Ling 566

Sept 25, 2014

Introduction, organization, first attempts at a theory of grammar

Overview

- Syllabus
- Prescriptive/descriptive grammar; Competence/performance
- Some history
- Why study syntax?
- Two theories that won't work
- Start on CFG

But first...

Evacuation Information

Instructions for evacuation from a building

- Secure any hazardous materials or equipment before leaving.
- Gather valuable personal belongings with you (keys, purses, wallets, etc.)
- Evacuate the building using the nearest exit.
- If you encounter smoke or an exit is blocked, try another escape route.
- If you have to escape through smoke, crawl on your hands and knees and keep your head low where the air is the cleaner.
- Always use stairs instead of elevators.
- Follow directions given by evacuation wardens.
- Go to Evacuation Assembly Point (EAP) designated in your building's evacuation plan and on building emergency evacuation signs.
- Report in and notify emergency personnel if anyone is trapped or injured inside.
- Assist persons with disabilities (see guidelines for evacuation options).

- https://www.ehs.washington.edu/fsoemerprep/evacinfo.shtm

http://courses.washington.edu/ling566

Description

This course covers fundamental concepts in syntactic analysis such as part of speech types, constituent structure, the syntax-semantics interface, and phenomena such as complementation, raising, control, passive and long-distance dependencies. We will emphasize formally precise encoding of linguistic hypotheses and the design of grammars that can scale up to ever larger fragments of a language such as is required in practical applications. Through the course, we will progressively build up a consistent grammar for a fragment of English. Problem sets will introduce data and phenomena from other languages.

Course goals

By the end of this course students will be able to:

- Recognize certain classes of syntactic phenomena
- Build analyses of those phenomena in the HPSG framework
- Apply the process of building a formalized analysis to test linguistic hypotheses

Requirements

- Weekly problem sets: 45% Students are encouraged to work on the problem sets in small groups, but answers should be written up individually
- Reading questions: 5% (due midnight the night before each lecture)
- Midterm exam: 15% (take-home, no collaboration allowed)
- Final exam: 35% (take-home, no collaboration allowed)
- Up to 2% adjustment for in-class or GoPost participation.

tions

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Assignment

For each lecture with an assigned reading (see the schedule of topics and assignments), answer the following question to GoPost:

> What in the reading was most confusing? If you can, articulate a question about it. If nothing was confusing, what further questions does this reading raise for you?

There are 17 lectures with associated reading assignments, so each student should submit 17 reading question posts. These will collectively count for 5% of your course grade.

Procedure

Submit RQ to the appropriate RQ area on GoPost by **Midnight Pacific Time** the night before the associated lecture, with a subject line indicating the topic of your question.

Note: We're asking you to post the reading questions to GoPost because we think it will be of interest for you to see each others' questions. However, we do not expect you to go through the other reading questions before posting your own. Repeats/highly similar questions are expected and welcomed (but questions should arise from reading --- just paraphrasing something on the GoPost doesn't count ;-).

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Date	Topic	Reading	Due
9/25	Introduction/organization First attempts at a theory of grammar	Ch 1	
9/26			HW 0 due
9/30	CFG Why NL aren't CF	Ch 2	
10/2	Feature structures Headed Rules, Trees	Ch 3	
10/3			HW 1 due (Ch 2, 3)
10/7	Valence, Agreement	Ch 4	
10/9	Semantics	Ch 5	
10/10			HW 2 due (Ch 4,5)
10/14	How the Grammar Works	Ch 6	
10/16	Binding Theory Imperatives	Ch 7	
10/17			HW 3 due (Ch 6)
10/21	Lexical Types	Ch 8:8.1-8.4	
10/23	Lexical Rules	Ch 8:8.5-8.8	
10/24			HW 4 due (Ch 6,7,8)

10/28	Grammar and Processing	Ch 9	
10/30	Passive	Ch 10	
10/31			HW 5 due (Ch 8); Midterm posted
11/4	Existentials, Extraposition, Idioms	Ch 11	
11/6	Raising, Control	Ch 12	
11/7			Midterm due (Ch 1-10)
11/11	No class: Veteran's Day holiday		
11/13	Auxiliary verbs	Ch 13:13.1-13.4	
11/14			HW 6 due (Ch 11,12)
11/18	Auxiliary verbs: NICE properties	Ch 13:13.5-13.8	
11/20	Catch up, review		
11/21			HW 7 due (Ch 12,13)
11/25	Long-distance dependencies	Ch 14	
11/28	**No class: Thanksgiving Holiday**		
12/2	Syntax and sociolinguistic variation Course evals	Ch 15	
12/4	Construction-based grammar	Ch 16	
12/5			HW 8 due (Ch 14); Final exam posted
12/11 5:00pm			Final exam due **No late finals accepted.**

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Late homework policy

I would like to be able to post the answer keys to homeworks immediately after you turn them in, so that you can compare your answers while the issues are still fresh in your mind. However, if there are students who haven't yet turned in their homework, I can't do that. Accordingly, I have adopted the following late-homework policy:

- Homework is due at the start of class on the date posted.
- **Unless you've made prior arrangements with me**, homework turned in within one day of the due date will receive 80% credit, two days 70% credit. No credit after that, though I will still be willing to look it over and make comments.
- By prior arrangements, I mean contacting me no later than the day before the homework is due (i.e., Sunday for homework due Monday) with the reason you feel you can't complete your homework on time. At that time, I will decide whether or not to grant an extension, and for how long.
- This policy also applies to the midterm exam.
- No late finals will be accepted.

The winning strategy

- Work together: make study groups
- Homework: Discuss as much as you want, write up your own answers
- Exams: No discussion
- Post to GoPost
- Read the book before class (and after again, if necessary)
- Ask questions ... early and often!

Resources

- Glossary at back of textbook
- Bender 2013 (“100 things”)
- Grammar summaries and Appendix A
- Answers to exercises at back of book
- GoPost, study groups, office hours...

Two Conceptions of Grammar

PRESCRIPTIVE

- Rules against certain usages. Few if any rules for what **is** allowed
- Proscribed forms generally in use
- Explicitly normative enterprise

DESCRIPTIVE

- Rules characterizing what people do say
- Goal to characterize all and only what speakers find acceptable
- Tries to be scientific

Uses of Grammar

PRESCRIPTIVE

- Identify speaker's socioeconomic class & education level
- Identify level of formality of a particular usage

DESCRIPTIVE

- Understand how people produce & understand language
- Identify similarities & differences across languages
- Development of language technologies

Prescriptive grammar

- Examples of silly prescriptive rules?
- Examples of useful prescriptive rules?
- Compling applications which might need to encode prescriptive rules?

Fill in the blanks:
he/his, *they/their*, or something else?

Everyone insisted that ___ record was unblemished.

Everyone drives ___ own car to work.

Everyone was happy because ___ passed the test.

Everyone left the room, didn't ___?

Everyone left early. ___ seemed happy to get home.

Descriptive Grammar: an example

F--- yourself!

Go f--- yourself!

F--- you!

*Go f--- you!

- Who taught you this?
- How did you learn it?

Kinds of Things We'll Worry About

- Where to use reflexives (e.g. *myself)* vs. ordinary pronouns (*I* or *me*)
- Agreement (e.g. *We sing* vs. **We sings*)
- Word order (e.g. **Sing we*)
- Case (e.g. **Us sing*)
- Coordinate conjunction (e.g. *We sing and dance*)
- How to form questions, imperatives, negatives…
- …and much more

Competence *vs*. Performance

- The Distinction
  - Competence - knowledge of language
  - Performance - how the knowledge is used
- Examples

  That Sandy left bothered me.

  That that Sandy left bothered me bothered Kim

  That that that Sandy left bothered me bothered Kim bothered Bo

  The horse raced past the barn fell

Competence *v.* Performance

You are what you eat

You are what what you eat eats, too

You are what what what you eat eats eats, too

Acceptability *vs*. grammaticality

- A sentence is **acceptable** if native speakers say it sounds good.
- A sentence is **grammatical** (with respect to a particular grammar) if the grammar licenses it.
- Linguists are sometimes sloppy about the difference.

Some History

- Writings on grammar go back at least 3000 years
- Until 200 years ago, almost all of it was prescriptive
- Until 50 years ago, most linguistic work concerned sound systems (phonology), word structure (morphology), and the historical relationships among languages

The Generative Revolution

- Noam Chomsky's work in the 1950s radically changed linguistics, making syntax central.
- Chomsky has been the dominant figure in linguistics ever since.
- The theory we will develop is in the tradition started by Chomsky, but diverges from his work in many ways.

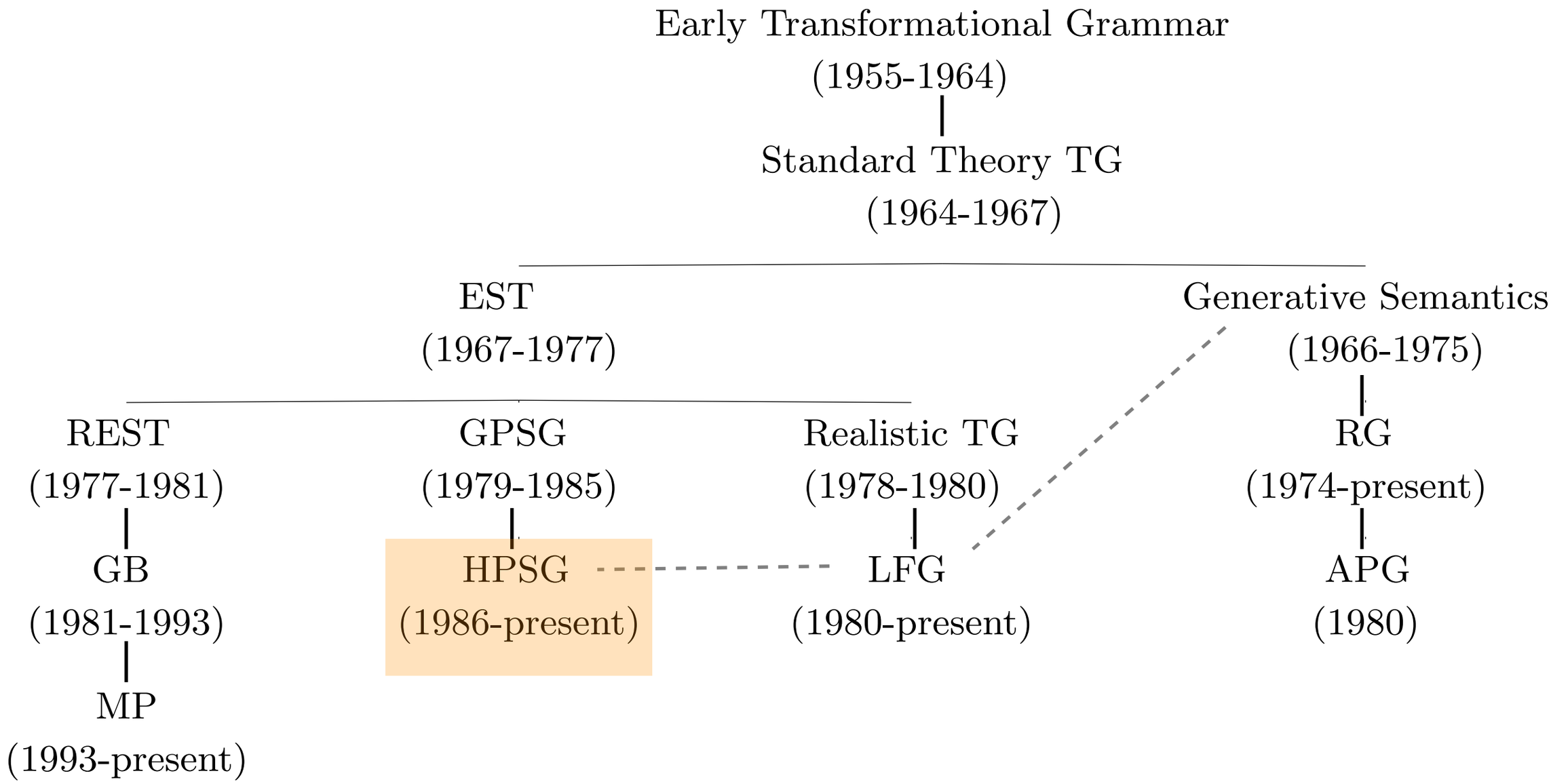
Main Tenets of Generative Grammar

- Grammars should be formulated precisely and explicitly.
- Languages are infinite, so grammars must be tested against invented data, not just attested examples.
- The theory of grammar is a theory of human linguistic abilities.

Some of Chomsky's Controversial Claims

- The superficial diversity of human languages masks their underlying similarity.
- All languages are fundamentally alike because linguistic knowledge is largely innate.
- The central problem for linguistics is explaining how children can learn language so quickly and easily.

Family Tree of Syntactic Theories



Why Study Syntax?

- Why should linguists study syntax?
- Why should computational linguists study syntax?
- Should anyone else study syntax? Why?
- Why are you studying syntax?

Insufficient Theory #1

- A grammar is simply a list of sentences.
- What's wrong with this?

Insufficient Theory #2: FSMs

- the noisy dogs left

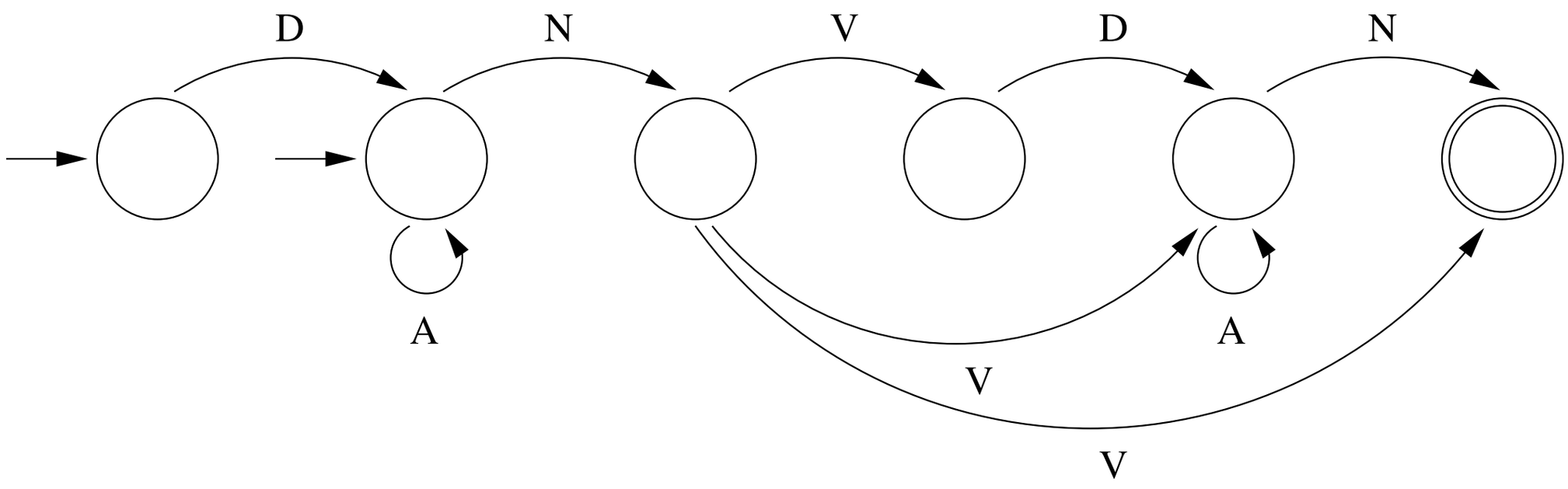
  D A N V

- the noisy dogs chased the innocent cats

  D A N V D A N

- $a^* = \{\emptyset, a, aa, aaa, aaaa, \ldots\}$
- $a^+ = \{a, aa, aaa, aaaa, \ldots\}$
- (D) A* N V ((D) A* N)

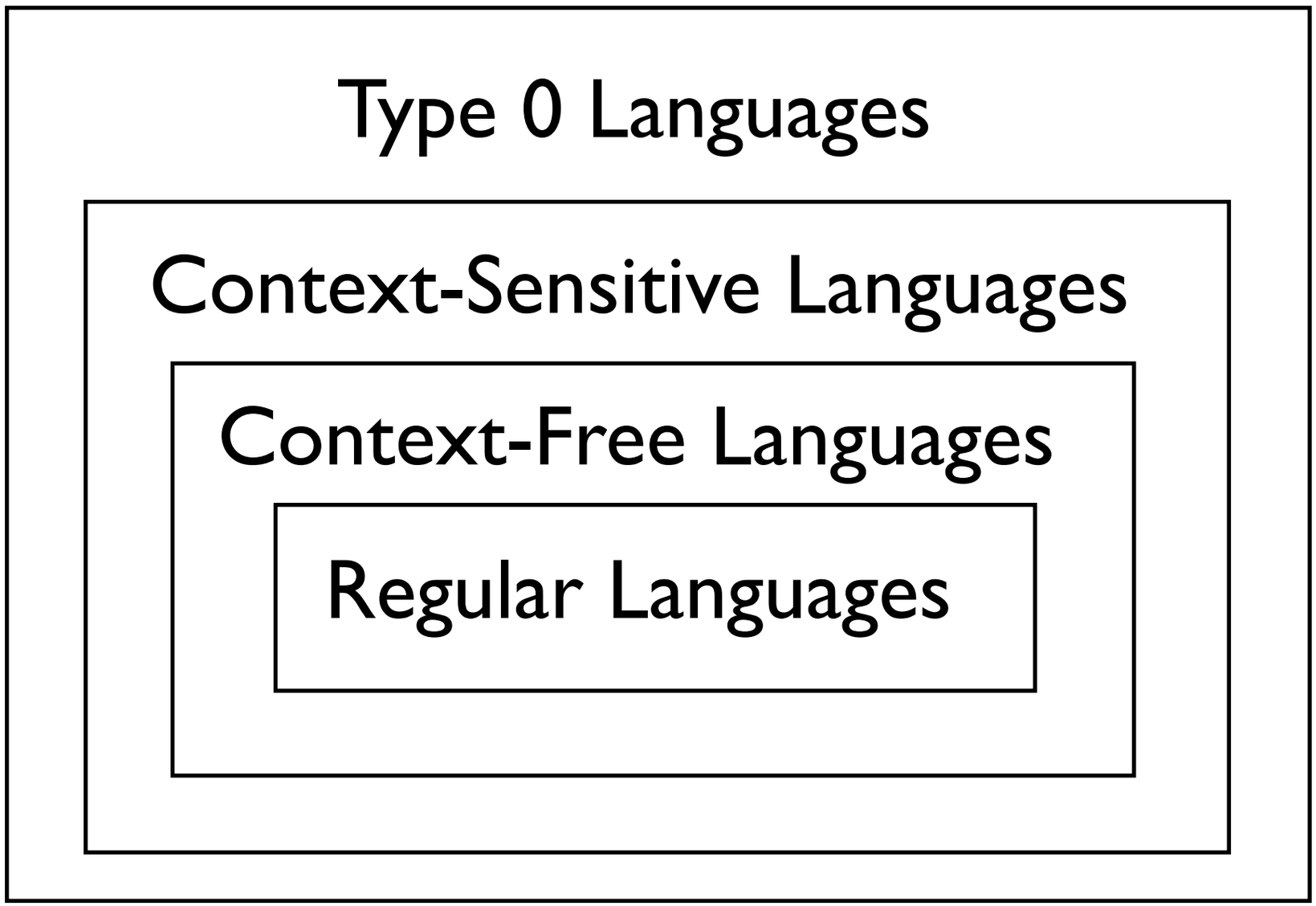
A Finite State Machine



FSMs for Grammar, cont

- Why are FSMs insufficient as a representation of natural language syntax?
- How might they be useful anyway?

Chomsky Hierarchy



Context-Free Grammar

- A quadruple: $< C, \Sigma, P, S >$
  - C: set of categories
  - Σ: set of terminals (vocabulary)
  - P: set of rewrite rules $\alpha \rightarrow \beta_1, \beta_2, \ldots, \beta_n$
  - S in C: start symbol
  - For each rule $\alpha \rightarrow \beta_1, \beta_2, \ldots, \beta_n \in P$
    $\alpha \in C;\ \beta_i \in C \cup \Sigma;\ 1 \leq i \leq n$

A Toy Grammar

RULES

S $\longrightarrow$ NP VP

NP $\longrightarrow$ (D) A* N PP*

VP $\longrightarrow$ V (NP) (PP)

PP $\longrightarrow$ P NP

LEXICON

D: the, some

A: big, brown, old

N: birds, fleas, dog, hunter, I

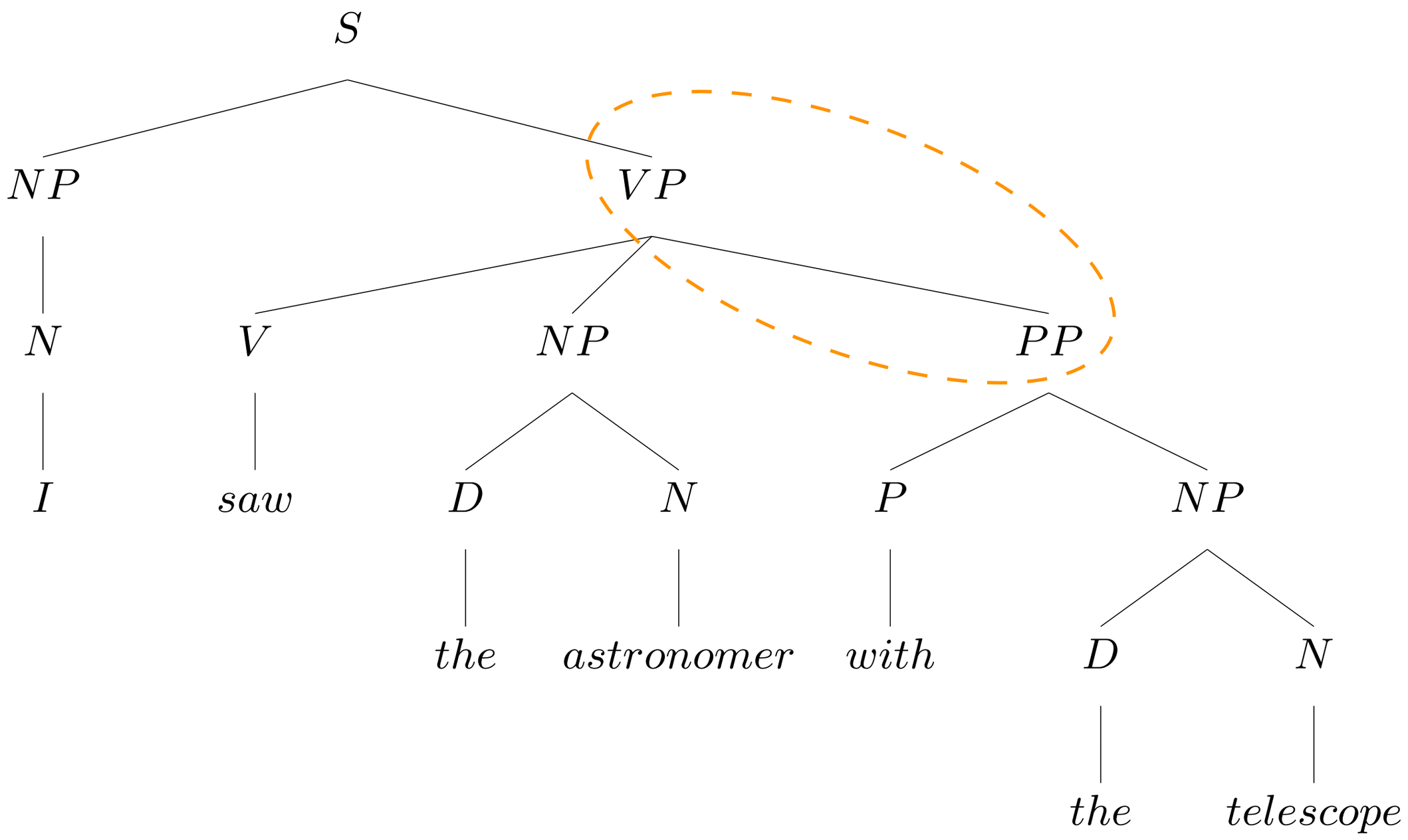
V: attack, ate, watched

P: for, beside, with

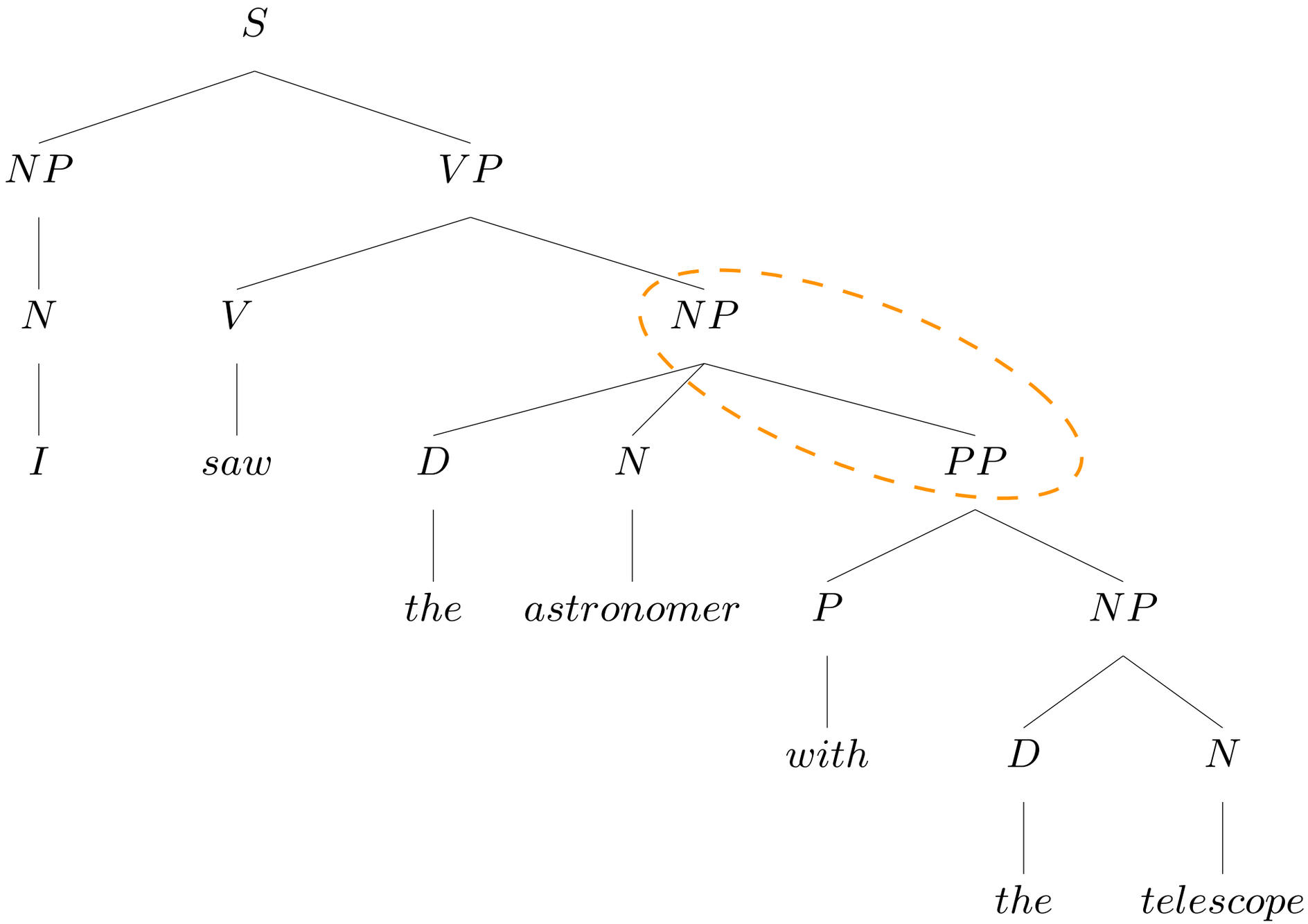
Structural Ambiguity

I saw the astronomer with the telescope.

Structure 1: PP under VP



Structure 1: PP under NP



Constituency Tests

- Recurrent Patterns

  The quick brown fox with the bushy tail jumped over the lazy brown dog with one ear.

- Coordination

  The quick brown fox with the bushy tail and the lazy brown dog with one ear are friends.

- Sentence-initial position

  The election of 2000, everyone will remember for a long time.

- Cleft sentences

  It was a book about syntax they were reading.

General Types of Constituency Tests

- Distributional
- Intonational
- Semantic
- Psycholinguistic

... but they don't always agree.

Central claims implicit in CFG formalism:

1. Parts of sentences (larger than single words) are linguistically significant units, i.e. phrases play a role in determining meaning, pronunciation, and/or the acceptability of sentences.

2. Phrases are contiguous portions of a sentence (no discontinuous constituents).

3. Two phrases are either disjoint or one fully contains the other (no partially overlapping constituents).

4. What a phrase can consist of depends only on what kind of a phrase it is (that is, the label on its top node), not on what appears around it.

- Claims 1-3 characterize what is called ‘phrase structure grammar’

- Claim 4 (that the internal structure of a phrase depends only on what type of phrase it is, not on where it appears) is what makes it ‘context-free’.

- There is another kind of phrase structure grammar called ‘context-sensitive grammar’ (CSG) that gives up 4. That is, it allows the applicability of a grammar rule to depend on what is in the neighboring environment. So rules can have the form A→X, in the context of Y_Z.

Possible Counterexamples

- To Claim 2 (no discontinuous constituents):

  A technician ***arrived*** *who could solve the problem*.

- To Claim 3 (no overlapping constituents):

  I read what was written about me.

- To Claim 4 (context independence):

  - *He arrives this morning*.
  - **He arrive this morning*.
  - **They arrives this morning*.
  - *They arrive this morning*.

A Trivial CFG

S $\longrightarrow$ NP VP

NP $\longrightarrow$ D N

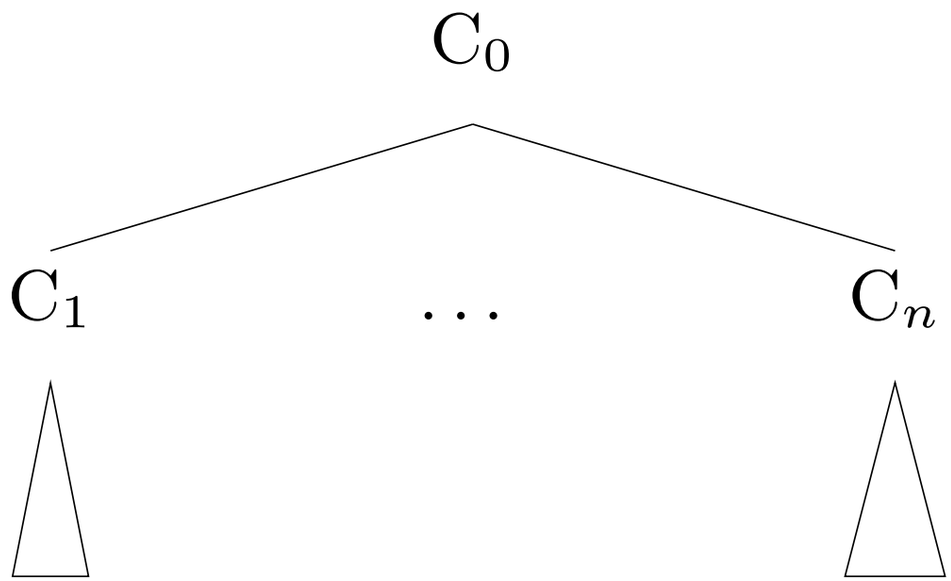
VP $\longrightarrow$ V NP

D: *the*

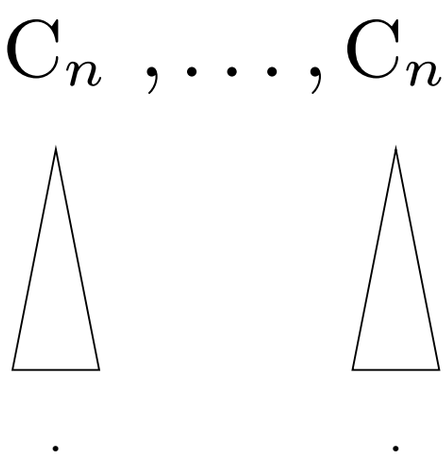
V: *chased*

N: *dog, cat*

Trees and Rules



is a well-formed nonlexical tree if (and only if)

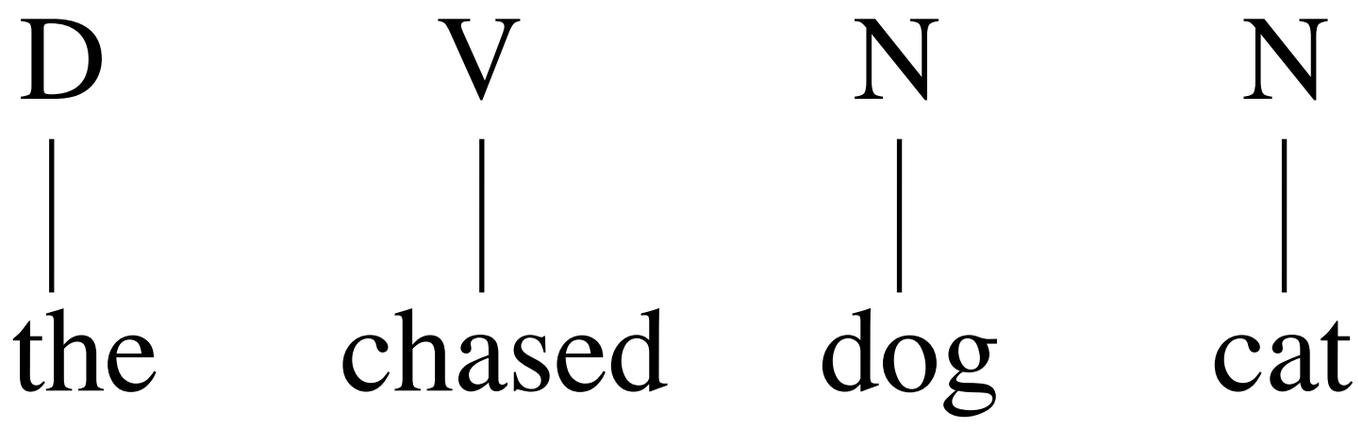


are well-formed trees, and

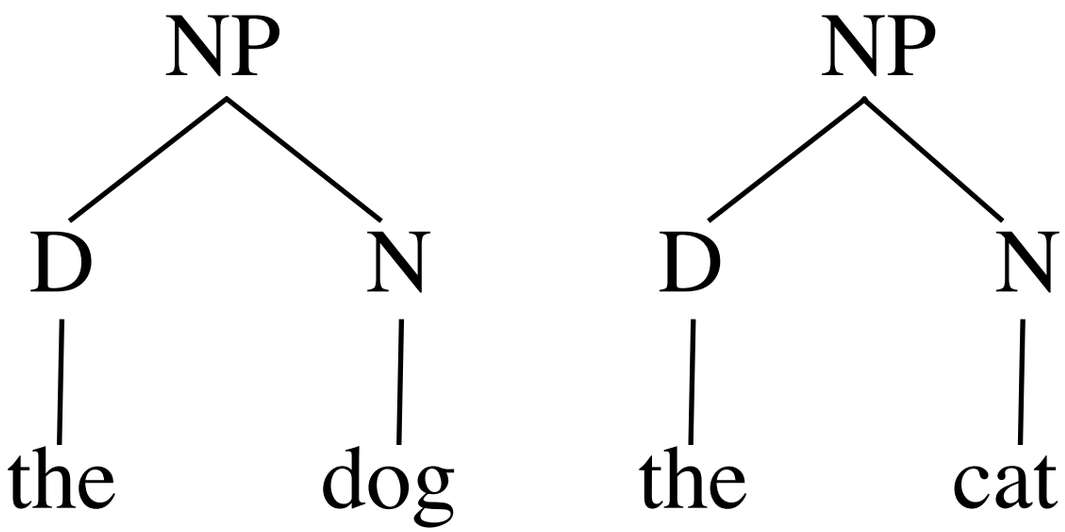
$C_0 \rightarrow C_1 \ldots Cn$ is a grammar rule.

Bottom-up Tree Construction

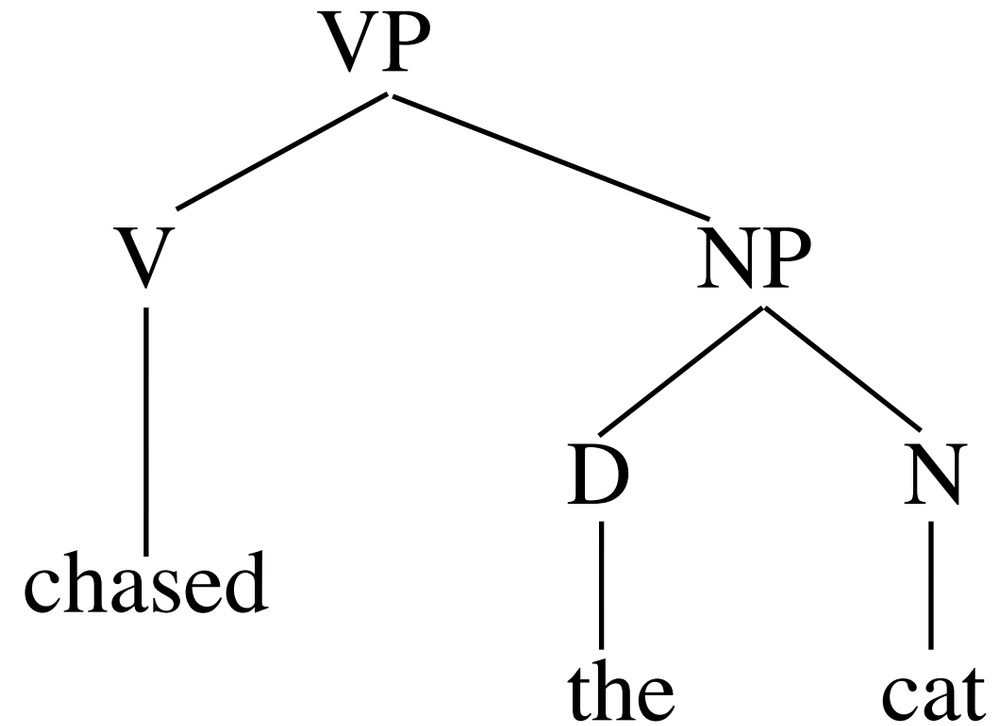
D: *the*
V: *chased*
N: *dog, cat*



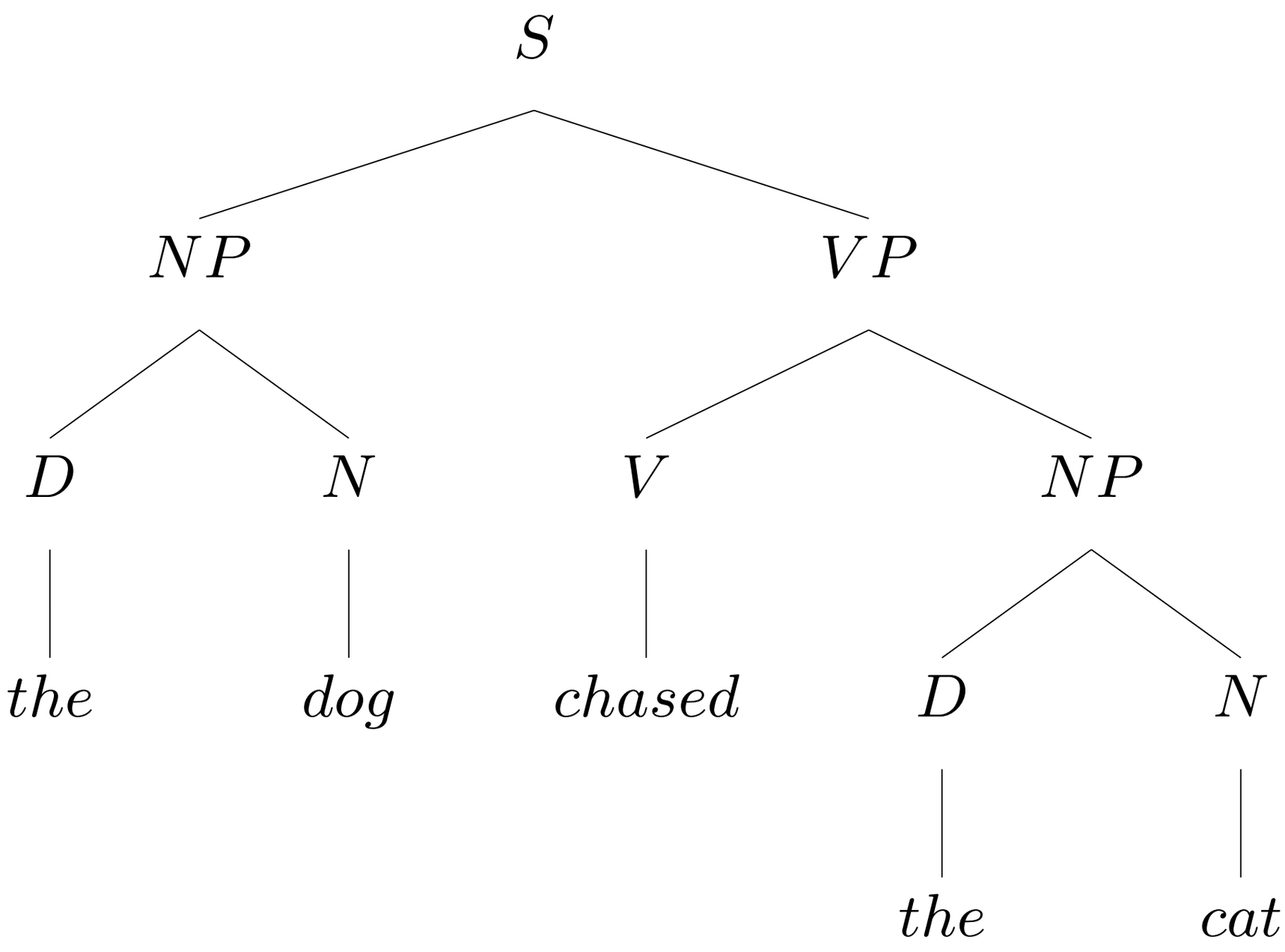
$$NP \longrightarrow D \;\; N$$



$$VP \longrightarrow V \;\; NP$$

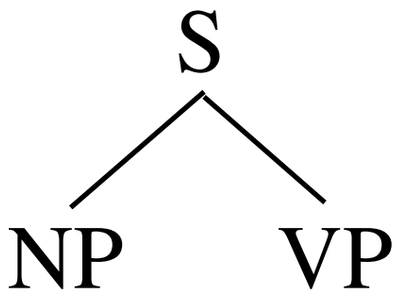


S $\longrightarrow$ NP VP

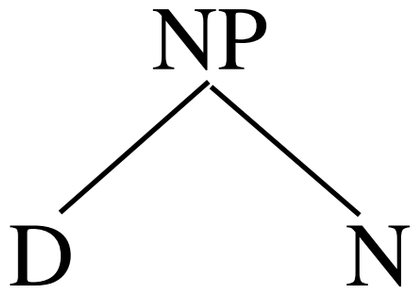


Top-down Tree Construction

$S \longrightarrow NP\ \ VP$

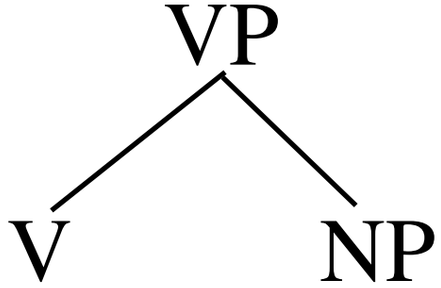


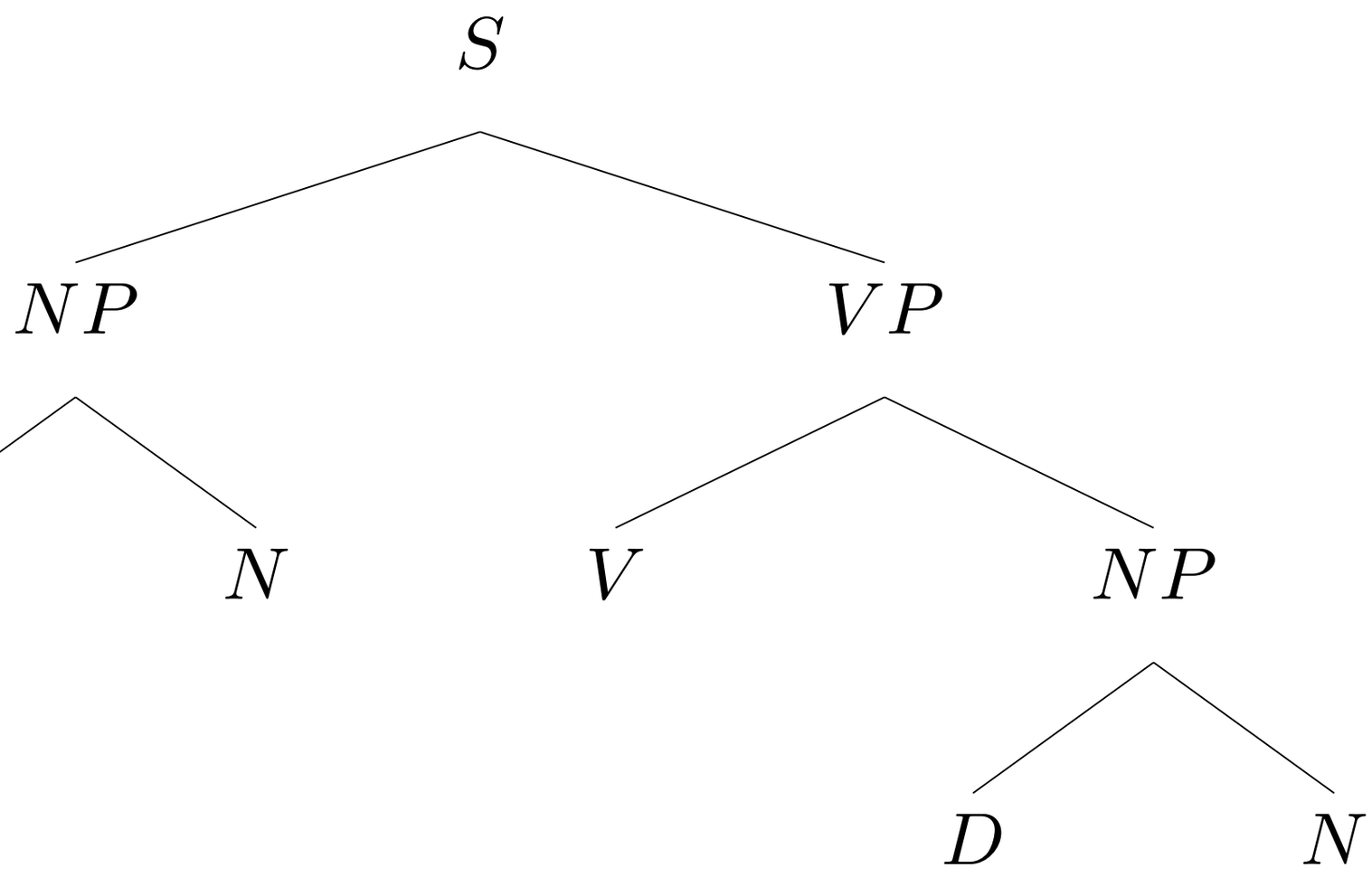
$NP \longrightarrow D\ \ N$

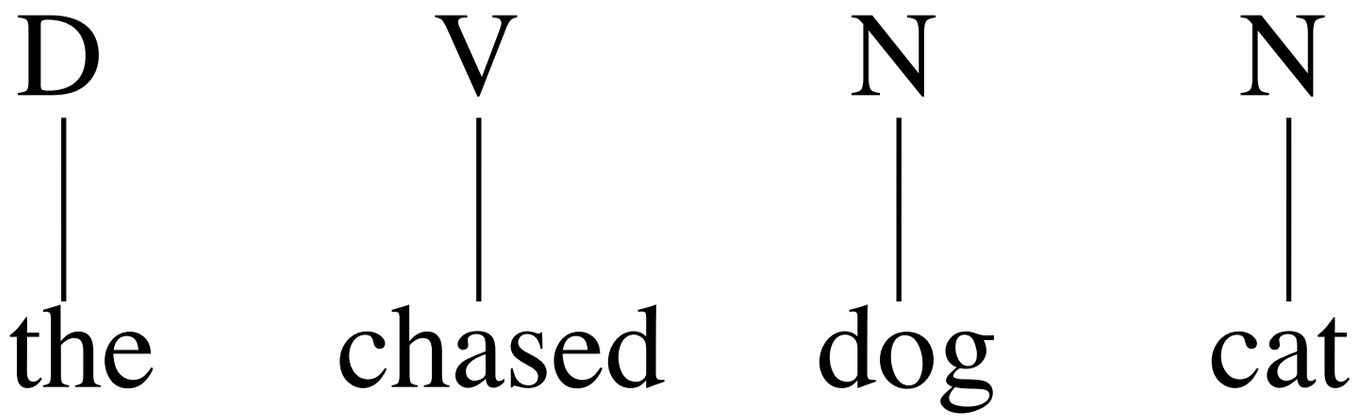


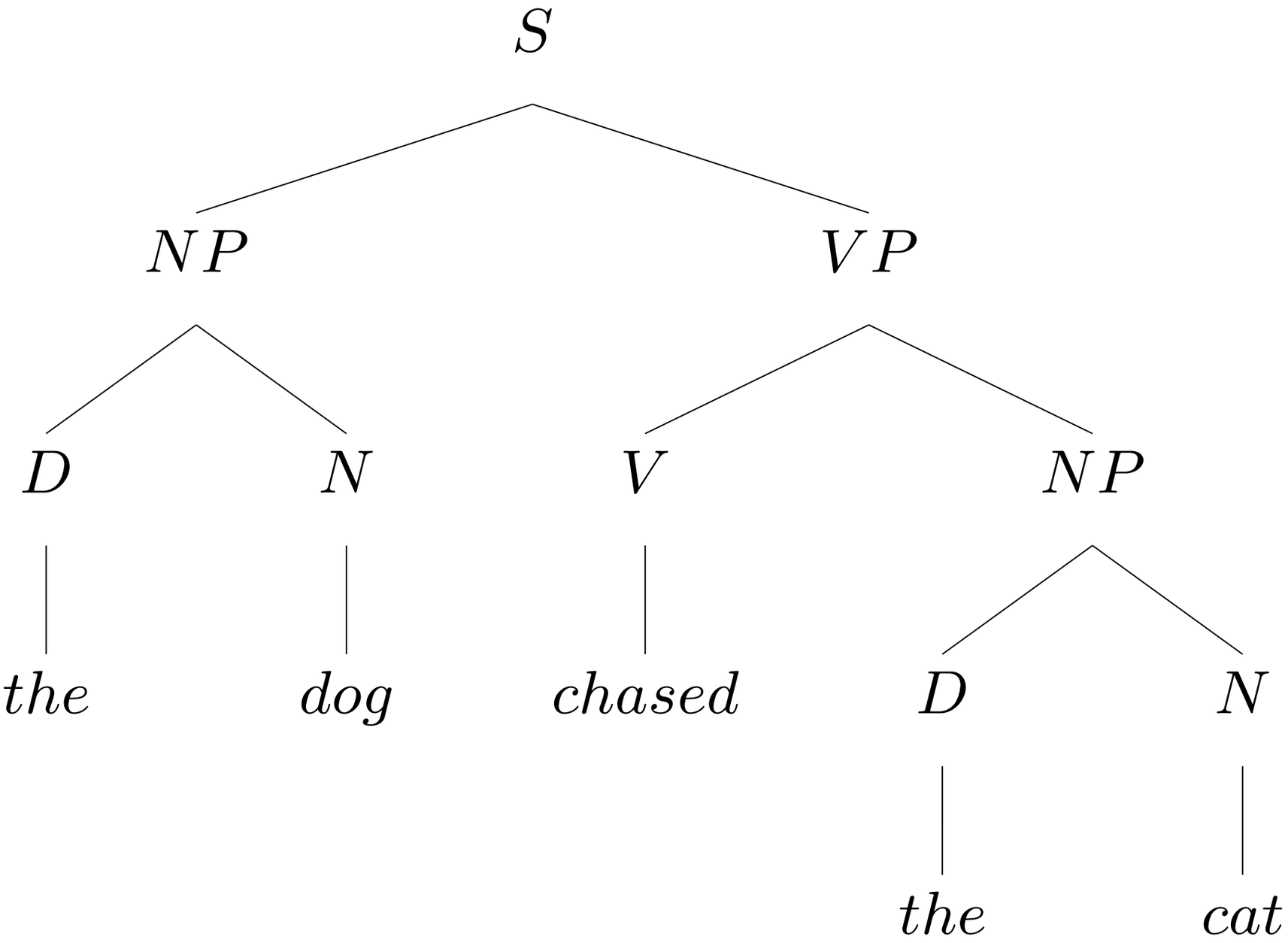
(twice)

$VP \longrightarrow V\ \ NP$









Weaknesses of CFG (atomic node labels)

- It doesn't tell us what constitutes a linguistically natural rule

$$\text{VP} \rightarrow \text{P NP}$$
$$\text{NP} \rightarrow \text{VP S}$$

- Rules get very cumbersome once we try to deal with things like agreement and transitivity.

- It has been argued that certain languages (notably Swiss German and Bambara) contain constructions that are provably beyond the descriptive capacity of CFG.

On the other hand....

- It's a simple formalism that can generate infinite languages and assign linguistically plausible structures to them.
- Linguistic constructions that are beyond the descriptive power of CFG are rare.
- It's computationally tractable and techniques for processing CFGs are well understood.

So.....

- CFG has been the starting point for most types of generative grammar.
- The theory we develop in this course is an extension of CFG.

Overview

- Syllabus
- Prescriptive/descriptive grammar; Competence/performance
- Some history
- Why study syntax?
- Two theories that won't work
- CFG
- Next week: Feature structures