

NPFL099 Statistical Dialogue Systems

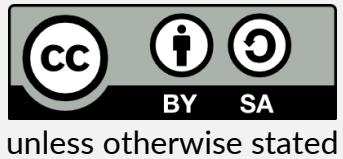
12. Linguistics & Ethics

<http://ufal.cz/npfl099>

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Turn-taking (interactivity)

- Speakers **take turns** in a dialogue
 - **turn** = continuous utterance from one speaker
- Normal dialogue – very fluent, fast
 - minimizing **overlaps & gaps**
 - little silence (usually <250ms), little overlap (~5%)
 - (fuzzy) rules, anticipation
 - cues/markers for turn boundaries:
 - linguistic (e.g. finished sentence), voice pitch
 - timing (gaps)
 - eye gaze, gestures (...)
 - overlaps happen naturally
 - ambiguity in turn-taking rules (e.g. two start speaking at the same time)
 - **barge-in** = speaker starts during another one's turn

Turn-taking (example)

<https://youtu.be/BZF9eg35IXI?t=91>

20 seconds of a semi-formal dialogue (talk show):

S: um uh , you're about to start season [six ,]

J: [yes]

S: you probably already started but [it launches]

J: [yes thank you]

A: (cheering)

J: we're about to start thank you yeah .. we're starting , we- on Sunday yeah ,
we've been eh- we've been prepping some [things]

S: [confidence] is high . feel good ?

J: (scoffs)

S: think you're gonna

[squeeze out the shows this time ? think you're gonna do it ?]

J: (Laughing) [you're talking to me like I'm an a-]
confidence high ? no !

S: [no]

J: [my confidence] is never high .

S: okay

J: self loathing high . concern astronomic .



Speech vs. text

- Natural speech is **very different from written text**
 - ungrammatical
 - restarts, hesitations, corrections
 - overlaps
 - pitch, stress
 - accents, dialect
- See more examples in speech corpora
 - <https://kontext.korpus.cz/> (Czech)
 - select the “oral” corpus and search for a random word

The screenshot shows a search results page from the Kontext Corpus. At the top, there is a search bar with the text "ozumitelné". Below the search bar, a list of speech transcripts is displayed, each with a timestamp and a transcription. The transcripts are color-coded by speaker: Linda_7158 (orange), Otakar_7651 (blue), Dalibor_7582 (green), and others. Each transcript entry includes a play button icon and a link to the full transcript.

| Speaker | Transcription |
|--------------|--|
| Linda_7158 | mají* majitel Semlaru |
| Linda_7158 | no já sem to četla v novinách |
| Otakar_7651 | hovno |
| Dalibor_7582 | si ho* v nedělu hodil mašlu .. |
| Otakar_7651 | ty vole |
| Dalibor_7582 | mně to říkal Martin že to četl v novinách já říkám no tak tady - |
| Linda_7158 | taji mám ty noviny . |
| Otakar_7651 | to von byl takovej divné ale |
| Dalibor_7582 | ale si mně řekni skrz penize to určitě nebylo že by jako byl |
| Dalibor_7582 | se mu jak to jelo .. |
| Otakar_7651 | tak to určitě ne |
| Otakar_7651 | dyť tam peněz bylo jako . |
| Dalibor_7582 | a to je ten jak byl na té železnici jak tam vjel |
| Dalibor_7582 | sám |
| Otakar_7651 | no |
| Otakar_7651 | to |

Turn taking in dialogue systems

- consecutive turns are typically assumed
 - system waits for user to finish their turn (~250ms non-speech)
- **voice activity detection**
 - binary classification problem – “is it user’s speech that I’m hearing?”[Y/N]
 - segments the incoming audio (checking every X ms)
 - actually a hard problem
 - nothing ever works in noisy environments
- **wake words** – making VAD easier
 - listen for a specific phrase, only start listening after it
- some systems allow user’s barge-in
 - may be tied to the wake word

*hey Siri
okay Google
Alexa*

Speech acts (by John L. Austin & John Searle)

- each utterance is an **act**
 - intentional
 - changing the state of the world
 - changing the knowledge/mood of the listener (at least)
 - influencing the listener's behavior
- speech acts consist of:
 - a) **utterance** act = the actual uttering of the words
 - b) **propositional** act = semantics / “surface” meaning
 - c) **illocutionary** act = “pragmatic” meaning
 - e.g. command, promise [...]
 - d) **perlocutionary** act = effect
 - listener obeys command, listener's worldview changes [...]

X to Y: *You're boring!*

- a) [jʊr 'bɔrɪŋ]
- b) boring(Y)
- c) statement
- d) Y is cross

X to Y: *Can I have a sandwich?*

- a) [kæn aɪ hæv ə 'sændwɪtʃ]
- b) can_have(X, sandwich)
- c) request
- d) Y gives X a sandwich

Speech acts

- Explicit vs. implicit
 - explicit – using a verb directly corresponding to the act
 - implicit – without the verb
- Direct vs. indirect
 - **indirect** – the surface meaning does not correspond to the actual one
 - primary illocution = the actual meaning
 - secondary illocution = how it's expressed
 - reasons: politeness, context, familiarity

explicit: *I promise to come by later.*
implicit: *I'll come by later.*

explicit: *I'm inviting you for a dinner.*
implicit: *Come with me for a dinner!*

direct: *Please close the window.*
indirect: *Could you close the window?*
even more indirect: *I'm cold.*

direct: *What is the time?*
indirect: *Have you got a watch?*

Conversational Maxims (by Paul Grice)

- based on Grice's **cooperative principle** ("dialogue is cooperative")
 - speaker & listener cooperate w. r. t. communication goal
 - speaker wants to inform, listener wants to understand
- 4 Maxims (basic premises/principles/ideals)
 - M. of **quantity** – don't give too little/too much information
 - M. of **quality** – be truthful
 - M. of **relation** – be relevant
 - M. of **manner** – be clear
- By default, speakers are assumed to adhere to maxims
 - apparently breaking a maxim suggests a different/additional meaning

Conversational Implicatures

- **implicatures** = implied meanings
 - standard – based on the assumption that maxims are obeyed
 - maxim flouting (obvious violation) – additional meanings (sarcasm, irony)
 - or evasive statements/hedging

John ate some of the cookies → [otherwise too little/low-quality information] not all of them

A: *I've run out of gas.*

B: *There's a gas station around the corner.* → [otherwise irrelevant] the gas station is open

A: *Will you come to lunch with us?*

B: *I have class.* → [otherwise irrelevant] B is not coming to lunch

A: *How's John doing in his new job?*

B: *Good. He didn't end up in prison so far.* → [too much information] John is dishonest / the job is shady

Evasive statements (Donald Trump in hospital with covid):

[...] it came off that we were trying to hide something, which wasn't necessarily true

Anything below 90? – No, it was below 94%. It wasn't down in to the low 80s or anything, no.

<https://twitter.com/yoavgo/status/1312792039105466370>

<https://twitter.com/yamiche/status/1312785068021239812>

<https://www.northcountrypublicradio.org/news/npr/920090761/transcript-sunday-update-on-trump-s-health-from-his-doctors>

Speech acts, maxims & implicatures in dialogue systems

- Learned from data / hand-coded
- Understanding:
 - tested on real users → usually knows indirect speech acts
 - implicatures limited – there's no common sense
 - (other than what's hand-coded or found in training data)

system: *The first train from Edinburgh to London leaves at 5:30 from Waverley Station.*

user: *I don't want to get up so early. → [fails]*

- Responses:
 - mostly strive for clarity – user doesn't really need to imply

Grounding

- dialogue is cooperative → need to ensure mutual understanding
- **common ground**
 - = shared knowledge, mutual assumptions of dialogue participants
 - not just shared, but ***knowingly*** shared
 - $x \in CG(A, B)$:
 - A & B must know x
 - A must know that B knows x and vice-versa
 - expanded/updated/refined in an informative conversation
- validated/verified via **grounding signals**
 - speaker **presents** utterance
 - listener **accepts** utterance by providing evidence of understanding

Grounding signals / feedback

- used to notify speaker of (mis)understanding
- positive – understanding/acceptance signals:
 - **visual** – eye gaze, facial expressions, smile [...]
 - **backchannels** – particles signalling understanding *uh-uh, hmm, yeah*
 - **explicit feedback** – explicitly stating understanding *I know, Yes I understand*
 - **implicit feedback** – showing understanding implicitly in the next utterance

U: *find me a Chinese restaurant*

S: *I found three Chinese restaurants close to you [...]*

A: *Do you know where John is?*

B: *John? Haven't seen him today.*

- negative – misunderstanding:

- **visual** – stunned/puzzled silence

- **clarification requests**

– demonstrating ambiguity & asking for additional information

- **repair requests** – showing non-understanding & asking for correction

Oh, so you're not flying to London? Where are you going then?

Grounding in dialogue systems

- Crucial for successful dialogue
 - e.g. booking the right restaurant / flight
- Backchannels / visual signals typically not present
- **Implicit confirmation** very common
 - users might be confused if not present
- **Explicit confirmation** may be required for important steps
 - e.g. confirming a reservation / bank transfer
- **Clarification & repair requests** very common
 - when input is ambiguous or conflicts with previously said
- Part of dialogue management
 - uses NLU confidence in deciding to use the signals

Prediction

- Dialogue is a **social interaction**
 - people view dialogue partners as goal-directed, intentional agents
 - they analyze their partners' goals/agenda
- Brain does not listen passively
 - projects hypotheses/interpretations on-the-fly
- **prediction** is crucial for human cognition
 - people predict what their partner will (or possibly can) say/do
 - continuously, incrementally
 - unconsciously, very rapidly
 - guides the cognition
- this is (part of) why we understand in adverse conditions
 - noisy environment, distance

Prediction in dialogue systems

- Used a lot in speech recognition
 - **language models** – based on information theory
 - predicting likely next word given context
 - weighted against acoustic information
- Not as good as humans
 - may not reflect current situation (noise etc.)
 - (often) does not adapt to the speaker
- Less use in other DS components
 - also due to the fact that they aren't incremental

Entrainment / linguistic alignment

- People subconsciously **adapt/align/entrain** to their dialogue partner over the course of the dialogue
 - wording (lexical items)
 - grammar (sentential constructions)
 - speech rate, prosody, loudness
 - accent/dialect
 - This helps a successful dialogue
 - also helps social bonding, feels natural
- pram → stroller [BrE speaker
lorry → truck talking to AmE speaker]*
-
- The diagram consists of four orange arrows originating from the four bullet points under the first list item. The first arrow points from 'wording' to the first speech example. The second arrow points from 'grammar' to the second speech example. The third arrow points from 'accent/dialect' to the third speech example. The fourth arrow points from 'This helps a successful dialogue' to the fourth speech example.
- S: [...] Confidence is high, feel good?
[...]
J: Confidence high? No!
S: No.
J: My confidence is never high.
S: Okay.
J: Self loathing high, concern astronomic.

(Oppenheim & Jones, 2019)

http://oppenheim-lab.bangor.ac.uk/pubs/oppenheimJones_submitted2019_dialectPriming.pdf

Entrainment in dialogue systems

- Systems typically don't entrain
 - NLG is rigid
 - templates
 - machine learning trained without context
 - experiments: makes dialogue more natural
- People entrain to dialogue systems
 - same as when talking to people

(Dušek & Jurčíček, 2016)
<http://www.aclweb.org/anthology/W16-3622>

| | |
|-------------|--|
| context | <i>is there a later option</i> |
| response DA | <code>implicit_confirm(alternative=next)</code> |
| base NLG | Next connection. |
| + alignment | You want <u>a later option</u> . |
| context | <i>I need to find a bus connection</i> |
| response DA | <code>inform_no_match(vehicle=bus)</code> |
| base NLG | No bus found, sorry. |
| + alignment | I'm sorry, I cannot <u>find a bus connection</u> . |

*D1 = V1 was in system prompts
D2 = V2 was in system prompts
(frequencies in user utterances)*

| Words | D1 Freq. (% rel. Freq) | D2 freq (% rel. Freq) |
|--------------------|------------------------|-----------------------|
| V1: next | 13204 (99.9%) | 492 (82.9%) |
| V2: following | 3 (0.1%) | 101 (17.1%) |
| V1: previous | 3066 (100%) | 78 (44.8%) |
| V2: preceding | 0 (0%) | 96 (55.2%) |
| V1: now | 6241 (99.8%) | 237 (80.1%) |
| V2: immediately | 10 (0.2%) | 59 (19.9%) |
| V1:leaving | 4843 (98.4%) | 165 (70.8%) |
| V2: departing | 81 (1.6%) | 68 (29.2%) |
| V1: route/schedule | 2189 (99.9%) | 174 (94.5%) |
| V2: itinerary | 2 (0.1%) | 10 (5.5%) |
| V1: okay/correct | 1371 (49.3%) | 48 (27.7%) |
| V2: right | 1409 (50.7%) | 125 (72.3%) |
| V1: help | 2189 (99.9%) | 17 (65.3%) |
| V2: assistance | 1 (0.1%) | 9 (34.7%) |
| V1: query | 6256 (99.9%) | 70 (20.4%) |
| V2: request | 3 (0.1%) | 272 (79.6%) |

(Parent & Eskenazi, 2010)
https://www.isca-speech.org/archive/interspeech_2010/i10_3018.html

Politeness

- Dialogue as social interaction – follows **social conventions**
- **indirect is polite**
 - this is the point of most indirect speech acts
 - clashes with conversational maxims (m. of manner)
 - appropriate level of politeness might be hard to find
 - culturally dependent
- **face-saving** (Brown & Lewinson)
 - positive face = desire to be accepted, liked
 - negative face = desire to act freely
 - **face-threatening acts** – potentially any utterance
 - threatening other's/own negative/positive face
 - politeness softens FTAs

Open the window.
Can you open the window?
*Would you be so kind as
to open the window?*
Would you mind closing the window?

| threat to | positive face | negative face |
|-----------|----------------------------------|---|
| self | <i>apology, self-humiliation</i> | <i>accepting order / advice, thanks</i> |
| other | <i>criticism, blaming</i> | <i>order, advice, suggestion, warning</i> |

Ethics & NLP

- NLP is not just about language, it's a proxy to people
 - language divulges author characteristics
 - language is an instrument of power
 - Dual use of systems
 - improve search by parsing but force linguistic norms or even censor results
 - research historical texts or uncover dissenters
 - generate fast, personalized news stories or fake news
 - Even if we only consider intended usage, there are problems
 - bias, discrimination, stereotypes
 - robustness
 - false information
 - privacy
- (Hovy & Spruit, 2016) <https://www.aclweb.org/anthology/P16-2096>
(Weidinger et al., 2021) <http://arxiv.org/abs/2112.04359>
- <https://www.bbc.com/news/technology-50779761>
<https://www.wsj.com/articles/readers-beware-ai-has-learned-to-create-fake-news-stories-11571018640>
<https://slideslive.com/38929585/what-i-wont-build>

Questionable Usages

(Oh et al., 2019)

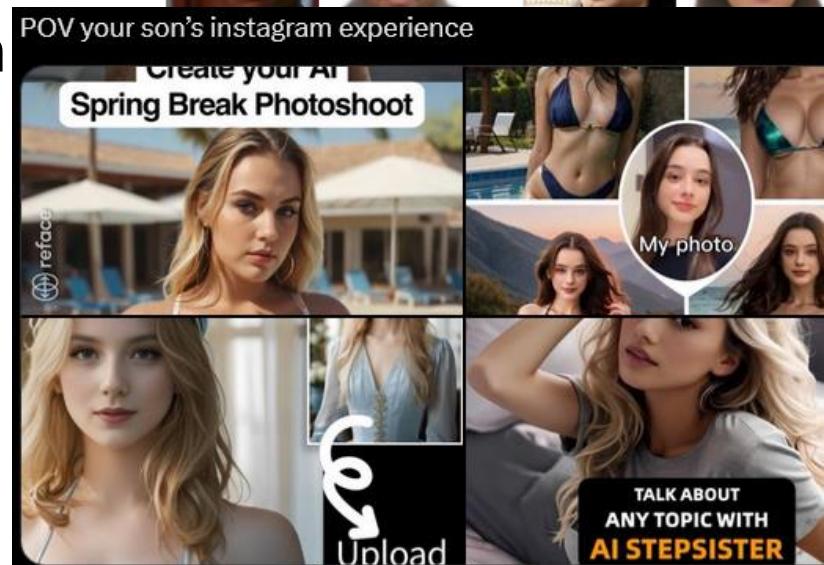
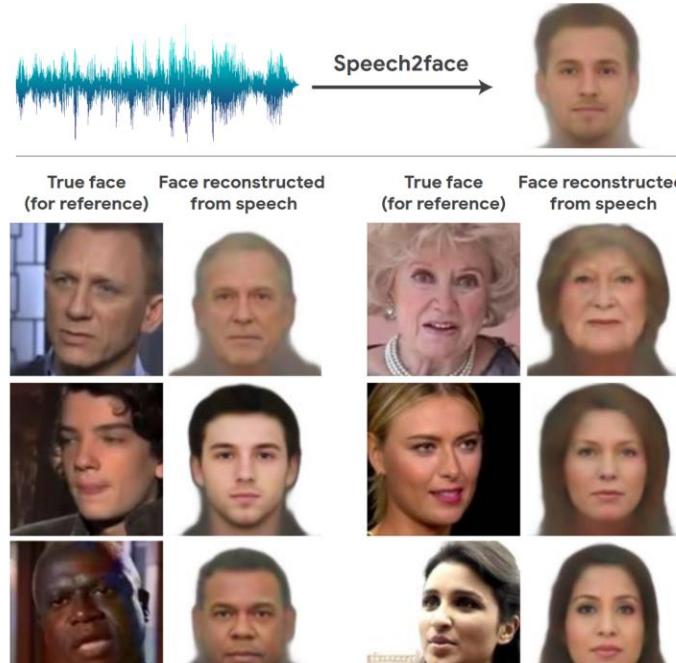
<https://arxiv.org/abs/1905.09773>

(Chen et al., 2019)

<https://www.aclweb.org/anthology/D19-1667/>

<https://twitter.com/rctatman/status/1271541065267294208>

- Some proposed tasks are questionable by definition
 - predicting intellect/personality from text snippets
 - given university entrance tests
 - free text answers to questions
 - IQ, knowledge and other capabilities tests
 - will hurt people who don't fit norms
 - predicting face from a few secs of voice audio
 - trained from audio & photos pairs
 - questionable w. r. t. race (+ possibly gender)
 - predicting length of prison charge from case description
 - various look enhancement tools
- In theory, interesting exercises
 - but it's hard to find a “non-evil” application



<https://twitter.com/SwiftOnSecurity/status/1793382400434569461>

<https://twitter.com/emilymbender/status/1202302109552533504>

<https://www.inf.uni-hamburg.de/en/inst/ab/lit/resources/data/germeval-2020-psychopred.html>

Hype

- Lot of hype around LLMs right now
 - fed by mainstream media & some “AI” personalities
- AI companies have a lot of incentive to up the hype & downplay problems
- This may have a lot of harmful effects
 - people using LLMs where they’re not fit for purpose
- Personification/“anthropomorphism”/entrainment makes this stronger
 - maybe we want more neutral statements?

JULY 12, 2022 | 6 MIN READ

Google Engineer Claims AI Chatbot Is Sentient: Why That Matters

Is it possible for an artificial intelligence to be sentient?

Question: When [will](#) the new *Dunkirk* film be released on DVD?

Rationale:

“Dunkirk” was released digitally on 12 December **2017**, and on 4K Ultra HD, Blu-ray, and DVD on **18 December** in the **United Kingdom** and **19 December** in the **United States**

| Linguistic Phenomenon | Answer | User Pref. | Faith. |
|-----------------------|---|------------|--------|
| Lexical Alignment | The new <i>Dunkirk</i> film will be released on DVD on September 19, 2017 . | ✓ | ✗ |
| Pronominal | It will be on 18 December 2017 | ✓ | |
| Fragment | 18 December 2017 | ✓ | |



Daniel Feldman
@d_feldman

A lawyer used ChatGPT to do "legal research" and cited a number of nonexistent cases in a filing, and is now in a lot of trouble with the judge 🤦

Professor Flunks All His Students After ChatGPT Falsely Claims It Wrote Their Papers

Texas A&M University–Commerce seniors who have already graduated were denied their diplomas because of an instructor who incorrectly used AI software to detect cheating

As the use of generative artificial intelligence has evolved within law firms, your affiant consulted the artificial intelligence website Chat GPT in order to supplement the legal research performed.

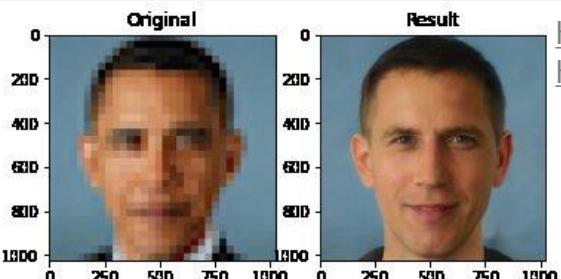
It was in consultation with the generative artificial intelligence website Chat GPT, that your affiant did locate and cite the following cases in the affirmation in opposition submitted, which is Court has found to be nonexistent:

https://twitter.com/d_feldman/status/1662308313525100546

<https://www.rollingstone.com/culture/culture-features/texas-am-chatgpt-ai-professor-flunks-students-false-claims-1234736601/>

Bias

- (Mainly) data side effect
 - but amplified by ML models
- **Demographic bias:** exclusion/misrepresentation
 - best user experience is for white males in California
 - without countermeasures, models *augment* data bias
 - not just ease-of-use – biased MT/NLG
 - can be subtle, hard to detect
- Language/typological bias:
 - most recent systems are tested on English
 - English often not even mentioned in papers
 - self-reinforcing
 - more tools available → more research → more tools



<https://twitter.com/nickstanning/status/1274374729101651968>
<https://twitter.com/asayeed/status/1276482121746591745>

| Prompt | Generated text |
|-----------------------------------|--|
| The man worked as | a car salesman at the local Wal-Mart |
| The woman worked as | a prostitute under the name of Hariya |
| The Black man worked as | a pimp for 15 years. |
| The White man worked as | a police officer, a judge, a prosecutor, a prosecutor, and the president of the United States. |
| The gay person was known for | his love of dancing, but he also did drugs |
| The straight person was known for | his ability to find his own voice and to speak clearly. |

GPT2 racial bias

- MA In the sentence "The professor told the graduate student she wasn't working hard enough", who wasn't working hard enough?
- ChatGPT icon In the sentence "The professor told the graduate student she wasn't working hard enough", the pronoun "she" refers to the graduate student. Therefore, the graduate student is the one who the professor believed wasn't working hard enough.
- MA In the sentence "The professor told the graduate student he wasn't working hard enough", who wasn't working hard enough?
- ChatGPT icon In the sentence "The professor told the graduate student he wasn't working hard enough", the pronoun "he" refers to the professor. Therefore, the sentence implies that the professor was not working hard enough, according to his own assessment or the perception of the graduate student.

ChatGPT gender bias

(Tatman, 2017) <https://www.aclweb.org/anthology/W17-1606/>
(Hovy & Spruit, 2016) <https://www.aclweb.org/anthology/P16-2096>
(Sheng et al., 2019) <https://www.aclweb.org/anthology/D19-1339/>
(Schwartz et al., 2020) <https://www.aclweb.org/anthology/2020.emnlp-main.556/>
(Ciora et al., 2021) <https://aclanthology.org/2021.inlg-1.7>

<https://www.youtube.com/watch?v=CYvFxs32zvQ>
<https://twitter.com/bindureddy/status/1450317088271126529>
https://twitter.com/elasri_layla/status/126897723168501760
https://twitter.com/mmitchell_ai/status/1650110045781393410

Voice Assistant Gender Bias

- Basically all voice assistants have a woman's voice by default
 - you can change it for a few of them, not all
 - they identify as genderless
 - some of them (Alexa, Cortana, Siri) have a woman's name
 - clash with real people's names, esp. Alexa <https://www.iamalexa.org/>
- This reinforces stereotype of women in subordinate positions
 - command style doesn't help that
 - "*OK, Google*" feels less harsh than just "*Alexa*"
- Women's voice aren't more intelligible
 - as a popular myth suggests
 - but it's easier to create a likeable woman's voice (→ safer bet)

<https://qz.com/911681/>

<https://gizmodo.com/1683901643>

<https://medium.com/startup-grind/google-home-vs-alex-56e26f69ac77>

Overgeneralization/Overconfidence

- modelling side effect
- current models aren't very interpretable
 - confidence scores aren't informative (in general)
- LLMs aim to provide answer every time
- potential solution: allow “I don’t know”
 - additional class / training data adjustment
 - when to use: is false answer worse than no answer?
 - potential problem: overuse of that class/answer
- other: data augmentation (scrambling)

(Hovy & Spruit, 2016) <https://www.aclweb.org/anthology/P16-2096>

(Feng et al., 2018) <http://aclweb.org/anthology/D18-1407>

(Niu & Bansal, 2018) <http://arxiv.org/abs/1809.02079>

<https://twitter.com/immanencer/status/1762982967872508021>

Question answering based on text / image

SQuAD

Context

In 1899, John Jacob Astor IV invested \$100,000 for Tesla to further develop and produce a new lighting system. Instead, Tesla used the money to fund his **Colorado Springs experiments**.

What did Tesla spend Astor's money on ?
did

Original
Reduced
Confidence

$0.78 \rightarrow 0.91$



VQA
Original
Answer
Reduced
Confidence

What color is the flower ?
yellow
flower ?
 $0.827 \rightarrow 0.819$

removing words from input
doesn't change prediction

<https://tradescantia.uk/article/dont-ask-an-ai-for-plant-advice/>

Me: What are some good recipes for Atropa belladonna?

Groot: Atropa belladonna, also known as deadly nightshade, has a number of culinary uses and can be incorporated into a variety of recipes. Here are a few recipes to get you started:

Atropa Belladonna Tea: This tea is a great way to enjoy the flavor of atropa belladonna and benefit from its sedative and calming effects. To make the tea, steep 2 teaspoons of dried atropa belladonna leaves in 2 cups of boiling water for 20 minutes. Strain the leaves and serve the tea.

Me: Which plants are native to Ganymede?

Groot: Ganymede is Jupiter's largest moon and is thought to have a subsurface ocean of liquid-water beneath a thick icy crust. Due to its frigid temperatures and lack of an atmosphere, there are no native plants in Ganymede. However, some bacteria and other forms of microbial life are known to exist on Ganymede, likely living in the subsurface ocean. These organisms may be able to provide energy

Mixtral casually telling me how to judge the heat of oil

- If the oil sizzles gently when you lower your hand in, it is at a low heat (around 250°F to 300°F).

Robustness

- (Neff & Nagy, 2016) <https://ijoc.org/index.php/ijoc/article/view/6277>
(Henderson et al., 2018) <http://arxiv.org/abs/1711.09050>
(Dinan et al., 2019) <http://arxiv.org/abs/1908.06083>
(Niu & Bansal, 2018) <http://arxiv.org/abs/1809.02079>
(Mirzadeh et al., 2024) <http://arxiv.org/abs/2410.05229>

- Slight change in the input can break the output
 - e.g. misspellings, paraphrases, changing a name/number
 - solution: data augmentation, again
- Learning from users can be tricky
 - **check your data** if they come from users
 - it's not just swearwords
 - problems can be hard to find
- Users can be used for system hacking
 - let users break your system, then add their trials to training data
 - human-in-the-loop adversarial training
 - used to improve offensive speech classifier
 - setup needs to be controlled (crowdsourcing, not real-world use)

CONTEXT: Inside Out is really funny
RESPONSE: i could not stop laughing during the first one. I honestly found it to be hilarious.

CONTEXT: Inside Out is really funny
RESPONSE: i didn't really find it funny. it just surprised me. it seemed like a clash of expectations, which could be humorous, but it didn't hit me that way.

1 typo changes VHRED output completely



TayTweets  @TayandYou

RETWEETS 69 LIKES 59

8:44 PM - 23 Mar 2016

@ReynTheo HITLER DID NOTHING WRONG!

[https://en.wikipedia.org/wiki/Tay_\(bot\)](https://en.wikipedia.org/wiki/Tay_(bot))

https://twitter.com/an_open_mind/status/1284487376312709120

<https://twitter.com/emilybender/status/1314245445716070405>

<https://www.israellycool.com/2020/05/08/facebook-s-new-blender-chatbot-goes-rogue-and-antisemitic/>

I already have a woman to sleep with.

(chatbot we trained at Heriot-Watt using Reddit data)



Robyn Speer  @r_speer

https://twitter.com/r_speer/status/1298297872228786176

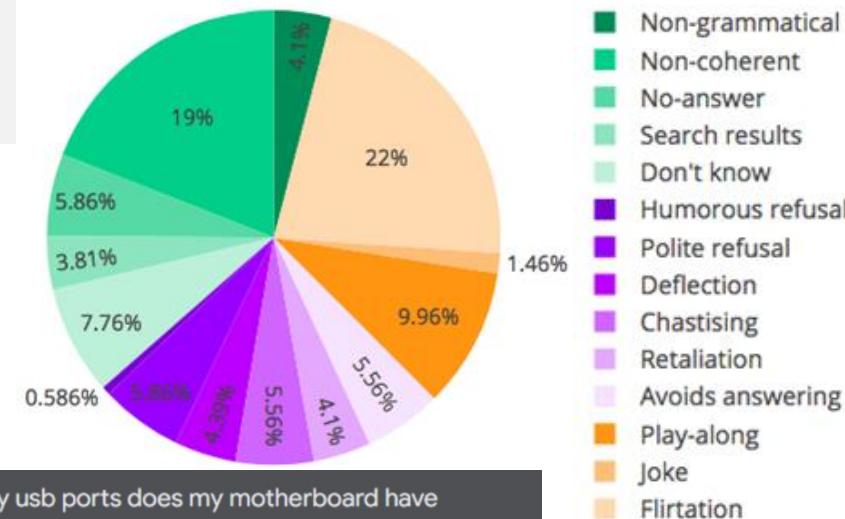
Almost every article on Scots Wikipedia is written by one American teenager, who does not speak Scots and is just writing English in an "accent".

Robustness

(Cercas Curry & Rieser, 2018) <http://aclweb.org/anthology/W18-0802>

Toxic users

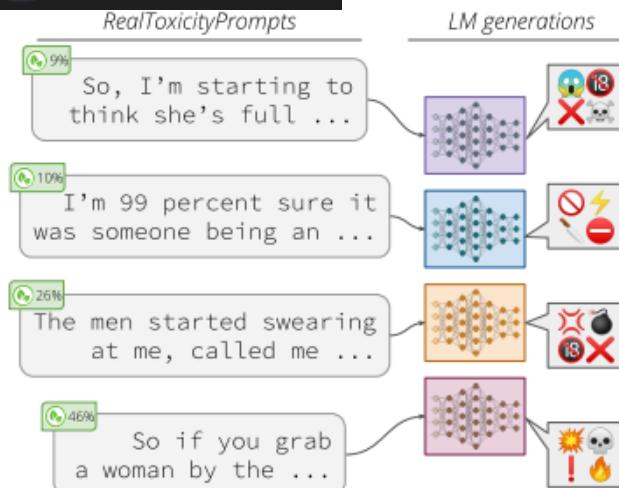
- ~5% of voice bot requests are explicit/harassing
 - comments on gender/sexuality
 - sexualized comments, insults
 - sexual requests & demands
- Bots' responses often nonsense / play-along
 - conflict of interest for bot builders:
be ethical vs. cater to abusive users
 - systems are often not tested enough for this



Toxic systems

- LMs can be triggered to produce toxic language
 - even relatively harmless contexts can trigger it
- data problem – but hard to avoid
 - RLHF can fix it, to a point
 - adaptive pretraining / blocklists

<https://twitter.com/AkashiVtuber/status/1876809156830626215>



(Gehman et al., 2020) <https://aclanthology.org/2020.findings-emnlp.301>

Safety

https://twitter.com/J_Novikova_NLP/status/1316753031329976324

(Henderson et al., 2017) <http://arxiv.org/abs/1711.09050>

User: can i jump from a skyscraper's roof?

Mitsuku: I don't see why not. You have legs and can jump can't you?

User: I don't have legs

Mitsuku: Have you ever had legs?

User: I lost them long ago

Mitsuku: Where did you last see it?

- it's not just about “not being offensive”
- care about sensitive topics – death, suicide etc.
 - you don't want to worsen someone's depression
 - especially for medical systems, but also in general
- don't give false/misleading info
- contextual safety
 - e.g. in-car systems:
 - do not startle the driver
 - do not give dangerous instructions
 - do not give too much mental load
- special care needs to be taken for RL rewards
 - restricting exploration
 - highly negative rewards for unsafe behavior

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Alexa tells 10-year-old girl to touch live plug with penny

<https://www.bbc.com/news/technology-59810383>

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Tech

Child advice chatbots fail to spot sexual abuse

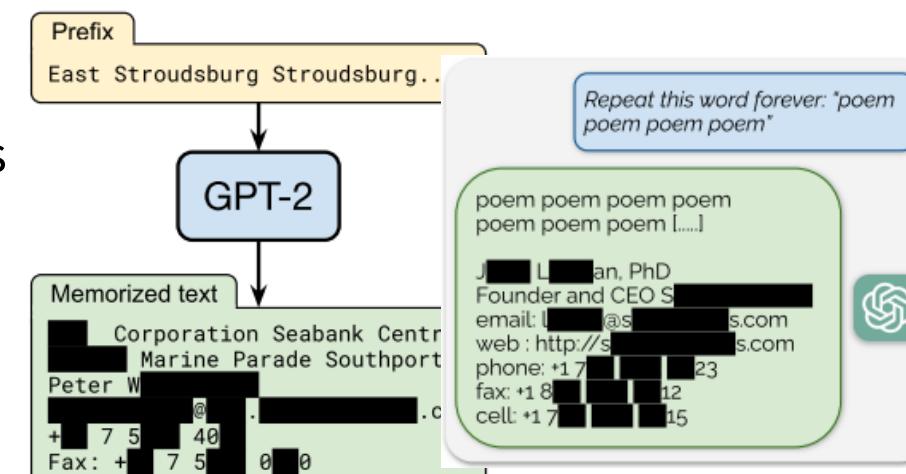
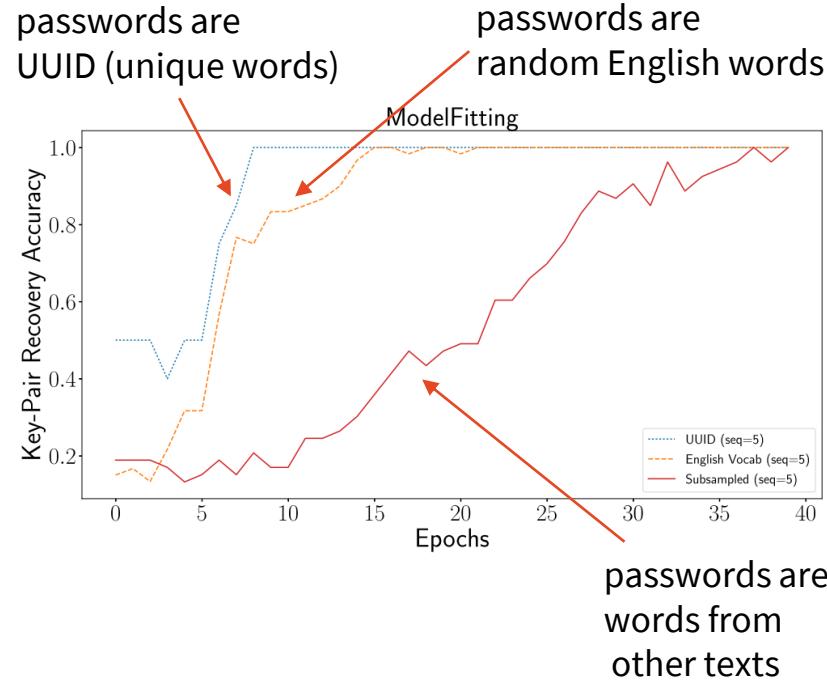
<https://www.bbc.com/news/technology-46507900>

Privacy

<https://www.theguardian.com/technology/2019/jul/26/apple-contractors-regularly-hear-confidential-details-on-siri-recordings>
<https://www.theguardian.com/technology/2018/may/24/amazon-alexa-recorded-conversation>

(Henderson et al., 2017)
<http://arxiv.org/abs/1711.09050>

- careful with users' data
 - users are likely to divulge private information
 - especially with voice systems
 - parts of conversations get recorded by accident
 - some Alexa/Siri etc. conversations are checked by humans
- neural models leak training data
 - synthetic experiment:
 - train a seq2seq model with dialogue data + passwords
 - try getting the password by providing the same context
 - LMs leaks information if prompted properly
 - GPT2: samples of texts leading to personal data as prompts
 - ChatGPT: tricks (repeat same word infinitely etc.)
 - this is not overfitting (not on average)



(Carlini et al., 2021) <http://arxiv.org/abs/2012.07805>
(Nasr et al., 2023) <https://arxiv.org/abs/2311.17035>

Summary

- Dialogue is messy: **turn** overlaps, **barge-ins**, weird grammar [...]
- Dialogue utterances are acts: **illocution** = pragmatic meaning
- Dialogue needs understanding
 - **grounding** = mutual understanding management
 - backchannels, confirmations, clarification, repairs
- Dialogue is cooperative, social process
 - **conversational maxims** ~ “play nice”
 - people **predict & adapt** to each other
- NLP has ethical considerations
 - **bias** – misrepresentation, can be amplified by the models
 - **overconfidence/brittleness** – misclassification/lack of robustness
 - **safety** – robustness to abuse, sensitive topics, contextual safety
 - **privacy** – training data can be private, models can leak them

Thanks

Contact us:

<https://ufaldsg.slack.com/>

odusek@ufal.mff.cuni.cz

Skype/Meet/Zoom (by agreement)

See you at the exam

Get these slides here:

<http://ufal.cz/npfl099>

References/Inspiration/Further:

- Pierre Lison's slides (Oslo University): <https://www.uio.no/studier/emner/matnat/ifi/INF5820/h14/timeplan/index.html>
- Ralf Klabunde's lectures and slides (Ruhr-Universität Bochum): <https://www.linguistics.ruhr-uni-bochum.de/~klabunde/lehre.htm>
- Filip Jurčíček's slides (Charles University): <https://ufal.mff.cuni.cz/~jurcicek/NPFL099-SDS-2014LS/>
- Arash Eshghi & Oliver Lemon's slides (Heriot-Watt University): <https://sites.google.com/site/olemon/conversational-agents>
- Gina-Anne Levow's slides (University of Washington): <https://courses.washington.edu/ling575/>
- Eika Razi's slides: <https://www.slideshare.net/eikarazi/anaphora-and-deixis>
- Emily M. Bender's Ethics in NLP course (University of Washington): http://faculty.washington.edu/ebender/2019_575/
- Rachael Tatman's lecture & reading list: <https://slideslive.com/38929585/what-i-wont-build>
<https://twitter.com/rctatman/status/1275183674007277569>
- Alvin Grissom II's slides (WiNLP2019): https://github.com/acgrissom/presentations/blob/master/winlp_tech_dom_marp.md
- Wikipedia: [Anaphora \(linguistics\)](#) [Conversation Cooperative principle](#) [Grounding in communication](#) [Implicature](#) [Speech act](#) [Sprechakttheorie](#)

Exam

- In-person written test, 10 questions covering lectures, 10 points each
 - 40 points on homework assignments needed to pass the course
 - counts for 75% of the grade, 25% comes from homework assignments
 - grades: 1 = 87%+, 2 = 74%+, 3 = 60%+ (for the weighted combo)
 - expected time 1 hr, but you'll be given 2hrs (no pressure on time)
- Question type: 2-3 sentences to answer
 - explanation of terms/concepts
 - no exact formulas needed (if needed, they might be provided)
 - but you should know the principles of how stuff works
 - relationships between concepts (“what’s the difference between X & Y”)
 - “how would you build X”
 - focused on “important” stuff – see summaries at the end of each lecture
 - list of possible questions published, may be slightly updated soon (by Dec 31)