

Finite-state Scripting and the Computational Curriculum

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Jan. 8, 2012

Outline

Why computational literacy generally

What is finite-state scripting

Toolkits

Examples

Why finite-state scripting is useful

The field has changed

Why should linguists be computationally literate?

- ▶ Lots of large data sets available electronically.
- ▶ Inexpensive powerful personal computers.
- ▶ Mathematically intensive theories gaining in popularity.

What we do at Arizona

- ▶ We have theoretical and practical computational courses at all levels of our curriculum.
- ▶ We have lots of computationally oriented faculty.
- ▶ We have a specific additional MS degree in Human Language Technology (HLT).
- ▶ Students in our PhD program can earn either an MA or an HLT MS degree “on the way” to their PhD in Linguistics.
- ▶ Computational skills are also introduced in traditional linguistics courses.

A specific example

- ▶ We have a course “Formal foundations of linguistic theory”
- ▶ It covers formal language theory, logic, set theory, etc.
- ▶ I've started using a finite-state toolkit to teach some of these concepts.

What is finite-state scripting?

- ▶ Finite-state scripting implements *regular languages* and *regular relations*.
- ▶ A regular language (or regular expression) can only be defined in terms of a finite alphabet, concatenation, disjunction, and repetition. For example:
 - ▶ $ab = \{ab\}$,
 - ▶ $a|b = \{a, b\}$,
 - ▶ $a^* = \{\epsilon, a, aa, aaa, \dots\}$,
 - ▶ $[a^*|b]b = \{b, bb, ab, aab, aaab, \dots\}$.

It's been argued that the set of words in a natural language can be defined with just this much computational power.

Regular relation

- ▶ A mathematically imprecise characterization is that these are rules or mappings.
- ▶ Any two regular expressions can be paired to make a regular relation.
- ▶ All the operations available for regular languages can be used in regular relations.
- ▶ For example:
 - ▶ $a : b$ maps a to b .
 - ▶ $[ab] : c$ maps ab to c .
 - ▶ $[a : b] | [a : c]$ maps a to b or maps a to c .

It's been argued that all of phonology and all of morphology can be treated with just this much computational power.

Free implementations

There are a number of implementations of finite state technology:

- ▶ foma <http://code.google.com/p/foma/>
- ▶ xfst <http://www.cis.upenn.edu/~cis639/docs/xfst.html>
- ▶ jflap <http://www.cs.duke.edu/csed/jflap/>
- ▶ fsp <http://www.u.arizona.edu/~hammond/flbi1.02.tar.gz>
- ▶ fsm <http://www2.research.att.com/~fsmttools/fsm/>
- ▶ fsa <http://odur.let.rug.nl/~vannoord/Fsa/>
- ▶ fst <http://people.csail.mit.edu/ilh//fst/>
- ▶ etc.

Why I use foma

Why I use foma:

- ▶ free;
- ▶ cross-platform;
- ▶ fast, efficient, complete;
- ▶ written by an Arizona alumnus: Mans Hulden.

Example: Welsh syllable structure

- ▶ `define Stops [p|t|c|b|d|g];`
`define ...`
- ▶ `define Onset [(Stops|Frics) (w) (Nasals) (w) (Liquids)`
`(i)]|[(Nasals|r) h (Liquids)];`
- ▶ `define Nuc [(High) [High|Mid] (High)]|[(High) [Mid|Low]`
`([High|e|o])];`
- ▶ `define Coda (Liquids) (Nasals) [Stops|Frics]^<5`
`(w|y|r|l|n) ([r|s]);`
- ▶ `define Syllable [Onset Nuc Coda];`

(Parentheses indicate an optional element; ^<5 means less than five instances of the preceding element.)

Why use finite state scripting in this course?

- ▶ To better understand formal language theory
- ▶ To better understand logic and set theory too
- ▶ To better understand linguistic theory: phonology, morphology, syntax
- ▶ As a practical tool for language documentation

Desiderata

- ▶ It helps turn some of the drier material of formal foundations into something practical/useful.
- ▶ Its different modality makes formal foundations more accessible.
- ▶ Regardless of a student's interest in formal language theory, it gives them a practical tool for language documentation.

Conclusion

- ▶ Computational literacy is more and more critical to linguists.
- ▶ Precisely what kind of literacy depends on a student's interests and goals.
- ▶ We can connect computational literacy to difficult pedagogical domains and to practical concerns.
- ▶ As faculty, we need to be bold in trying out and exposing our students to new computational tools.