Interactive Pedagogical Programs Based on Constraint Grammar

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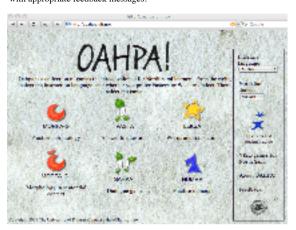






Abstract

OAHPA! is a set of interactive parser-based CALL programs for North Sámi, based on a finite state morphological analyser and a constraint grammar parser which is used for syntactic analysis and navigating in the dialogues. The CG parser provides effective and reliable handling of a wide variety of user input. Relaxation of the grammatical analysis of the user input enables grammatical error detection and reaction to the errors with appropriate feedback messages.



The OAHPA! programs are freely available at http://oahpa.uit.no. The programs include basic morphological exercise (Morfa-S), a questionanswer drill (Vasta), word quiz (Leksa), morphological exercises in a sentential frame (Morfa-C), a dialogue program (Sahka) and a numeral

Pedagogical lexicon

The OAHPA! programs share a set of common resources: a pedagogical lexicon and a morphological generator that is used for generating the different word forms that appear in the programs. The dialectal variation is taken into account in the lexicon as well as in the morphology. The semantic class is used in the sentence generator for Vasta and Morfa-C. The lexical entry for monni "egg" is given to the right.

```
democrant of smoo
strandottores
etrications/motivegentry
etrications/motivegentry
etrications/
etr
      crementice-
cates class="toylleto" dishteeq="no"
greenter="yex seggt="\" rise="2"/-
ciolect class="NOT EUT/-
```

Morphological feedback

The detailed feedback messages are determined by the combination of morphological features in the lexicon and the inflection task at hand. The morphological specification below gives a rule stating that there is a vowel change in illative singular for bisyllabic nouns that end with the vowel i. The corresponding feedback message instructs the user to remember the vowel change.

```
when class-"blay! lable" saggi-":">-
ving case-"III" number-"5g bills ofmige-
aforems
                                     No. of the last
"mount" has a vice-regulate your and to sell have
```

The user types the errouneous monnii and gets feedback from the machine. A correct answer gets green colour as feedback.

Background and motivation

The pedagogical programs in OAHPA! are based upon three pre-existing language technology resources developed at the University of Tromsø: a morphological analyser/generator, a CG parser for North Sámi and a number word generator compiled with the Xerox compiler xfst.

The main goal of the development of OAHPA! is to make a language tutoring system going beyond simple multiple-choice questions or string matching algorithms, with free-form dialogues and sophisticated error analysis. Immediate error feedback and advice about morphology and grammar are seen as important requirements for the program.

Due to its complex morphology, Sámi demand a lot of practising before the student reaches a level of fluency required for everyday conversation Our programs give a practical supplement to the instruction given at school or university. In addition, the dialogue program consists of everyday topics, with underlying pedagogical goals such as practicing verb inflection, choice of correct case form or vocabulary learning.

The sentence generator in Morfa-C and Vasta is able to generate a virtually unlimited number of different tasks, and allows the student to use the programs over and over again.

Constraint Grammar (CG)

Constraint grammar is a syntactic framework for choosing correct grammatical analysis of a given wordform, based upon the context it occurs within. Each rule removes or selects readings, and adds or removes a syntactic tag. Inappropriate analyses are removed, but the last analysis is never removed. CG thus always gives an analysis, and is therefore a very robust framework, well fit to handle potentially erroneous input.



The morphological analyser gives the words in Makkár láibegályvuid don háliidat? "What kind of bakery do you want?" all possible morphological analyses

The CG grammar then picks the correct analysis, and adds grammatical function and dependency structure.

Evaluation

OAHPA! has been in use for 3 months, and recieves appr. 500 queries every weekday, 53% of the queries were correct. By far the most popular program is the basic morphological drill, cf. usage statistics:

The Sahka errors are distributed along the following error types:

Allertic Sysper	4	Alert School	- 4
Mary and the second	100	management (France)	-
sardis present	30	and appearable Mann	100
many MY age.	-	manage beauty	2
and the limited by	100	and profiles	- 6
way historian	24	where made	3.

For Sahka and Vasta we measured precision (correctly identified errors/all diagnostised errors), recall (correctly identified errors/all errors), and accuracy (correct judgements/cases). Precision = 0.85; Recall = 0.93; Accuracy = 0.89 (N=277). Better recall than precision indicates that very few errors slip through, at the price of erroneously identifying some correct forms as errors. In this pedagogical setting, the opposite would be a better result.

Conclusion

By using the syntactical analyser for North Sámi, combined with a set of error-detection rules, we have been able to build a flexible CALL resource. The programs are modular, and the modules may be improved by adding more materials words, tasks, dialogues, levels, words from textbooks. The CG parser framework was originally chosen as parser framework for Sámi due to its extraordinary results for free-text parsing. The present project has shown that CG is well fit for making pedagogical dialogue systems as well.

Acknowledgements

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Article version of this poster:

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CG-parsing in the interactive free-text analysis programs Vasta and Sahka

The programs are based upon free-form interaction: Within certain limits, the student may formulate her own answer.

We use constraint grammar to disambiguate the student's input only to a certain extent, because there will probably be grammatical and orthographic errors. The manually written, context dependent rules are mainly used for selecting the correct analysis in case of homonymy. The last part of our grammar consists of rules for giving feedback to the student's grammatical errors, and rules for navigating to the correct next question of in the dialogue, depending upon the student's answer.

The system question and student answer are merged and analysed together, delimited by the boundary marker ^qst QDL. They are first analysed morphologically, and are then disambiguated. If possible, they are assigned an error tag or a navigation tag.

Schematical view of the process

post

processing interpretation ped-sme.cg3

processing

disambiguating.

machine

analysis

100 -10 Company of the Company of transport of CONTRACTOR AND ADDRESS OF THE PARTY.



Above is a part of a dialogue in Sahka on furnishing a flat. Below is the analysis of the third question-answer pair from the dialogue. The morphological analysis is disambiguated and a grammar-error-tag (&grm-missing-III) and a navigation-tag (&dia-hivsset) are assigned to the analysis:

```
"garta" Pror Intern Sg Ser ägen-hlattig-ill.
Island Liv
   "tetrio" & Sg III.
   "mun" Pron Peris Dut Hom
   "budjat" v TV Inc Fre Dat.
   "mun" Pron Pens Sgu Sen
   "THE REMOVE SQUARE
    "visition" que gase bledes, in Adap-mouses.
   "BLY" PYON PHIN DUE NOW.
    indjar" a la una empusa.
   "IN" 1 Will Sig Sen
   "hyverbed" in light upon
```

Grammar feedback

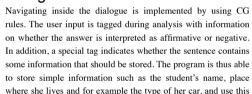
The system may give feedback to grammatical errors. In the third question in the dialogue above, the systems asks "In which room should we place the TV?" The student answers Moai bidje TV hivssegis ("We should place the TV in the toilet."), with locative hivssegis rather than the correct illative hivssegii.

The CG parser disambiguates the input, and the general CG rule below adds a grammar-error-tag (&grm-missing-Ill) to the sentence analysis triggered by the interrogative pronoun, which demands an illative in the answer.

```
MAP (Specimentaling Fill) TARGET ("green") IT
SI ON FILE LIB C '4 OU LIB ( NOT '4 III) C:
MARKET ON BUG BARCHES SHOULDER);
stratings 3d-fgm-starting-315.5The order strate on their conditions are stated as a second section.
```

In the grammar feedback library, the tag in question looks up a message in the appropriate interface language (in this example, English), and the user is presented with the feedback *The answer* should contain an illative, as shown in the picture above.

Navigation



In the example to the left the question is "In which room should we place the TV?" One of the alternatives for the navigation is due to the target tag being assigned because of the lemma hivsset ("toilet"). The answer will be "That is not a good idea. Make a new try." The CG rule is made for this question-answer pair and assigns the navigation tag (&dia-hivsset) to the analysis:

```
WF (Salie-hivsset) 1/8/21 (00. IF (8 (gase bidget IV))
("I ("hitsant") MARKER KOOMS ON Hop);
```

information in tailored questions or utterances.

There are several links in the dialogue, one of them is connected to the &dia-hivsset tag:

```
antic legend' quanticus" seeme "grous si djule 19"),
stande Sade Later, i.e. most, bradje na 19" v fande
odd. Carrato " talegand". Little " politicistical of "
carrestina" ppl 11 to de " Describid solded in Almeric
19" bis.
odd. Largust " fiel antic" [Lardo" pena bradjule beardith" v
date, stock mothe date better direct, of talega-
lori in.
```

Every question has its own unique id, which is used for navigating between questions. There are both general navigation rules and rules for specific questions, like the one above.

Age-tags are assigned with help of regex-rules to the answer to the question "How old are you?". With help of these tags the system chooses a dialogue branch containing questions relevant to the student's age

If the user does not inflect the lemma correctly in the morphological

exercises, she can ask for hints about the inflection, and try once more, instead of getting the correct answer straight away.

```
reasone likeli allaberel chanc i a di-
```

The system-internal representation of monni states it is a bisyllabic i-stem, which triggers i > á change in illative.