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Comparing the Incomparable? Rethinking n-grams for free word order languages

## Lucie Lukešová (Chlumská) \& David Lukeš

Faculty of Arts, Charles University (Prague)

## OUTLINE

1. Using n-grams in contrastive studies
2. Major issues in n-gram extraction
3. An alternative to $n$-grams in free word order
languages: n-choose-k-grams
4. Results: comparing methods

## N-GRAMS IN CONTRASTIVE STUDIES

## What is an n-gram?

- a sequence of n-words (tokens):
$\mathrm{n}=3$
Research shows that children who read well do well.
Research shows that children who read well do well .
Research shows that children who read well do well.
Research shows that children who read well do well.
Research shows that children who read well do well.
Research shows that children who read well do well .
Research shows that children who read well do well.
- recurrent n-grams are interesting for linguistic analysis
- they can reveal patterns, the syntagmatic nature of language and its grammatical, lexical and syntactic tendencies


## Studies using n-grams

- First extensively used probably by Biber et al. (1999)
- Baker (2004): translated versus non-translated language
- Forchini and Murphy (2008): 4-grams in Italian and English
- Cortes (2008): 4-grams in English and Spanish
- Ebeling and Oksefjell Ebeling (2013): n-grams in English and Norwegian
- Granger (2014) and Granger \& Lefer (2013): n-gram methodology in a comparison of English and French
- Čermáková \& Chlumská (2017): English and Czech place expressions
- etc.


## $\mathrm{m}|\mathrm{Q}| \mathrm{N}$ CORPUS

## Issues in n-gram extraction

- General issues or what to extract?
- suitable n-gram length?
- minimum frequency of occurrence?
- words, or lemmas?
- Further issues arise in cross-linguistic studies (cf. Granger 2014)
- length correspondence

4-4 from side to side - ze strany na stranu
4-2 he said to himself - řekl si
4-1 for the first time - poprvé

- word form variability (I am sure : jsem si jist/jistý/jistá)
- free word order


## Czech v. English

- comparable corpora, the same frequency threshold...

|  | 3-grams | 4-grams | 5-grams |
| :--- | :---: | :---: | :---: |
| Sample 1 (CZ) | 150 | 41 | 25 |
| Sample 2 (CZ) | 103 | 9 | 7 |
| Sample 3 (CZ) | 170 | 21 | 9 |
| Sample 4 (CZ) | 119 | 19 | 6 |
| Sample 5 (EN) | 1036 | 360 | 169 |
| Sample 6 (EN) | 1198 | 454 | 190 |

(taken from Čermáková \& Chlumská, 2017)

## molNu corpus

## Free word order issue

A common feature in Czech (often connected to clitics): myslel jsem siže ('I thought that')
jsem si myslel že ('I thought that')

Often combined with the issue of variable slots:
myslel jsem si nejdřív že
jsem si ale myslel že
jsem si totiž myslel že
etc.

## AN ALTERNATIVE TO N-GRAMS

# Challenges in automatic identification of recurring multi-word patterns 

1. propensity of language for multi-word expressions

- EN: for the first time $\times C Z$ : poprvé
- no solution - $^{\text {(shows limitations of "word" as cross-linguistic concept) }}$

2. inflection

- research shows that $\times$ research showed that
- solution:lemmatization

3. variable slots

- once a__ always a $\qquad$
- (partial) solution: skip-grams

4. free word order

## Challenges in automatic identification of recurring multi-word patterns

1. propensity of language for multi-word expressions
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n-choose-k-grams
attempt to address both of these

## An example

3-token window $\downarrow$

Research shows that children who read well do well .

Take account of all (unordered) combinations of 2 tokens within the window:

- \{ research, shows \} (= \{ shows, research \})
- \{ shows, that \} (= \{ that, shows \})
- \{ research, that \} (= \{ that, research \})


## An example

## 3-token window

 $\downarrow$Research shows that children who read well do well .

Take account of all (unordered) combinations of 2 tokens within the window :

- \{ shows, that \} (= \{ that, shows \})
- \{ that, children \} (= \{ children, that \})
- \{ shows, children \} (= \{ children, shows \})


## An example

## 3-token window

$\downarrow$
Research shows that children who read well do well .

Take account of all (unordered) combinations of 2 tokens within the window:

- \{ that, children \} (= \{ children, that \})
- \{ children, who \} (= \{ who, children \})
- \{ that, who \} (= \{ who, that \})


## What to call the \{ ... \} entities?

- our pick: 3-choose-2-grams - why?
- in combinatorics, " 3 choose 2 " is a shorthand for the number of different unordered combinations of 2 items that can be chosen from a set of 3

$$
" 3 \text { choose } 2 "=\binom{3}{2}=\frac{3 \times 2 \times 1}{2 \times 1}=3
$$

$\rightarrow$ In each window of 3 tokens, 3 unordered combinations of 2 items can be considered.

## n-choose-k-grams, version 1

In general:

1. Slide n-token window over each sentence in corpus.
2. Take account of all k-combinations of tokens ( $k \leq n$ ) within the window.

Notice:

- unordered combinations $\rightarrow$ free word order
- when $\boldsymbol{k}<\boldsymbol{n} \rightarrow$ leaves room for gaps $\rightarrow$ variable slots


## Caveat \#1: Don't count twice

Research shows that children who read well do well .

| 3-choose-2-gram | frequency |
| :--- | :--- |
| $\rightarrow\{$ research, shows $\}$ | 1 |
| $\rightarrow\{$ shows, that $\}$ | 1 |
| $\rightarrow\{$ research, that $\}$ | 1 |

## Caveat \#1: Don't count twice

Research shows that children who read well do well .

| 3-choose-2-gram | frequency |
| :--- | :--- |
| \{research, shows \} | 1 |
| $\rightarrow$ \{shows, that \} | $2(!)$ |
| \{research, that \} | 1 |
| $\rightarrow$ \{that, children \} | 1 |
| $\rightarrow$ shows, children \} | 1 |

## Caveat \#1: Don't count twice

Research shows that children who read well do well .

| 3-choose-2-gram | frequency |
| :--- | :--- |
| \{research, shows \} | 1 |
| \{shows, that \} | $2(!)$ |
| \{research, that \} | 1 |
| $\rightarrow$ \{that, children \} | $2(!)$ |
| \{shows, children \} | 1 |
| $\rightarrow$ \{children, who \} | 1 |
| $\rightarrow$ that, who \} | 1 |

Additional rule \#1: Except for the first n-token window in each sentence, only k-combinations involving the most recently added token should be considered.

## Caveat \#2: Don't exclude sentences shorter than $n$ but at least as long as $k$

- Task: Extract 3-choose-2-grams from John sleeps.
- Current answer: Can't slide a 3-token window over a 2token sentence $\rightarrow$ abort.
- Arguably a better answer: We can still extract 2combinations from a 2-token sentence $\rightarrow$ \{john, sleeps \}

Additional rule \#2: If $n>$ length of sentence $\geq k$, bypass the sliding window step and extract k-combinations from the entire sentence.

## n-choose-k-grams, version 2

1. Slide n-token window over each sentence in corpus.
2. Take account of all k-combinations of tokens ( $k<n$ ) within the window.
3. Except for the first $n$-token window in each sentence, only k-combinations involving the most recently added token should be considered.
4. If $n>$ length of sentence $\geq k$, bypass the sliding window step and extract k-combinations from the entire sentence.

## DATA

## Test corpus

- contemporary written Czech
- texts from the scientific domain (both natural sciences and humanities) $\rightarrow$ formulaic language

documents<br>sentences<br>tokens 70

121,697
2,379,832
tokens (excl. punctuation) 2,023,724

## RESULTS

## Free word order

Observation: n-gram frequencies are generally much lower in Czech than in English for a variety of reasons, including free word order.
$\downarrow$
Question: If we found a way of looking past word order in Czech n-grams, would the observed frequencies increase?
$\downarrow$
Solution: n-choose-k-grams ignore the ordering of constituents.
$\downarrow$
Experiment: Compare Czech n-grams with Czech n-choose-kgrams where $n=k$. Do the latter yield higher frequencies?

3-choose-3-grams vs. 3-grams


Method

- n-choose-k-grams
- n -grams

Target

- lemmas
$\cdots$ word forms ( $\mathrm{A}=\mathrm{a}$ )

3-choose-3-grams vs. 3-grams

## Frequency

Method

- n-choose-k-grams
- n-grams

Target

- lemmas
$\cdots$ word forms ( $\mathrm{A}=\mathrm{a}$ )

Rank

4-choose-4-grams vs. 4-grams


## One v. more variants

Example:
\{bez, na, ohledu \} > bez ohledu na > only 1 variant
\{jednat, o, se \} > jednat seo > 2 variants
se jednat o
\{ale, je, to \} > ale je to $>5$ variants!
ale to je
to je ale
to ale je
je ale to

## Proportion of multiple variants <br> 3-choose-3-grams



## Proportion of multiple variants

4-choose-4-grams


## Conclusions

We have probably run out of time by now... So quickly:

- n-choose-k-grams:
- group word order variants of multi-word patterns under one entry $\rightarrow$ boosts frequency of some patterns
- allow variable slots embedded within multi-word patterns (empirical details another time)
- not a silver bullet, of course!


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## Thank you for your attention!

## lucie.chlumska@korpus.cz david.lukes@korpus.cz

## Comparing n-choose-k-grams using entropy

- entropy ~ empirical freq. dist. over observed variants (= uncertainty over variants)
- entropy upper bound $\sim$ uniform freq. dist. over all possible variants
- relative entropy $=$ entropy / entropy upper bound

| n-choose-k-gram: frequency | observed variantsf frequency | relative entropy |
| :---: | :---: | :---: |
| \{ na, od, rozdil \}: 296 | na rozdil od: 296 | 0 |
| \{ jednat, o, se \}: 482 | se jednat o: 247, jednat se o: 235 | 0.39 |
| \{ být, mít, ten \}: 63 | [showing only frequencies]: $17,16,13,9,6,2$ | 0.91 |

## $\square \mathrm{O} \mid \mathrm{M}$ Crich Manow

