Ad Group #1	Campaign #4	\$5.00	250	32	12.80%	\$0.83	\$26.4
cheap web design	Keyword	Active	default URL	Ad Group #1	Campaign #3	\$5.00	2	0	0.00%	\$0.00	\$0.0
free hosting	Keyword	Active	default URL	Ad Group #3	Campaign #3	\$5.00	571	30	5.25%	\$1.95	\$58.3

6.863J/9.611J SP04 Lecture 1

Goal

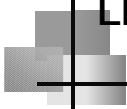
- Input: "Rogaine is a drug that helps prevent hair loss"
- Output: keywords causally relevant: "stop hair loss"; "hair loss"; "hair falling out"

6.863J/9.611J SP04 Lecture 1



Lightweight vs. AI-complete natural language problems

6.863J/9.611J SP04 Lecture 1



But what's inside the black box? Lightweight / AI-complete

Lightweight:



6.863J/9.611J SP04 Lecture 1

AI-complete



6.863J/9.611J SP04 Lecture 1

But the most important reason of
all...


6.863J/9.611J SP04 Lecture 1



It's the year 2004 and still...still....

Dave Bowman: Open the pod bay doors, HAL
HAL: I'm sorry Dave, I'm afraid I can't do that.

6.863J/9.611J SP04 Lecture 1



Natural language at the heart of human intelligence

- The first Turing test:

“Rabbah Zoreh made a Gollum and brought it to Rabbah; he bid it to talk.

Rabbah replied: ‘It cannot speak; return it unto the flames’

(Manhet Sahedrin, Babylonian Talmud, approx. 400 BCE)

6.863J/9.611J SP04 Lecture 1

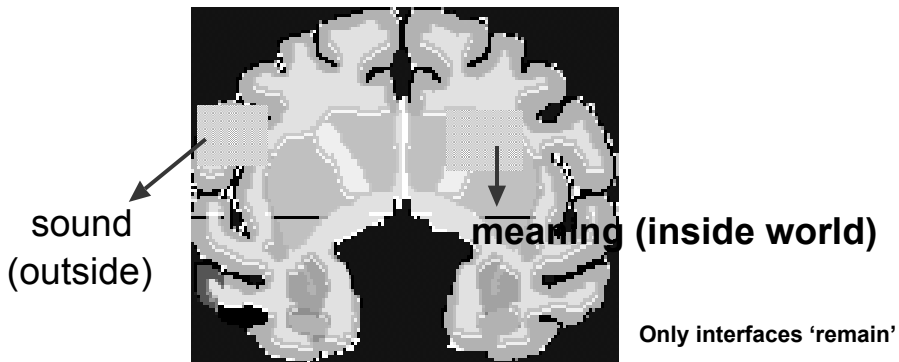
'Simple' model: sound-meaning relation



Aristotle, e.g., only 2500 years old...

6.863J/9.611J SP04 Lecture 1

Language = Pairing sound & meaning



6.863J/9.611J SP04 Lecture 1



Why is nlp hard?

- Human language is not 'wysiwyg'
- Human language is ambiguous

6.863J/9.611J SP04 Lecture 1



Why is nlp hard?

- Human language is not 'wysiwyg'
 - What you see 'on the surface' is not the 'underlying representation' people (or computers) manipulate
 - You can't just write down the representation from a simple surface examination of the data
 - (Compare: edges in machine vision)

6.863J/9.611J SP04 Lecture 1

Example of hidden structure

- English plural:
 - Toy+s → toyz ; add *z*
 - Book+s → books ; add *s*
 - Church+s → churchiz ; add *iz*
 - Box+s → boxiz ; add *iz*
 - (Sheep+s → sheep/sheeps ; add nothing; or *s*
 - What if a *novel*/word?
 - Bach's many cantatas
 - Which pronunciation is it? *S* or *IZ* ?

Bachs many cantatas NOT BachIZ despite
Analogy/similarity to 'box' - why?

6.863J/9.611J SP04 Lecture 1

Invisible knowledge

- I want to hold your hand
- I wanna hold your hand
- Displacement: I understand these students
- These students I understand
- I want these students to solve the problem
- These students I want [x] to solve the problem [x]= these students

Notice that contraction of want+to is now blocked!

6.863J/9.611J SP04 Lecture 1



Figuring out the right representation

- *What* is the right representation (knowledge of language)
- This is what linguists figure out
- This alone is a daunting task...but wait, there's more
- Computation = data structures + algorithms

6.863J/9.611J SP04 Lecture 1



Sentence knowledge is subtle

- A book was given Mary
- Mary was given a book
- A book was given to Mary
- Mary was given a book to

6.863J/9.611J SP04 Lecture 1




Word knowledge is subtle

- He arrived at the lecture
- He chuckled at the lecture

- He arrived drunk
- He chuckled drunk

- He chuckled his way through the lecture
- He arrived his way through the lecture

6.863J/9.611J SP04 Lecture 1



What is the character of this knowledge?

- Some of it must be memorized (obviously so):
 - Singing → Sing+ing; Bringing → bring+ing
 - Cantare, portare; singen, holen
- We must know the endings (suffixes) of words
- What else?
- We must know the roots (stems) of words
 - Duckling → Duckl + ing ?
- What else?
 - We must know which endings go on which roots
 - Doer → do+er
 - Beer → ??

6.863J/9.611J SP04 Lecture 1

But there is too much to memorize!

- Missile
 - Antimissile
 - Antiantimissile
 - Antiantiantimissile...
-
- Conclusion: we must have a generative system – i.e., a set of rules to do this

6.863J/9.611J SP04 Lecture 1

So we can reject this:

missile
antimissile
antiantimissile...



Sound:
missile →
antimissile
antiantimissile...

6.863J/9.611J SP04 Lecture 1

In favor of this:

Anti, missile
+ 1 combinator rule

Sound:
missile →
antimissile
antiantimissile...



The non-WYSIWYG view!

6.863J/9.611J SP04 Lecture 1

Other languages...

Lexical: Paris+mut+nngau+juma+niraq+lauq+sima+nngit+junga
Surface: Pari mu nngau juma nira lauq sima nngit tunga

Paris	= (root = Paris)
+mut	= terminalis case ending
+nngau	= go (verbalizer)
+juma	= want
+niraq	= declare (that)
+lauq	= past
+sima	= (added to -lauq- indicates "distant past")
+nngit	= negative
+junga	= 1st person sing. present indic (nonspecific)

Figure 2: Inuktitut: *Parimunnngaujumaniralausimannngittunga* = "I never said I wanted to go to Paris"

6.863J/9.611J SP04 Lecture 1



An ancient tradition

- Insight of Pāṇini (Sanskrit grammarians): circa 400BCE: system of morphological analysis, based on cascaded rules (we will see how to implement this later on)
- Nice to have whole book written to reveal this published in year 2000
- Still, have we made progress in the intervening two millennia...?

6.863J/9.611J SP04 Lecture 1



Panini

- *Astadhyayi*: (400-700BCE?) Panini gives formal production rules and definitions to describe Sanskrit grammar.
- Starting with about 1700 basic elements like nouns, verbs, vowels, consonants he put them into classes. The construction of sentences, compound nouns etc. is explained as ordered rules operating on underlying structure

6.863J/9.611J SP04 Lecture 1



What's more...

- On the basis of just under 4000 sutras [rules expressed as aphorisms], he built virtually the whole structure of the Sanskrit language
- Uses a notation precisely as powerful as Backus normal form - an algebraic notation to represent numeral (and other patterns) by letters
- So, we know something about what the representation for language might be

6.863J/9.611J SP04 Lecture 1



Figuring out the right algorithm

- *How* is that knowledge is put to use?
- *What* and *how* are the cornerstones – the key questions

6.863J/9.611J SP04 Lecture 1



How can be difficult – why?

- Police police police
- I know that
- I know that block
- I know that blocks the sun
- I know that block blocks the sun
- In a word: ambiguity

6.863J/9.611J SP04 Lecture 1



Ambiguity

- Iraqi Head Seeks Arms
- Juvenile Court to Try Shooting Defendant
- Teacher Strikes Idle Kids
- Stolen Painting Found by Tree
- Kids Make Nutritious Snacks
- Local HS Dropouts Cut in Half
- Obesity Study Looks for Larger Test Group

6.863J/9.611J SP04 Lecture 1

Ambiguity

- British Left Waffles on Falkland Islands
- Red Tape Holds Up New Bridges
- Man Struck by Lightning Faces Battery Charge
- Bush Wins on Budget, but More Lies Ahead
- Hospitals Are Sued by 7 Foot Doctors

6.863J/9.611J SP04 Lecture 1

Subtler Ambiguity

- Q: Why does my high school give me a suspension for skipping class?
- A: Administrative error. They're supposed to give you a suspension for auto shop, and a jump rope for skipping class. (*rim shot*)

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

To get a donut (spare tire) for his car?

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

store where donuts shop? or is run by donuts?
or looks like a big donut? or made of donut?
or has an emptiness at its core?

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

I stopped smoking freshman year, but
John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

Describes where the store is? Or when he stopped?

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

Well, actually, he stopped there from hunger and exhaustion, not just from work.

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

At that moment, or habitually?
(Similarly: Mozart composed music.)

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

That's how often he thought it?

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

But actually, a coffee only stays good for about 10 minutes before it gets cold.

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

6.863J/9.611J SP04 Lecture 1



What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

the particular coffee that was good every few hours? the donut store? the situation?

6.863J/9.611J SP04 Lecture 1



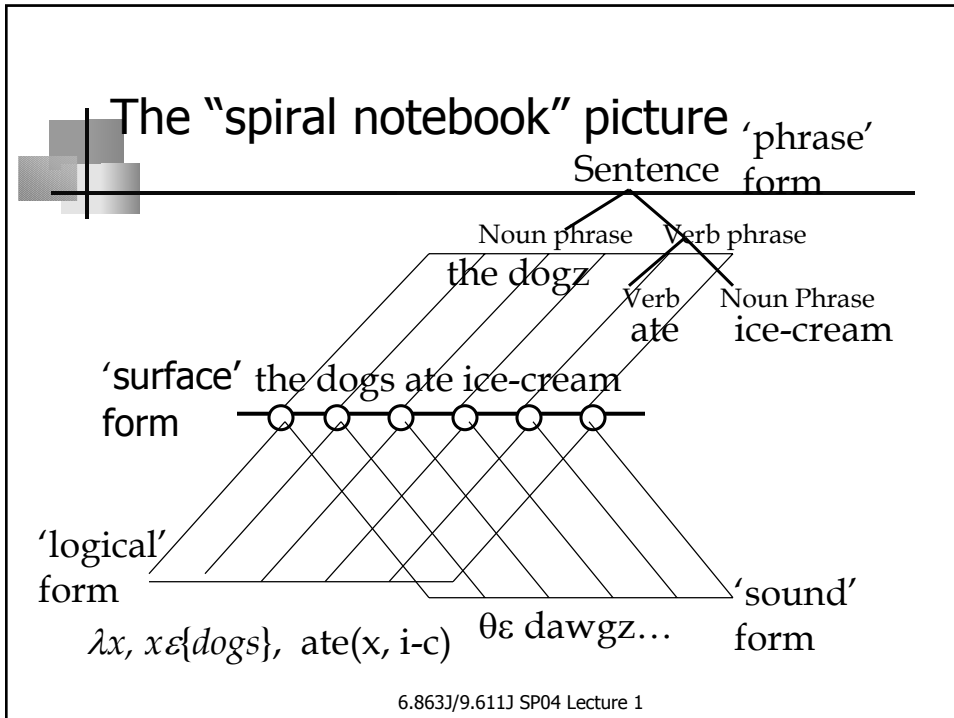
What's hard about this story?

John stopped at the donut store on his way home from work. He thought a coffee was good every few hours. But it turned out to be too expensive there.

too expensive for what? what are we supposed to conclude about what John did?

how do we connect "it" to "expensive"?

6.863J/9.611J SP04 Lecture 1



- ## Levels of language
- Phonetics/phonology/morphology: what words (or subwords) are we dealing with?
 - Syntax: What phrases are we dealing with? Which words modify one another?
 - Semantics: What's the literal meaning?
 - Pragmatics: What should you conclude from the fact that I said something? How should you react?
- 6.863J/9.611J SP04 Lecture 1



Levels of representation

- Primitives
- Rules of combination (syntax – from Greek σψνταξις, 'too arrange together')
- Generative system to produce expressions in the representation language
- Examples: words, phrases,....

6.863J/9.611J SP04 Lecture 1



The basic computational problem

- Mapping from (external) representation to an (internal) representation
- True for *all* representational levels of
- Examples: cats → cat-Noun-Plural)
cat-Noun-Plural → cats
the cat slept → Noun phrase Verb

6.863J/9.611J SP04 Lecture 1



The central problem: parsing

- The problem of mapping from one representational level to another is called parsing
- If there is > 1 possible outcome (the mapping is not a function) then the input expression is ambiguous

dogs → dog-Noun-plural or
dog-Verb-presT

6.863J/9.611J SP04 Lecture 1



Word parsing

- We begin here: Lab 1
- Why?

6.863J/9.611J SP04 Lecture 1

Start with words: they illustrate all the problems (and solutions) in NLP

- Parsing words
Cats → CAT + N(oun) + PL(ural)
- Used in:
 - Traditional NLP applications
 - Finding word boundaries (e.g., Latin, Chinese)
 - Text to speech (*boathouse*)
 - Document retrieval (example next slide)
- In particular, all the problems of *parsing*, *ambiguity*, and *computational efficiency* arise (as well as the problems of *how people do it*)

6.863J/9.611J SP04 Lecture 1

Example from information retrieval

- Keyword retrieval: *marsupial* or *kangaroo* or *koala*
- Trying to form equivalence classes - ending not important
- Can try to do this without *extensive* knowledge, but then:
organization → organ Europe~~an~~ → Europe
generalization → generic noise → noisy

6.863J/9.611J SP04 Lecture 1

Morphology

- Morphology is the study of how *words* are *built up* from smaller *meaningful* units called *morphemes* (morph= shape; logos=word)

What about other languages?

Present indicative	Imper	Imperf Indic.	Future	Preterite	Present Subjun	Cond	Imp. Subj.	Future Subj.
<i>amo</i>		<i>amaba</i>	<i>amaré</i>	<i>ame</i>	<i>ame</i>	<i>amaria</i>	<i>amara</i>	<i>amäre</i>
<i>amas</i>	<i>ama</i>	<i>amabas</i>	<i>amarás</i>	<i>amaste</i>	<i>ames</i>	<i>amarías</i>	<i>amaras</i>	<i>amares</i>
	<i>ames</i>							
<i>ama</i>		<i>amamba</i>	<i>amará</i>	<i>amó</i>	<i>ame</i>	<i>amaría</i>	<i>amara</i>	<i>amáreme</i>
<i>amamos</i>								
<i>amáis</i>	<i>amad</i>	<i>amambais</i>	<i>amremos</i>	<i>amomos</i>	<i>amemos</i>	<i>amaríanos</i>	<i>amarais</i>	<i>amareis</i>
	<i>amáis</i>							
<i>aman</i>		<i>amamban</i>	<i>amarán</i>	<i>amaron</i>	<i>amen</i>	<i>amarían</i>	<i>amarain</i>	<i>amaren</i>

How to love in Spanish...incomplete...you can finish it after Valentine's Day...

What about other processes?

- Stem: core meaning unit (morpheme) of a word
- Affixes: bits and pieces that combine with the stem to modify its meaning and grammatical functions

Prefix: *un-*, *anti-*, etc.

Suffix: *-ity*, *-ation*, etc.

Infix:

Tagalog: *um+hinigi* → *humingi* (borrow)

Any infixes in 'nonexotic' language like English?

Here's one: *un-f^{*****}-believable*

6.863J/9.611J SP04 Lecture 1

OK, now how do we deal with this computationally?

- What knowledge do we need?
- How is that knowledge put to use?
- What:
 - duckling*; *beer* (implies what K...?)
 - chase* + *ed* → *chased* (implies what K?)
 - breakable* + *un* → *unbreakable* ('prefix')
- How: a bit trickier, but clearly we are at least doing this kind of mapping...

6.863J/9.611J SP04 Lecture 1

Why not a great big dictionary?

1. Impractical: some languages associate a single meaning w/ a Sagan number of distinct surface forms (600 billion in Turkish)
2. Chinese compounding: about 3000 'words,' combine to yield tens of thousands
3. Speakers don't represent words as a list
Wug test (Berko, 1958)
Juvenate is rejected slower than *pertoire* (real prefix matters)

6.863J/9.611J SP04 Lecture 1

Two parts to the "what"

1. Which units can glue to which others (roots and affixes) (or stems and affixes)= "morphotactics"
2. What 'spelling changes' (orthographic changes) occur – like dropping the *e* in 'chase + ed' (morpheme 'shape' depends on its context – like plural)

IDEA: MODEL EACH AS A FINITE-STATE MACHINE,
then combine.

WHY is this a good model?

6.863J/9.611J SP04 Lecture 1

What are we modeling – part I

- Linear arrangement of morphemes – beads on a string:

Lebensversicherungengesellschaftsangestellter

Leben+s+versicherung+gesellschaft+s+angestellter

life+CmpAug+insurance+CmpAug+company+CmpAug+employee

English examples

- As an example, consider adjectives

Big, bigger, biggest

Cool, cooler, coolest, coolly

Red, redder, reddest

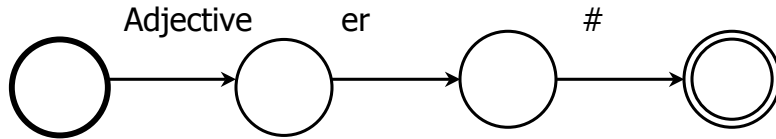
Clear, clearer, clearest, clearly, unclear, unclearly

Happy, happier, happiest, happily

Unhappy, unhappier, unhappiest, unhappily

Real, unreal, silly

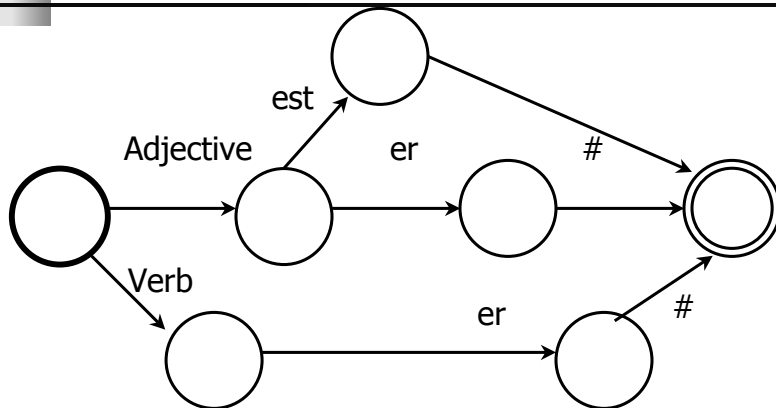
Finite-state machine



Pure model of linear concatenation

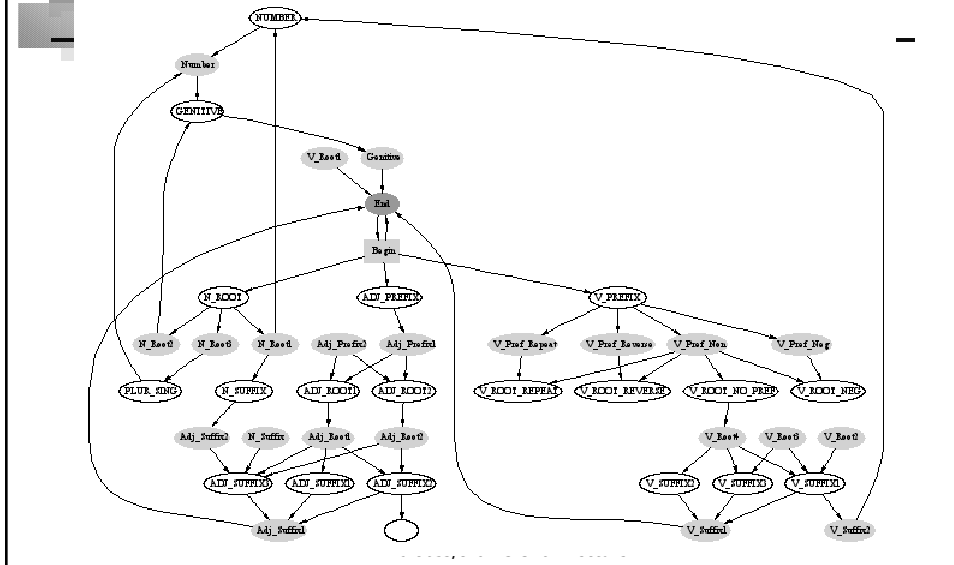
6.863J/9.611J SP04 Lecture 1

More states & arcs for more discrimination



6.863J/9.611J SP04 Lecture 1

Linear concatenation of morphemes as fsa



What are we modeling – part 2

- Morphemes surface differently in different contexts
- Fox+s → foxes; fly+s →flies; quiz+s →quizzes; dog+s → dogs
- We model this as an extension of std finite-state machine
- Do this in two steps: (1) since the words are spelled out as characters, form an fsa for spelling, a prefix tree automaton:

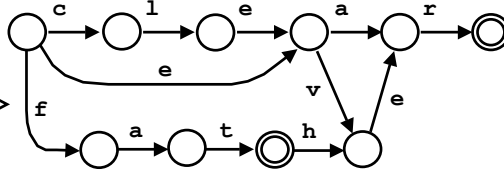
Representing possible spell-out

Wordlist

clear
clever
ear
ever
fat
father

compile

Network



/usr/dict/words
25K words
206K chars

2 sec

FSM

17728 states,
37100 arcs

6.863J/9.611J SP04 Lecture 1

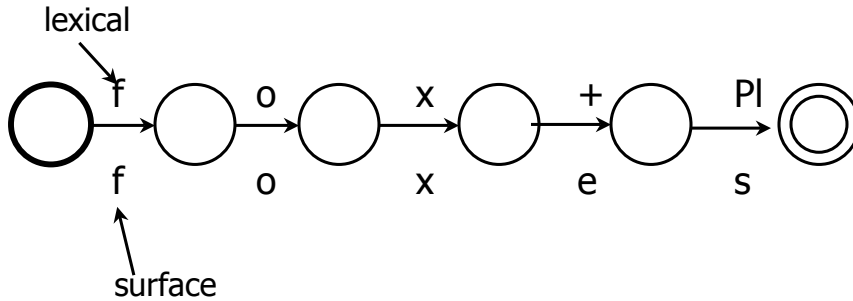
Representing spelling changes

- This gives the surface spelling
- Now we add a second pair on the arc labels to specify what the underlying or lexical 'spelling' is
- Example: d o g s (surface)
d o g PL (lexical)

This is called a finite-state transducer

6.863J/9.611J SP04 Lecture 1

Finite state transducer (fst) as way to represent lexical/surface relation



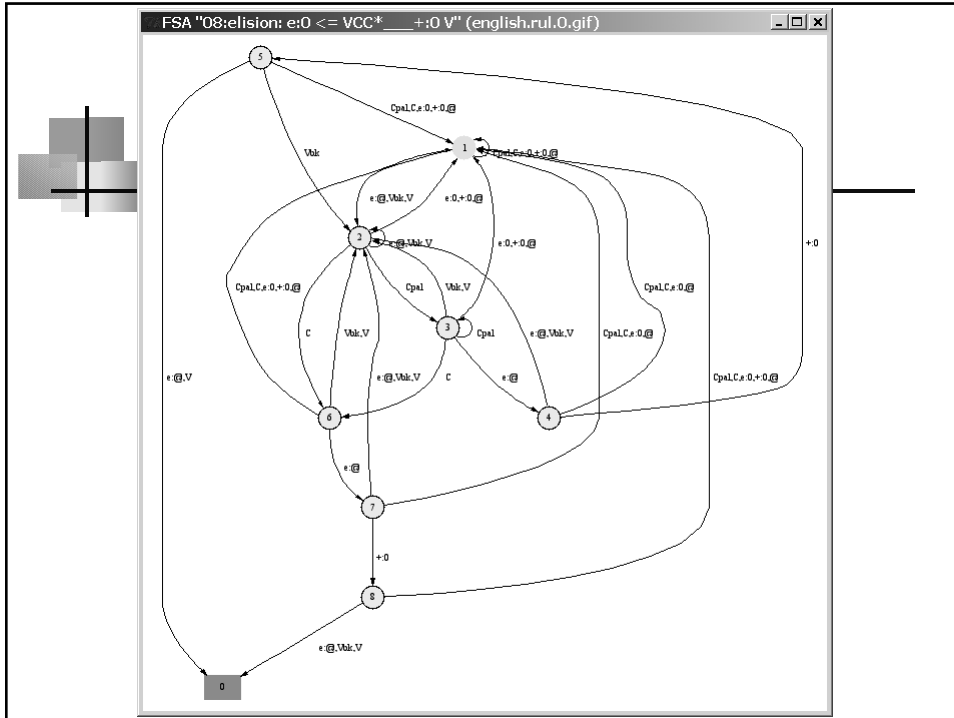
(lexical, surface) pairs for transitions
 Alternative notation: (f:f), (+:e)

6.863J/9.611J SP04 Lecture 1

How was this done in linguistic theory?

- Insert e after 'sh', 'x', etc: "epenthesis"
- Statement of rule is actually quite complex:
 - Rewrite rule: $x \rightarrow y \mid \alpha _ \beta$ (Chomsky & Halle)
 - $0:e \implies [Csib (c h) (s h) y:i] +:0 _ s$ (transducer notation)

6.863J/9.611J SP04 Lecture 1



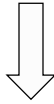
Ah, but there's more than 1 change..

- quiz+s → quizzes
- And... they interact: spy+s
- What do we do?
- Ans: more than one FTN, one for each kind of change
 - Epenthesis (e insertion)
 - consonant doubling (gemination)

Example from English

underlying

quiz + s



Rule A: *s -> es after z*

intermediate

quiz + es



Rule B: *z doubles before
Suffix beginning with
vowel*

underlying

quizzes

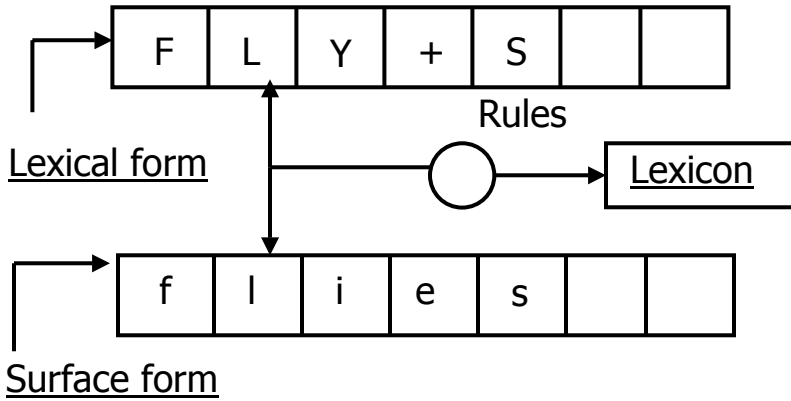
6.863J/9.611J SP04 Lecture 1

How to handle > 1 rule?

- Ans: intersect FTNs...
- So we get this picture...

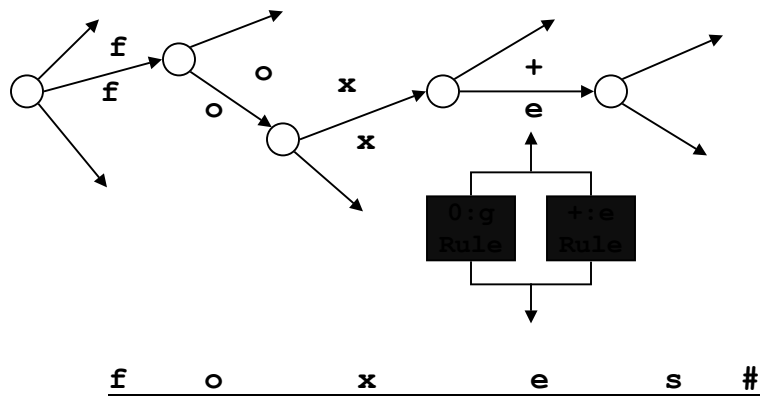
6.863J/9.611J SP04 Lecture 1

Two-level morphology

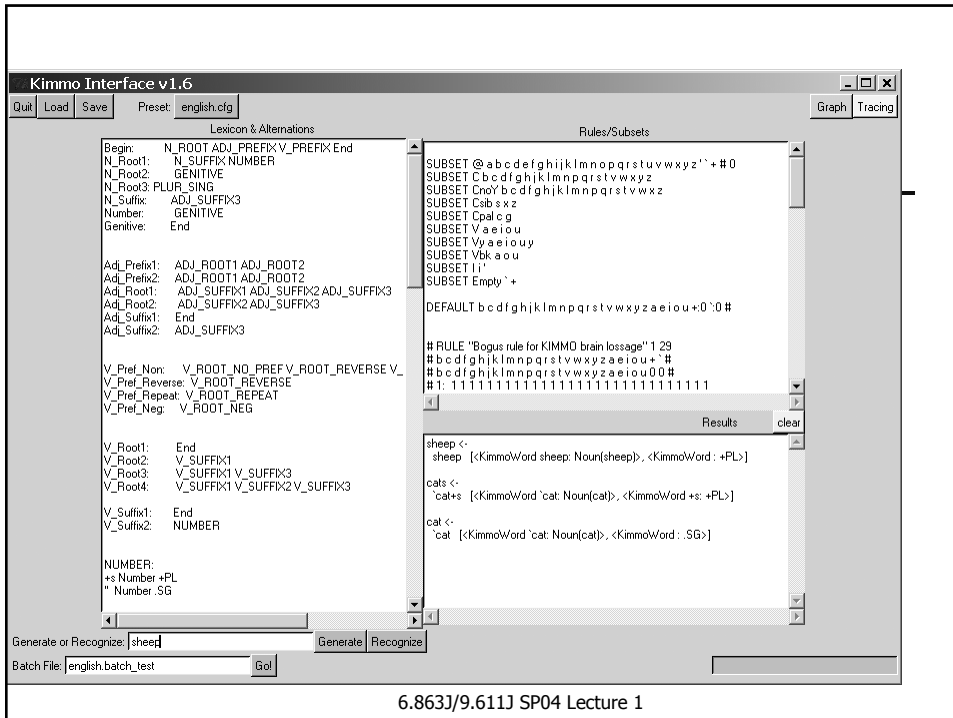


6.863J/9.611J SP04 Lecture 1

Lookup and Analysis in Tandem

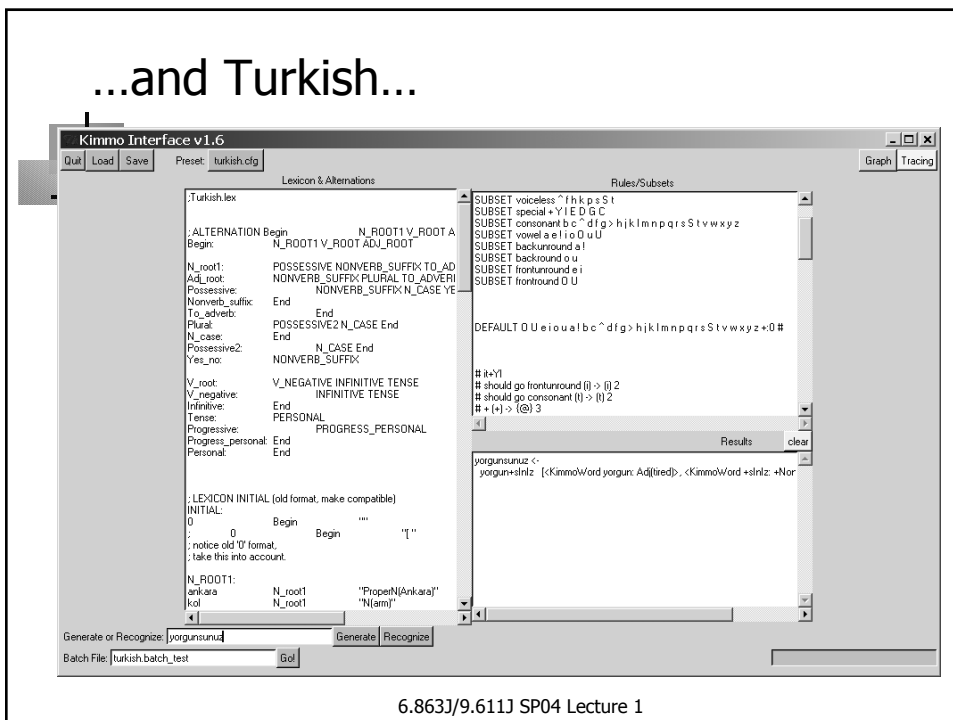


6.863J/9.611J SP04 Lecture 1



6.863J/9.611J SP04 Lecture 1

...and Turkish...



6.863J/9.611J SP04 Lecture 1