

Computational Modeling in Python: Distributional Semantic Models



Plan for today

1. Computational Modelling: what is it, and why should we care?
2. Our case study for today:
Learning Words from Context
3. Representing word meaning from context:
Distributional Semantic Models
4. Practical: let's implement the model!



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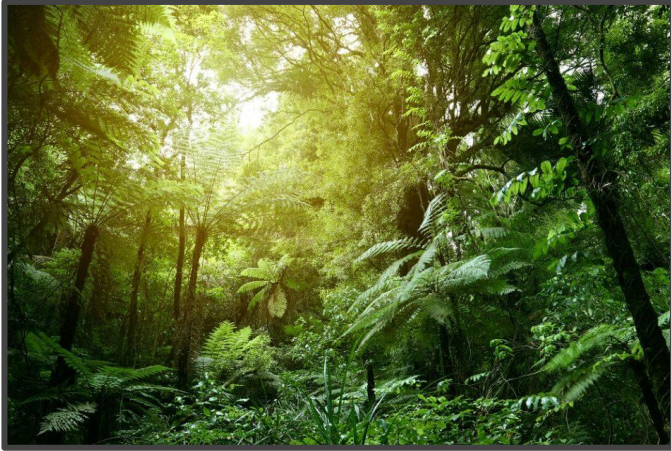
What is a model?

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- A **model** is a **formal** and **simplified** representation of some aspect of reality

What is a model?

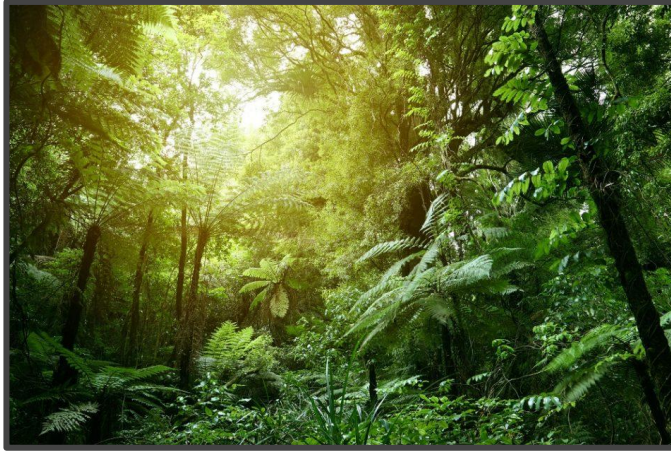
- A **model** is a **formal** and **simplified** representation of some aspect of reality



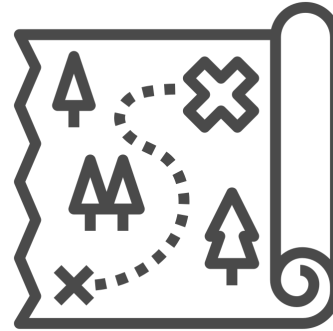
Reality

What is a model?

- A **model** is a **formal** and **simplified** representation of some aspect of reality



Reality



Simplification

What is a **computational** model?



What is a **computational** model?

- A **model** that can be described in a programming language as a sequence of steps that transform an input x into an output y .



Why should we use computational models?

- Formalization of a theory
 - Eliminate vagueness of verbal descriptions



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- Prediction of unseen cases



Why should we use computational models?

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 - Eliminate vagueness of verbal descriptions
- Prediction of unseen cases
- Causal explanations and theory building



Why should we use computational models?

- Formalization of a theory
 - Eliminate vagueness of verbal descriptions
- Prediction of unseen cases
- Causal explanations and theory building
- Automatization: we can apply (multiple) models to large amounts of data



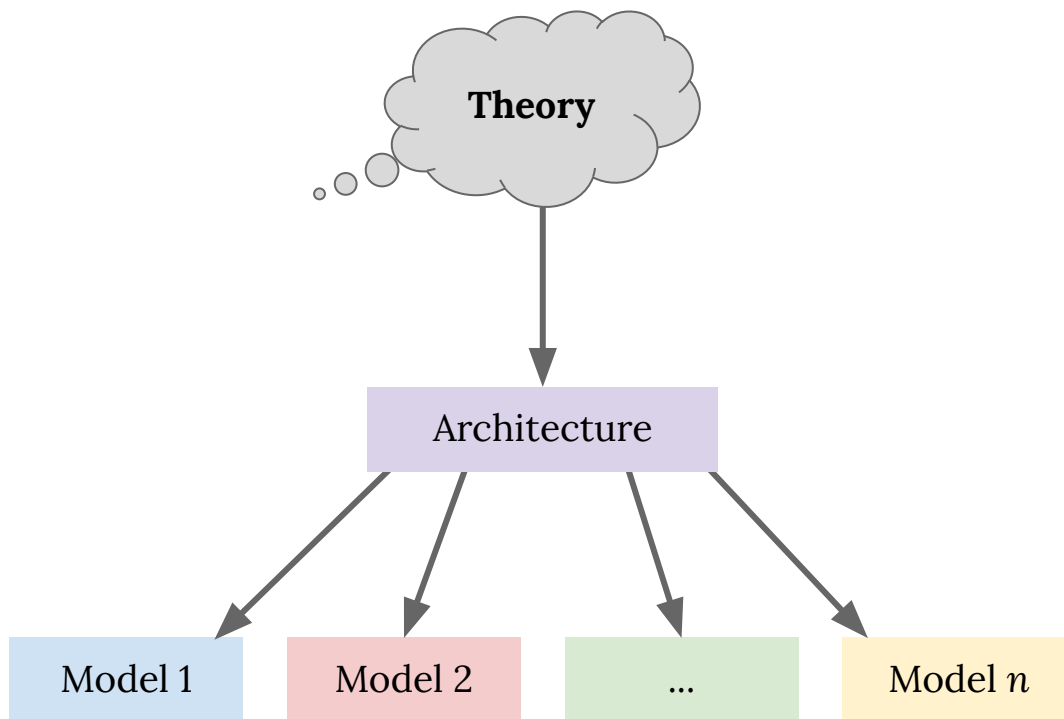
What kinds of computational models exist?

- 1000s of different architectures available
- There are some common ways of classifying models (e.g., symbolic vs. connectionist)
- Often there are multiple ways to model the same behaviour or cognitive processes
- But this is not necessarily a problem
- Different models might serve different goals, while still being derived from the same theory/hypotheses

What kinds of computational models exist?

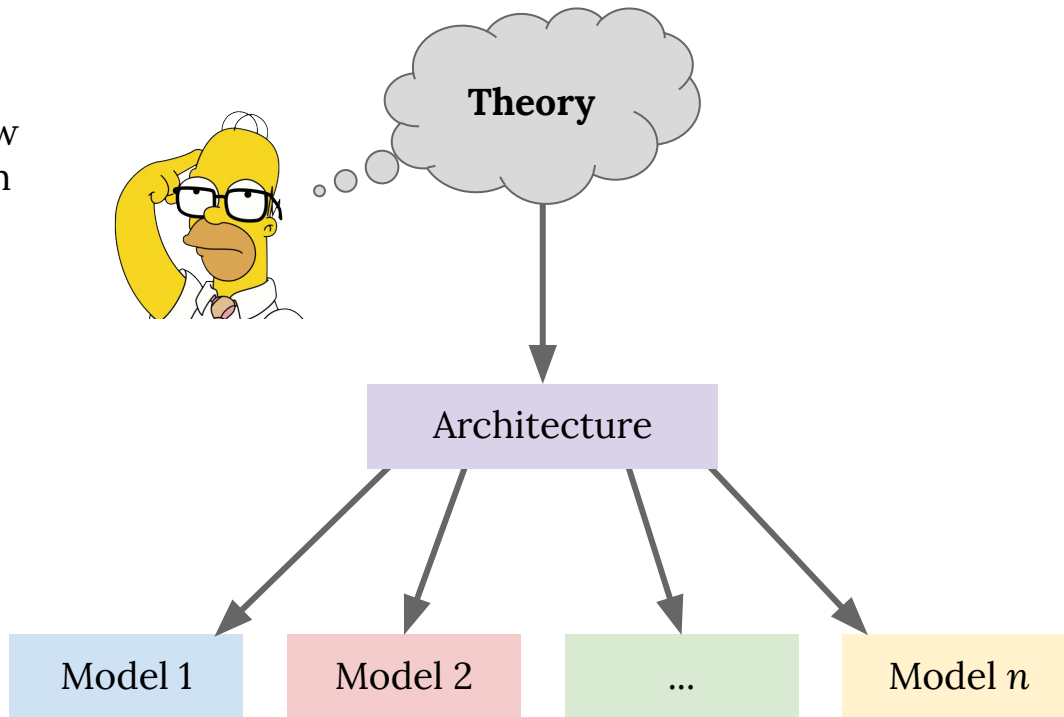
- 1000s of different architectures available
- Most models are designed to answer specific questions
 - How do children segment words? How do people represent semantics?
- There are some common ways of classifying models (e.g., symbolic vs. connectionist)

Lane and Gobet (2012)



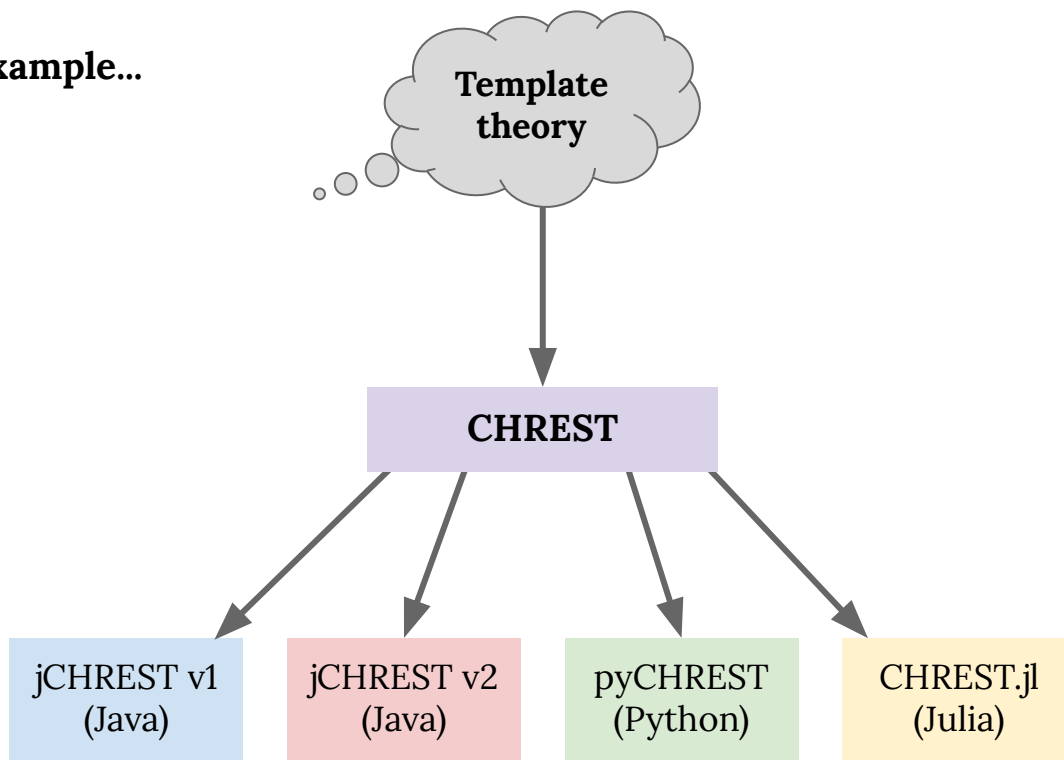
Lane and Gobet (2012)


Researcher has a **verbal theory** of how the cognitive system works



Lane and Gobet (2012)

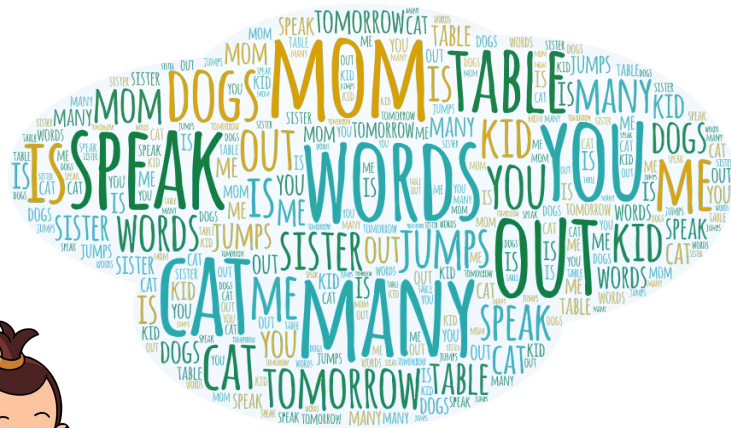
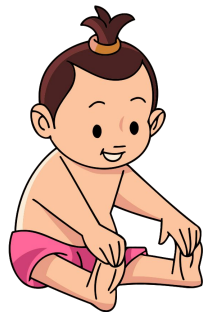
For example...





Today: Learning Words From Linguistic Context

Word Learning

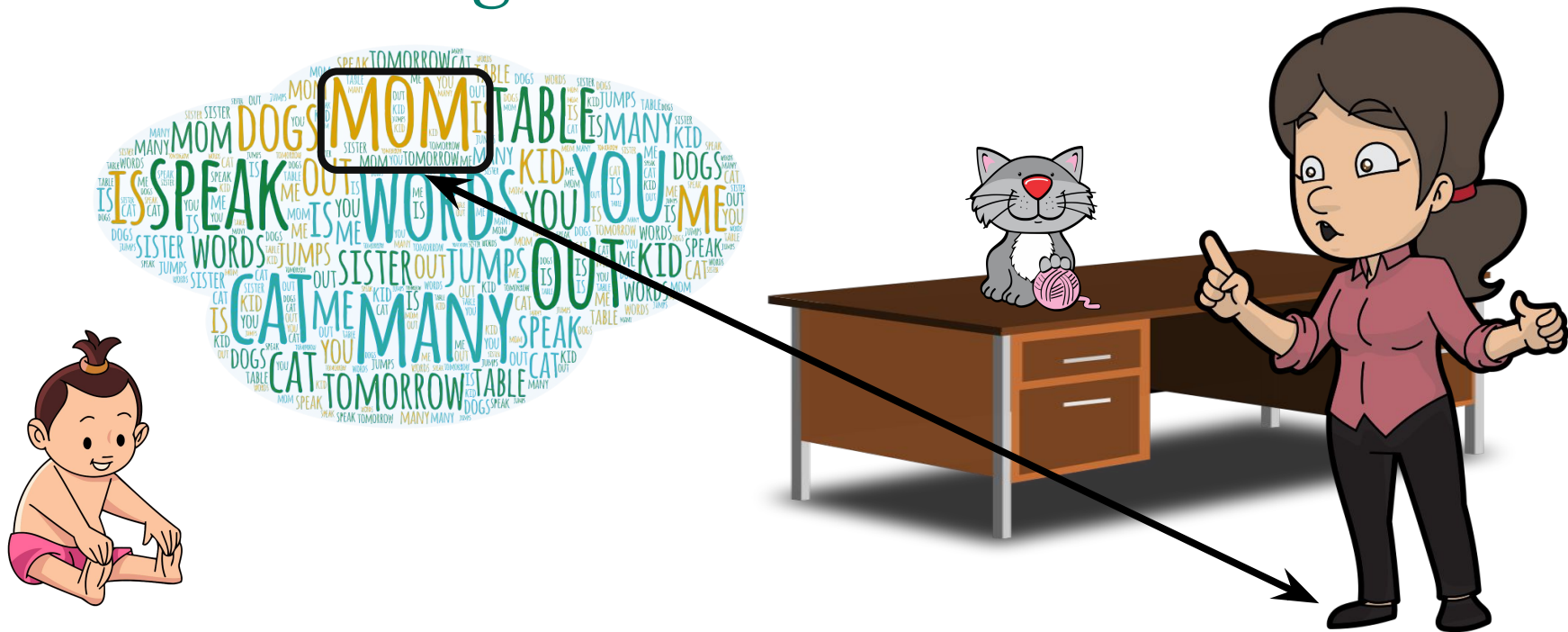


words



meaning

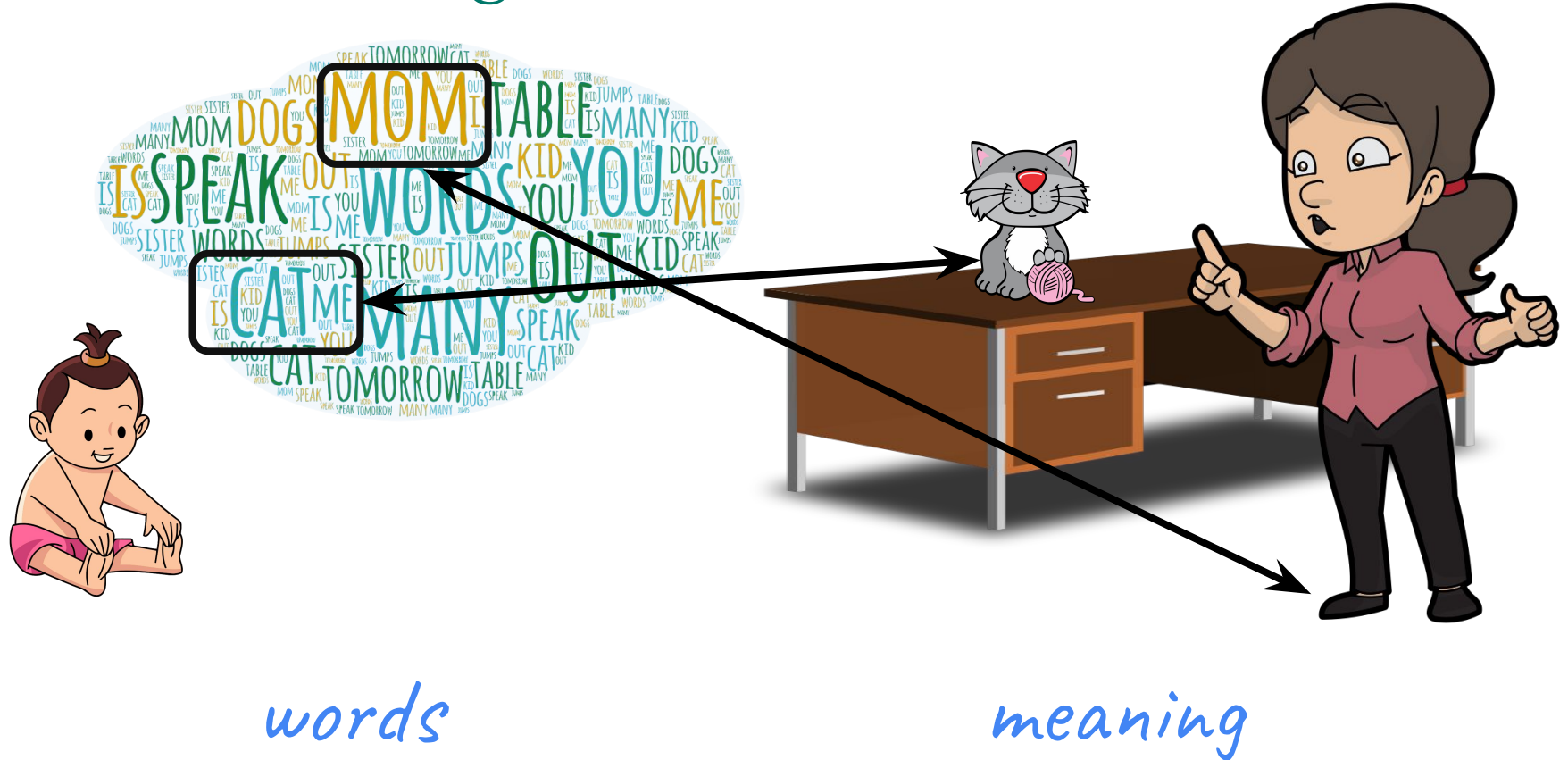
Word Learning



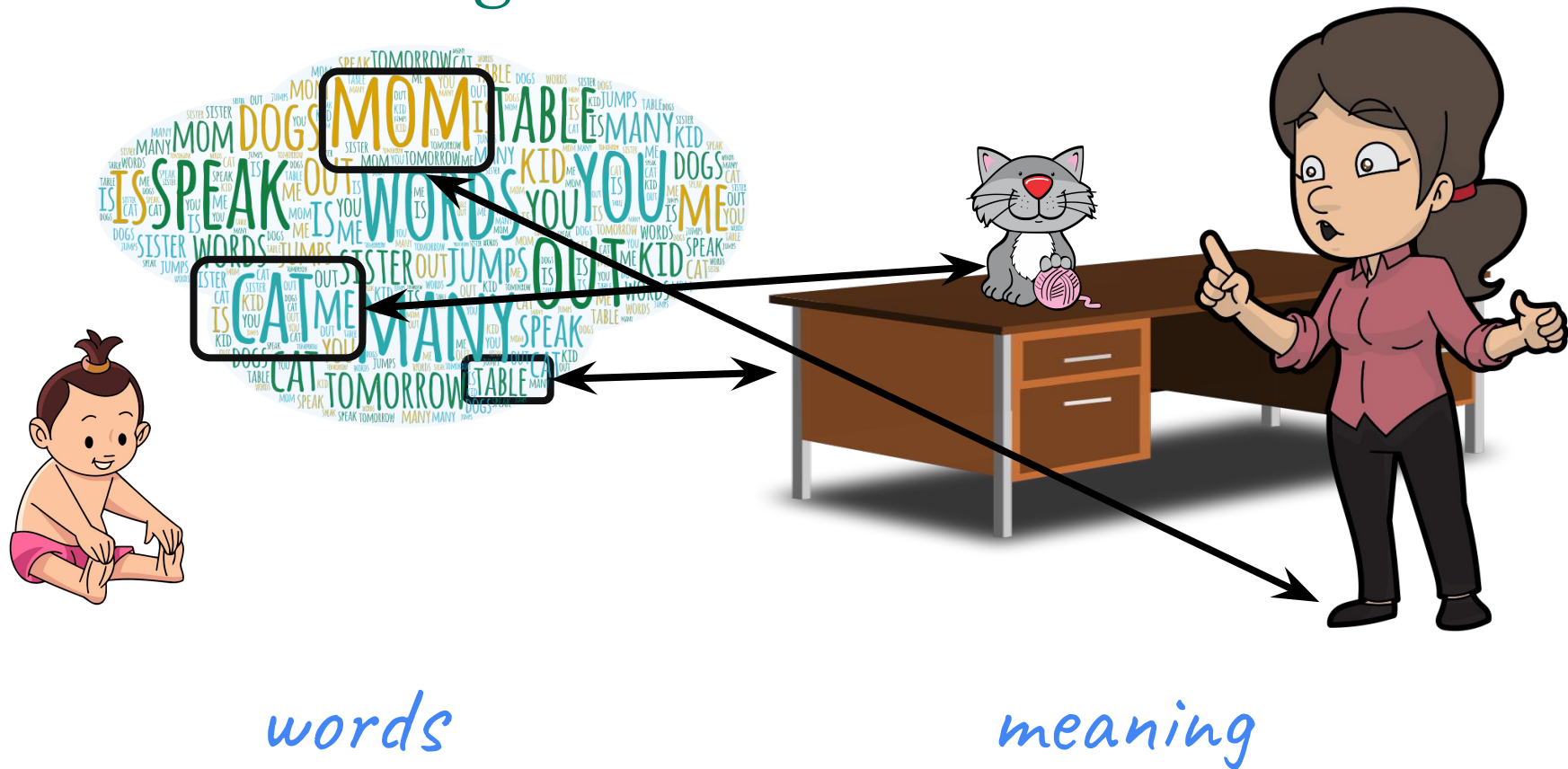
words

meaning

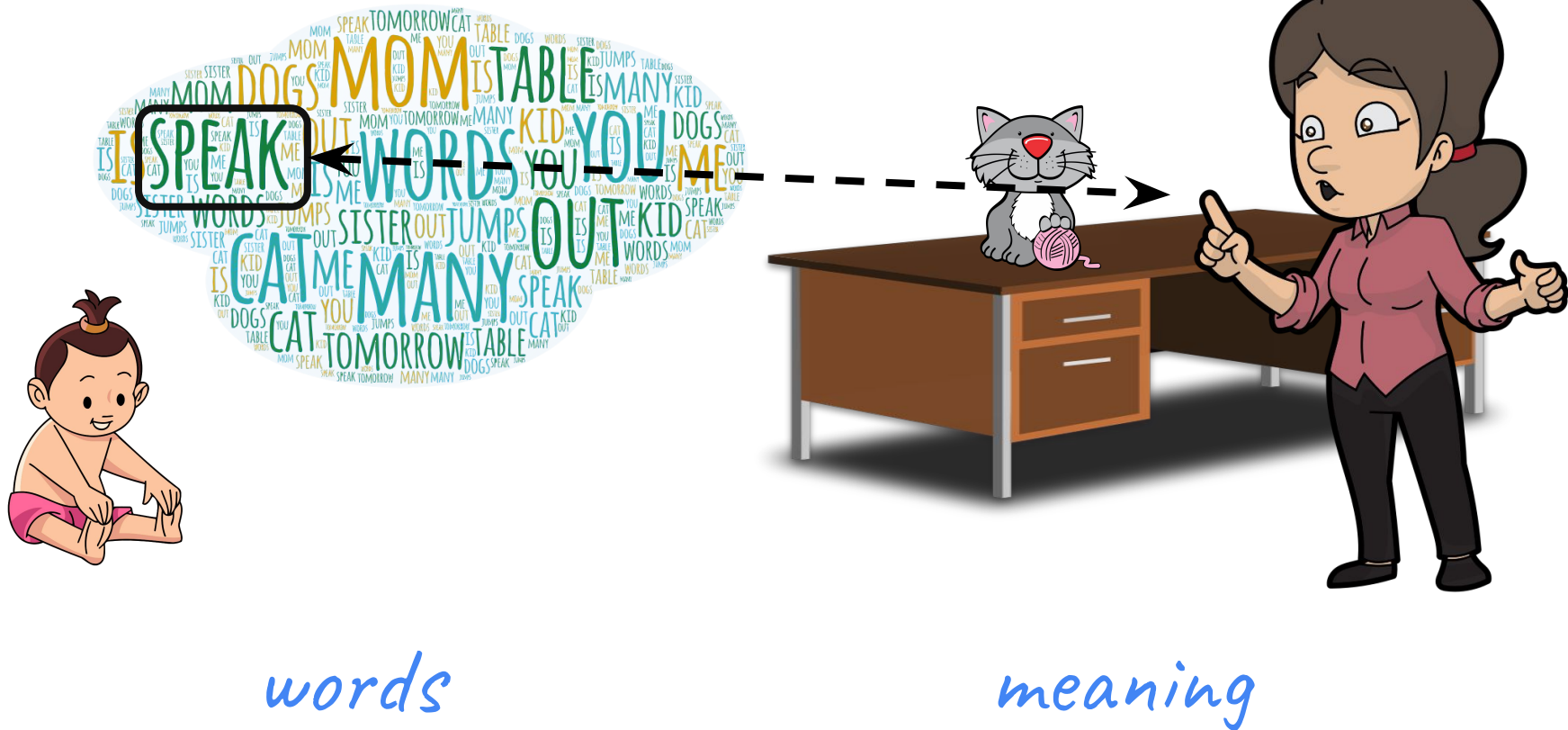
Word Learning



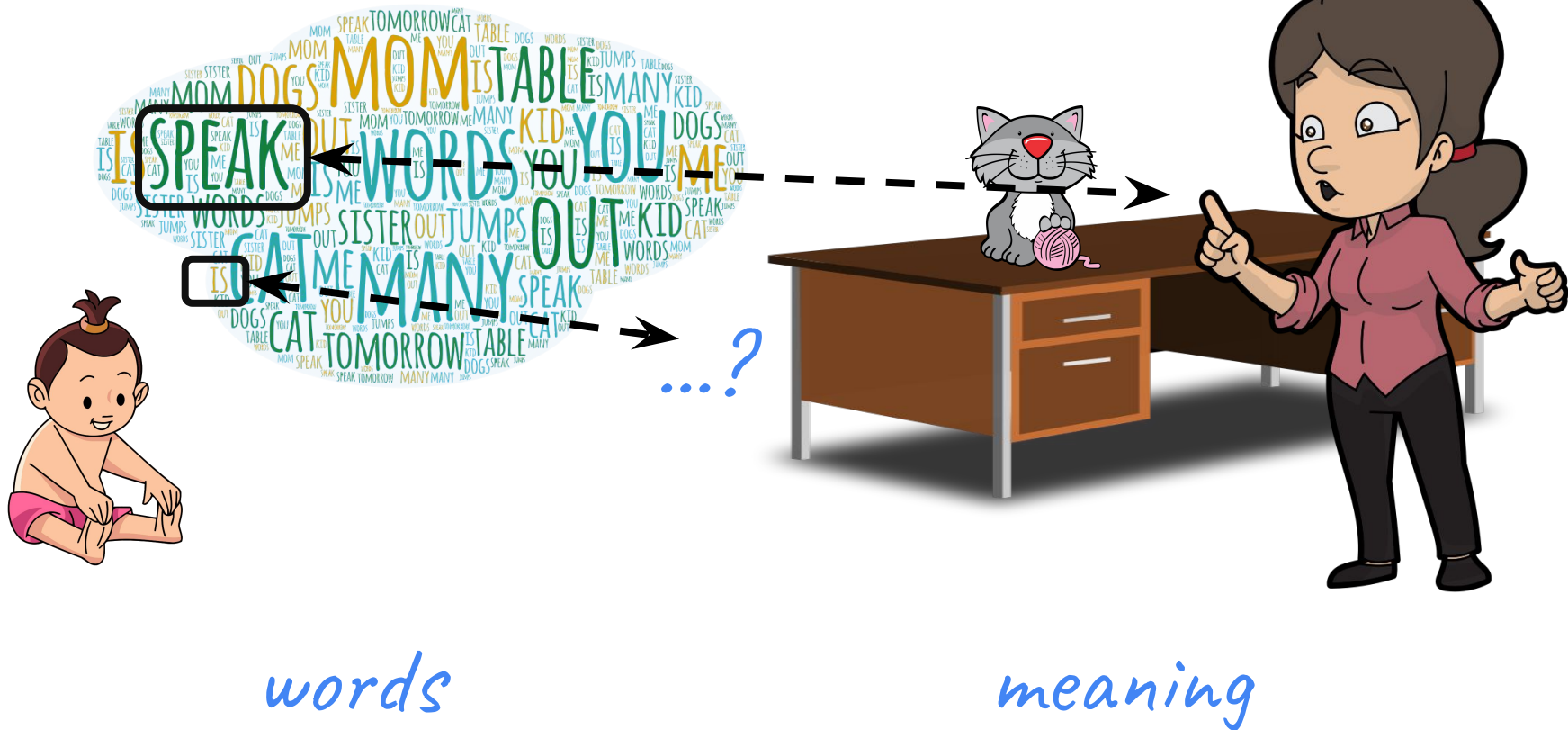
Word Learning



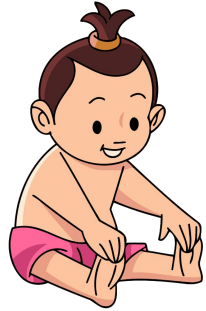
Word Learning



Word Learning

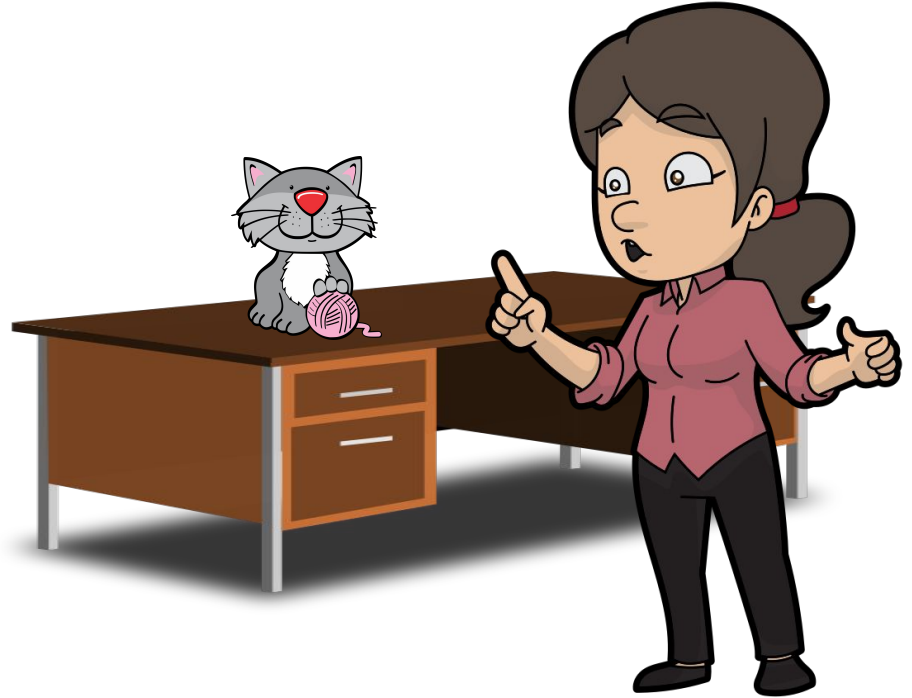


Word Learning



...?

words



meaning

Word Learning

- Mapping words to meaning is a difficult task
- How do children constrain the hypothesis space?

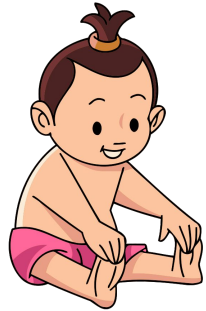
Word Learning

- Mapping words to meaning is a difficult task
- How do children constrain the hypothesis space?
 - Biases to select referent
 - mutual exclusivity bias, whole-object assumption, ...

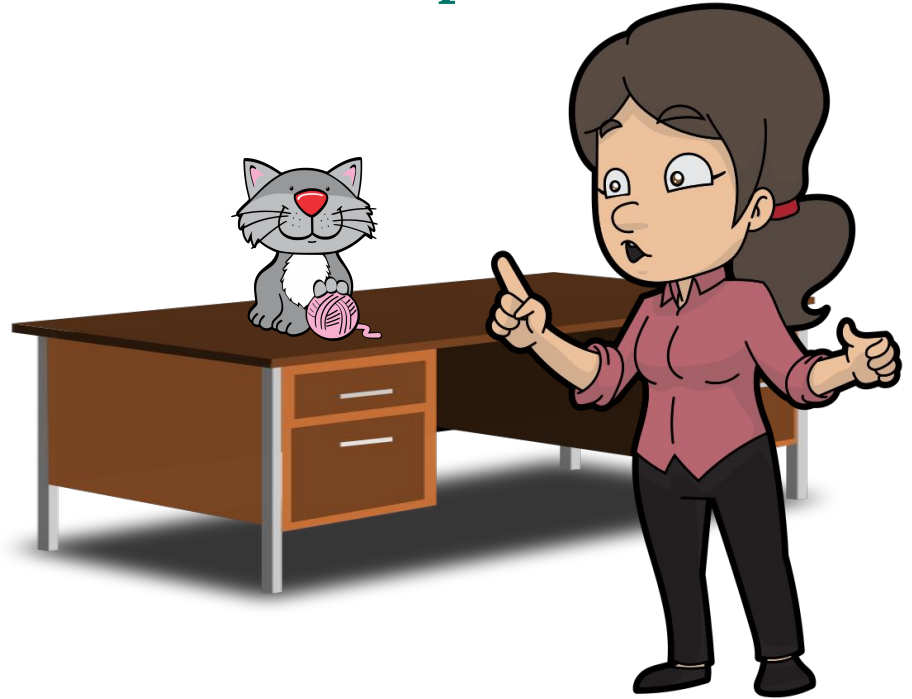
Word Learning

- Mapping words to meaning is a difficult task
- How do children constrain the hypothesis space?
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 - Cross-situational learning

But... words occur in continuous speech



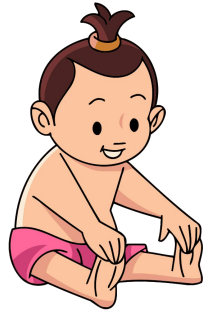
words



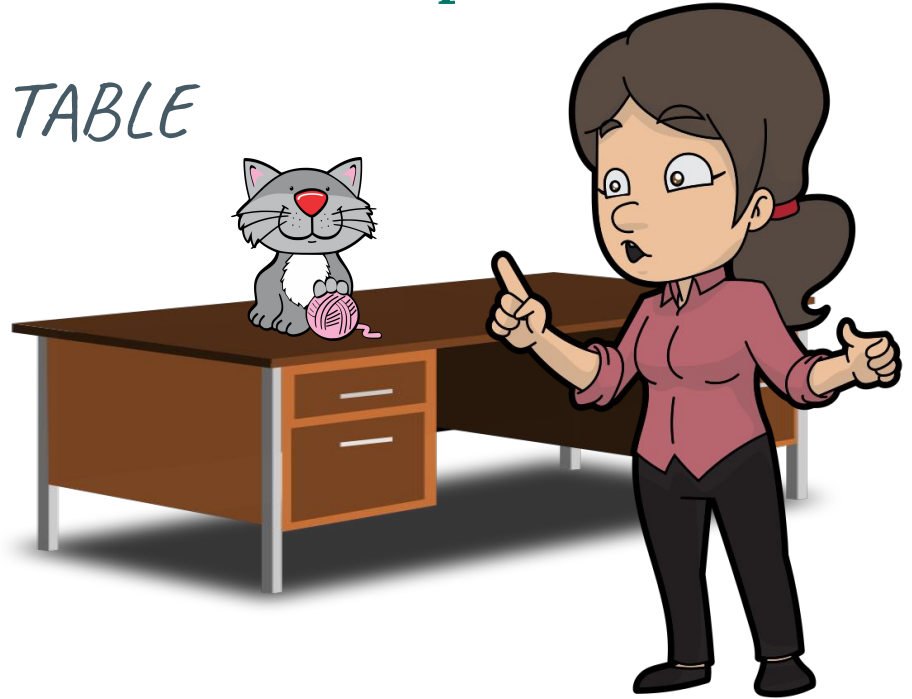
meaning

But... words occur in continuous speech

THE CAT IS ON THE TABLE



words



meaning

Word Learning

- Mapping words to meaning is a difficult task
- How do children constrain the hypothesis space?
 - Biases to select referent
 - mutual exclusivity bias, whole-object assumption, ...
 - Cross-situational learning
 - Distributional information from the linguistic input
 - CONTEXT!

Word Learning from distributional cues



THE **CAT** IS ON THE TABLE
WHERE DOES THE **CAT** SLEEP?
THE **CAT** ATE YOUR FOOD!

- Children can track **distributional information** at a very young age (Saffran et al. 1996, Aslin et al. 1998, ...)

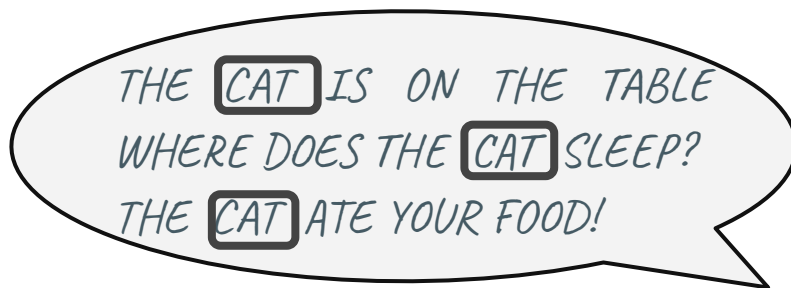
Word Learning from distributional cues



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- Children can track **distributional information** at a very young age (Saffran et al. 1996, Aslin et al. 1998, ...)
- How can distributional information shape **meaning representations**?

Word Learning from distributional cues



- Children can track **distributional information** at a very young age (Saffran et al. 1996, Aslin et al. 1998, ...)
- How can distributional information shape meaning representations?
 - Let's look at **Distributional Semantic Models**

Distributional Semantic Models



Meaning as use

- "The meaning of a word is its use in the language" (Wittgenstein, 1953)
- “What people know when they say that they know a word is not how to recite its dictionary definition – they know how to use it” (Miller, 1986)

The Distributional Hypothesis

- “Difference of meaning correlates with difference of distribution” (Harris, 1954)
- “You shall know a word by the company it keeps” (Firth, 1957)

Distributional Semantic Models

- **Distributional Semantic Models** (DSMs) derive semantic representations of words based on the distributional hypothesis
- These models are also known as **Vector Space Models**

Distributional Semantic Models

- The representations have the form of vectors (embeddings)

e.g.

249	0	365	446	0	0	90	0	2136
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- These representations are distributed rather than symbolic
 - similar words should have similar representations!

Distributional Semantic Models

- The number of words that we consider to be part of the context of another word is a parameter called "window size"
- We will now see an example of how we derive word representations in DSMs, for a model with window size = 2

Distributional Semantic Models

THE CAR TRAVELLED AT HIGH SPEED

Distributional Semantic Models

THE CAR TRAVELLED AT HIGH SPEED

	the	car	travelled	at	high	speed	...
the	0	0	0	0	0	0	0
car	0	0	0	0	0	0	0
travelled	0	0	0	0	0	0	0
at	0	0	0	0	0	0	0
high	0	0	0	0	0	0	0
speed	0	0	0	0	0	0	0
...	0	0	0	0	0	0	0

Distributional Semantic Models

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car	0	0	0	0	0	0	0
travelled	0	0	0	0	0	0	0
at	0	0	0	0	0	0	0
high	0	0	0	0	0	0	0
speed	0	0	0	0	0	0	0
...	0	0	0	0	0	0	0

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Distributional Semantic Models

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	the	car	travelled	at	high	speed	...
the	0	1	1	0	0	0	0
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travelled	1	1	0	1	1	0	0
at	0	1	1	0	1	1	0
high	0	0	1	1	0	1	0
speed	0	0	0	1	1	0	0
...	0	0	0	0	0	0	0

Distributional Semantic Models

	the	car	travelled	at	high	speed	...
the	0	1	1	0	0	0	0
car	1	0	1	1	0	0	0
travelled	1	1	0	1	1	0	0
at	0	1	1	0	1	1	0
high	0	0	1	1	0	1	0
speed	0	0	0	1	1	0	0
...	0	0	0	0	0	0	0

Distributional Semantic Models

THE TRUCK TRAVELLED FAST

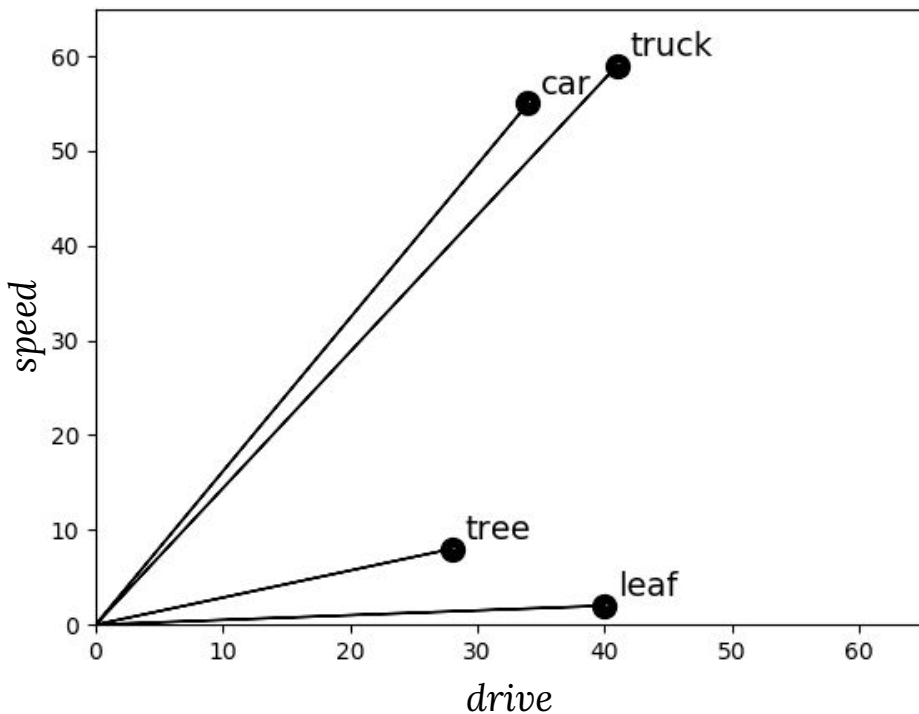
	the	car	travelled	at	high	speed	truck	fast
the	0	1	2	0	0	0	1	0
car	1	0	1	1	0	0	0	0
travelled	2	1	0	1	1	0	1	1
at	0	1	1	0	1	1	0	0
high	0	0	1	1	0	1	0	0
speed	0	0	0	1	1	0	0	0
truck	1	0	1	0	0	0	0	1
fast	0	0	1	0	0	0	1	0

Distributional Semantic Models

	the	car	travelled	at	high	speed	truck	fast
the	0	1	2	0	0	0	1	0
car	1	0	1	1	0	0	0	0
travelled	2	1	0	1	1	0	1	1
at	0	1	1	0	1	1	0	0
high	0	0	1	1	0	1	0	0
speed	0	0	0	1	1	0	0	0
truck	1	0	1	0	0	0	0	1
fast	0	0	1	0	0	0	1	0

- This is a term-term co-occurrence matrix (for a toy example)
- The vectors reflect the use of words in real linguistic productions.
- Similar vectors for semantically related words!

Distributional Semantic Models

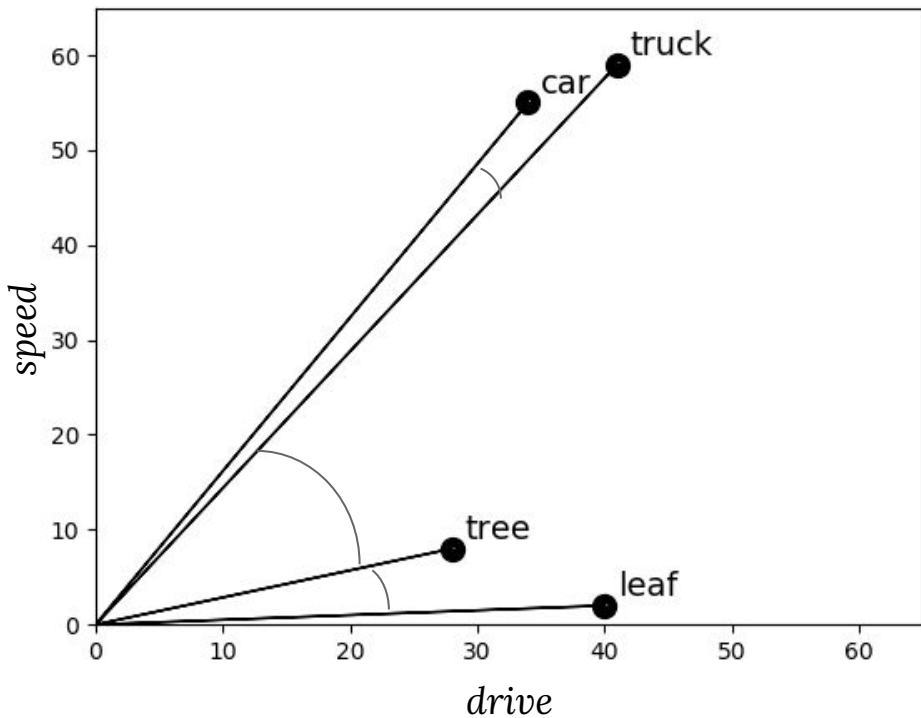


- We can interpret each position in an n-dimensional vector as a coordinate of a point in n-dimensional vector space

(graph reduced to 2 dimensions)

- Thus, these word representations have **geometric** properties (e.g. distance between words!)

Distributional Semantic Models



- Cosine similarity: cosine of the angle of the vectors

$$\cos(\Theta) = \frac{\mathbf{A} \cdot \mathbf{B}}{\|\mathbf{A}\| \|\mathbf{B}\|}$$

The cosine is between $[-1, 1]$. A measure of 0 indicates orthogonal vectors (completely unrelated).

Let's implement this!

