

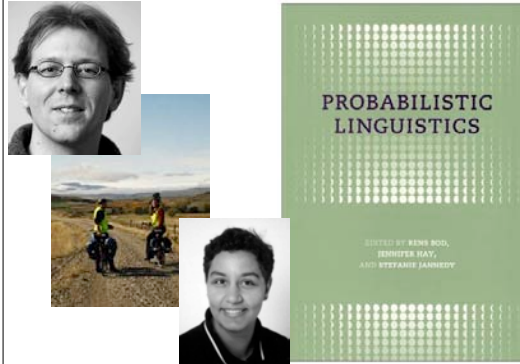
# The Great Number Crunch

Charles Yang (2008)



Models of Language Class  
Kenny Vaden

Rens Bod, Jennifer Hay & Stefanie Jannedy (eds.),  
Probabilistic linguistics. Cambridge, MA: MIT Press, 2003.



## 1. Introduction

### Models of Probability Book:

- 1) Demonstrated uses of probabilistic language models
- 2) Superiority over Generative Grammar and Maxim of Categoricity

“One of the foundations of modern linguistics is the maxim of categoricity: language is categorical. Numbers play no role, or, where they do, they are artifacts of nonlinguistic performance factors.”

### However, Yang points out:

**Logical Structure of Linguistic Theory** (Chomsky) was explicitly set up to include probability concepts  
**Variationist Analysis** already developed as an approach to study the distribution of discrete choices.

## 2. Highlights from *Probabilistic Linguistics*:

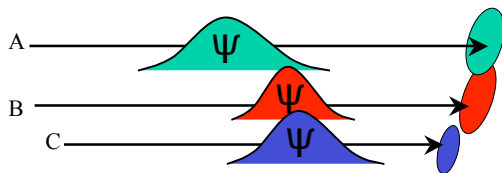
1. **Jurafsky**: broad summary of probabilistic effects & models in psycholinguistics, *plus potential objections*
2. **Pierrehumbert** models American English vowel variation
3. **Baayen** on morphological productivity as it calls on storage or computation in the mental lexicon
4. **Cohen** discusses usage for frequency adverbs (*always, sometimes, often*) while other applications not as well developed

... *models of language change (Zuraw), phonological adaptation in Oprah Winfrey's speech (Mendoza-Denton, Hay, Jannedy), linguistic corpora and theory (Manning), etc.*

### 3. Linguistic Probability and Linguistic Theory

Probabilistic effects do not automatically constitute a rebuttal of categorical linguistics

*Probabilities may be performance factors, cognitive components acting on discrete linguistic components*



### 3.1 Probabilistic Facts

#### One Concern:

Categorical Tasks vs. Gradient Tasks

#### Another: weakly substantiated claims

**Zuraw:** frequent words adopt automatic phonetic rules first

*example:* t/d deletion in word-final consonant clusters

**Yang bashes Zuraw** – actually a stable speech variation, seen in children and adults, however *lenition*-weakening seems to occur in high frequency words...

Yang indicates that linguistic facts founded only on probabilistic bases are **not trustworthy**. *Us vs. them??*

### 3.2 Variation & Grammar

**Book Claim:** Categorical Linguistics only study endpoints, ignoring *gradient middle*

X No categorical models prohibit the use of frequencies.

X Variationist Perspective (Labov, 1969) has long held statistical data as part of picture, just as categories are.

#### Yang:

*The categorical linguist's interest in the endpoints ... provide the very units of distribution that the probabilistic linguist works with.*

### 3.3 The Locus of Linguistic Probability

**Competence vs. performance issue in Grammar and its use – broader conflict**

**Yang focuses on probabilistic effects** – not homogeneous, and may be accommodated by existing models.

- 1. Linguistic levels:** distinct domains can produce joint products that blur phonemic distinctions.
- 2. Interaction with Cognitive and Perceptual systems** means that probabilistic effects are difficult to attribute to specific language faculty, even language *per se*.

### 3.3 Example of Lexical Access and Frequency

**More frequent items are recognized faster.**

**Forster's Bin Model:** items ranked by freq. (hi = fast)

Model explains all manner of frequency effects, plus pseudowords are accessed more slowly.

Discrete linguistic model produces stochastic results.

With models that place language faculties into a context of cognitive/perceptual components – gradients will fall out even with categorical language processes

### 3.4 Probabilistic evidence for categorical linguistics

**Natural sciences:** variation provides compelling evidence for a discrete system

Evolution depends on statistical distribution of phenotypes:

brown eyes: 80/100  
green eyes: 20/100

*We infer underlying genotypes on the basis of distributions*



Similarly, probabilistic variation in *phenotypes of language*: use, learning, and change – may reflect the underlying system of discrete linguistic units

### 3.4 Probabilistic evidence for categorical linguistics

**The rise of periphrastic *do* in the history of English**

- Change follows the normal pattern, probabilistically; takes place gradually, characterized by a mixture of linguistic forms whose distribution is in fluctuation.

“**Do** send the periphrastic email, Pernille.”

Categorically: this use of *do* is huge departure from past!

Kroch (1989) provides statistical evidence that the uses of *do* in several seemingly unrelated constructions follow the same trajectory of change. A semantically empty “*do*” emerged as other inflective forms disappeared from Middle English.

Correlations are not accidental; grammatical change must be attributed to the change in a SINGLE syntactic parameter.

### 3.4 Probabilistic evidence for categorical linguistics

**Language learning in the child**

**How do changes in Grammar occur over time?**

**Quantitative analyses** of child language shows variation that cannot be attributed to a **single potential grammar**.

**BUT** if we interpret LEARNING as probabilistic and GRAMMAR as categorical, then variation in child language is a statistical ensemble of possible grammars whose distribution changes over time.

### 3.4 Probabilistic evidence for categorical linguistics

Yang does a balancing act:

Probabilistic aspects of language learning, use, and change do raise a challenge – **to categorical models** of learning, use, and change, but **not** to the **categorical view of language itself**.

### 4. Data, Model, and Inference

Yang states that the book understated the difficulty of problems facing probabilistic models while overstating their accomplishments.

At the same time, he recognizes that probabilistic linguistics has a place in the study of language.

### 4.1 Probability, Reality, and Computation

**Probabilistic models** incorporate performance into their explanatory scope, so are more accountable for matching reality.

#### General Learning Algorithm

Formal properties, learnability, convergence time, etc., and unlearnable datasets (rigorous evaluations that are standard in natural language processing) not applied.

#### Unsupervised Cluster Analysis for Vowel Learning

Used k-means algorithm to find k clusters of vowel formant data, supposedly like infant learning; k is set by the programmer!

### 4.1 Probability, Reality, and Computation

#### Problems with probabilistic models in general:

**Sparse data problem:** as the model gets richer, number of parameters set increases exponentially

**Independence Assumption:** cleans up interactions to pretend components can just be summed or multiplied, *but in a linguistic expression, hardly any two items are ever independent*

**Scalability issue:** surprisal for word-parsing in sentences requires calculation of probabilities for infinite alternative strings – scaled down by appealing to ... **categorical syntactic structures**.

**Abstractions based on linguistic categories** may hold the key to empirical progress for probabilistic models, then they may scale up to naturalistic data.

## 4.2 The Case of Missing Data

**How to use linguistic data properly** is a difficult question, particularly **corpus usage**.

*‘Not every regularity in the use of language is a matter of grammar’ (Zwicky & Pullum, 1987).*

**VS . Baayen ~ If Google can find it, it is linguistics.**

*Baayen used examples of -th as a nominalizing suffix in gloomth, greenth, and coolth from the Internet to make some point about language.*

**- Yang thinks this is uncoolth.**

## 4.2 The Case of Missing Data

**There are good uses of corpora, CHILDES**  
(MacWhinney 1995)

Evidence for Productive vs. Unproductive Morphology (Categorical) Distinction from CHILDES:

Unproductive Irregular Past Tense Pattern:

*wipe-wope, bring-brang, trick-truck, walk-has walken*

(Xu & Pinker found these occur in 0.2% of feasible places.)

Overapplication of Productive Regular Past Tense Pattern:

Compounds: *mice-eater* 90% **versus** *rats-eater* 2%

(Pinker 1999 states these are very common)

## 4.2 The Case of Missing Data

### Questions about corpora use

1. Why does only the corpus count as ‘verifiable linguistic data’? (*as Manning allegedly asserted*)

Yang then points out how corpora are “highly sensitive to genre and style” while GRAMMATICALITY JUDGMENTS *can be confirmed or rejected...*

**X** ☹ **WRONG, YANG**

## 4.2 The Case of Missing Data

### Questions about corpora use

2. Goal of linguistic theory is to est. bounds of possible *and impossible* linguistic forms – corpora only show a handful of possibilities in the ocean of infinite generativity...

**Yang screws it up here, disliking Pierrehumbert’s statement:** ‘Statistical underrepresentation must do the job of negative evidence’, then citing Saffran et al. (1996) as the example of **presumed** frequency learning over linguistic units.

“I don’t see exactly how learning something in the data tells the learner what is not in the data.” - Yang

**IT DOESN’T!** - Saffran showed **phonemic patterns** are learnable during **brief exposures** to artificial language, **not rules**.

## 4.3 Probabilistic Learning & Language Learning

### What is necessary to learn a Grammar?

Relaxation of discreteness can simplify computations, and produce provably superior formal properties for language learning.

#### Comparing 2 related but distinct frameworks of learning:

1. **Categorical framework** of Gold (1967) requires exact identification of the target hypothesis
2. **Probably Approximately Correct** (PAC) framework only requires learner to get close to the target, but within reasonable bounds of computational resources.

## 4.3 Probabilistic Learning & Language Learning

### With finite hypotheses, learnability is ensured.

#### One conclusion from both frameworks:

Learning is not possible unless the hypothesis space is tightly constrained by prior knowledge / Universal Grammar

#### TWO Big Questions:

How are grammatical hypotheses are *scattered* such that they are distinguished by data in a computationally tractable way?

Are the language learning models psychologically plausible; matching language development data?

## 5. Conclusion

### Book presents a diverse range of probability applications in linguistic study

**But** it fails to respect real progress made by traditional generative approach, while adapting those methods for their own goals – something anticipated by Chomsky and Labov, but not acknowledged in the current volume.

**Yang points out that probabilistic models are gaining ground, but that they cannot completely replace their own framework!**