Arguments for and against DIY corpus tools creation:

A debate about programming

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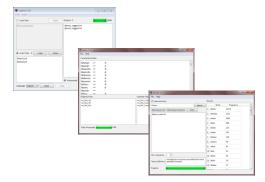


Motivations

- Anthony, L. (2009). Issues in the design and development of software tools for corpus studies: The case for collaboration. In P. Baker (Ed.), Contemporary corpus linguistics (pp. 87-104). London, UK: Continuum Press.
- Anthony, L. (2013). A critical look at software tools in corpus linguistics. Linguistic Research, 2013, 30(2), 141-161.
- Anthony, L. (2014, September). Corpus Tools Brainstorming Session. Workshop given at the American Association for Corpus Linguistics (AACL 2014), September 25-28, 2014, Flagstaff, Arizona, US.
- Anthony, L., Wattam, S., Coole, M., Mariani, J., Rayson, P., and Vidler J. (2015, July). Brainstorming the next generation of corpus software. Workshop given at the Corpus Linguistics Conference (CL 2015), July 20-24, 2015. Lancaster University, UK.

Overview

- The current state of corpus linguistics tools
 - four generations of corpus tools
 - a need for something new
- DIY Corpus Tools The Debate
 - Arguments for learning to program
 - Arguments against learning to program
- Thoughts on the future of programming and tools in corpus linguistics research
 - Programming, tools, and statistics
 - Collaboration in project teams



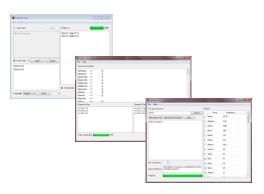


http://d.ibtimes.co.uk/en/full/339496/rock-john-cena.jpg?w=500



http://cdn.phys.org/newman/gfx/news/hires/2012/scientistsce.jp

four generations of tools

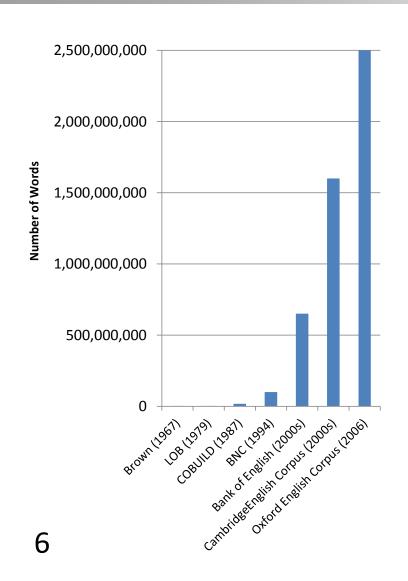


A definition of corpus linguistics

- It is an empirical (experimental) approach
 - An analysis of actual patterns of use in target texts
- It uses a corpus of natural texts as the basis for analysis
 - Corpus = a representative sample of target language stored as an electronic database (plural = "corpora")
- It relies on computer software for analysis
 - Results are generated using automatic and interactive techniques
- It depends on both quantitative and qualitative analytical techniques
 - Observations are counted and results are interpreted



From principled corpora to opportunistic corpora





CORPUS OF GLOBAL WEB-BASED ENGLISH (GloWbE)



The Oxford English Corpus



Brown Corpus Sample

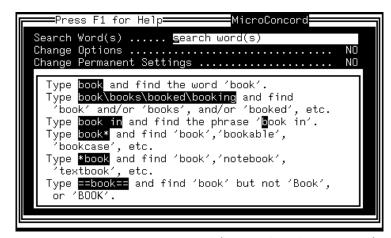
A01 0010 The Fulton County Grand Jury said Friday an investigation A01 0020 of Atlanta's recent primary election produced "no evidence" that A01 0030 any irregularities took place. The jury further said in term-end A01 0040 presentments that the City Executive Committee, which had over-all A01 0050 charge of the election, "deserves the praise and thanks of the A01 0060 City of Atlanta" for the manner in which the election was conducted. A01 0070 The September-October term jury had been charged by Fulton A01 0080 Superior Court Judge Durwood Pye to investigate reports of possible A01 0090 "irregularities" in the hard-fought primary which was won by A01 0100 Mayor-nominate Ivan Allen Jr&. "Only a relative handful

- 1st-generation (1960s-1970s)
 - run on mainframes, single function tools, 'monolingual' (ASCII-based), designed for tiny corpora (of the time)
 - e.g., A Concordance Generator (Smith, 1966)
 - e.g., Discon (Clark, 1966)
 - e.g., Drexel Concordance Program (Price, 1966)
 - e.g., Concordance (Dearing, 1966)
 - e.g., CLOC (Reed, 1978)

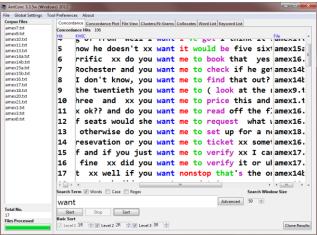


IBM 7090 Mainframe computer http://thisdayintechhistory.com/11/30/ibm-7090-delivered/

- 2nd-generation (1980s-1990s)
 - run on PCs, Roman-script language support, limited functions, designed for 'small' corpora
 - e.g., Oxford Concordance Program (OCP) (Hockey, 1988)
 - e.g., Longman Mini-Concordancer (Chandler, 1989)
 - e.g., Kaye concordancer (Kaye, 1990)
 - e.g., MicroConcord (Scott & Johns, 1993)



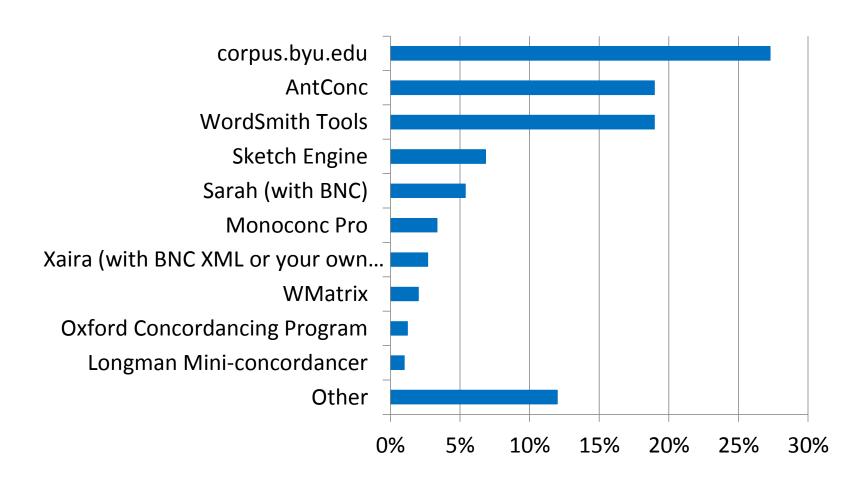
- 3rd-generation (2000s-present)
 - run on PCs, partial (or full) Unicode support, more functions, designed for 'bigger' corpora, more statistical measures, easy-to-use
 - e.g., WordSmith Tools (Scott, 1996-2014)
 - e.g., MonoConc Pro (Barlow, 2000)
 - e.g., AntConc (Anthony, 2004-2014)



- 4th-generation (late 2000s-present)
 - run on a server (accessed via a browser), partial (or full)
 Unicode support, simple (or advanced) functions, designed for pre-installed (copyrighted) corpora, simple to advanced statistical measures, easy-to-use
 - e.g., corpus.byu.edu (Davies, 2011), CQPweb (Hardie, 2011),
 SketchEngine (Kilgariff, 2011), Wmatrix (Rayson, 2011)



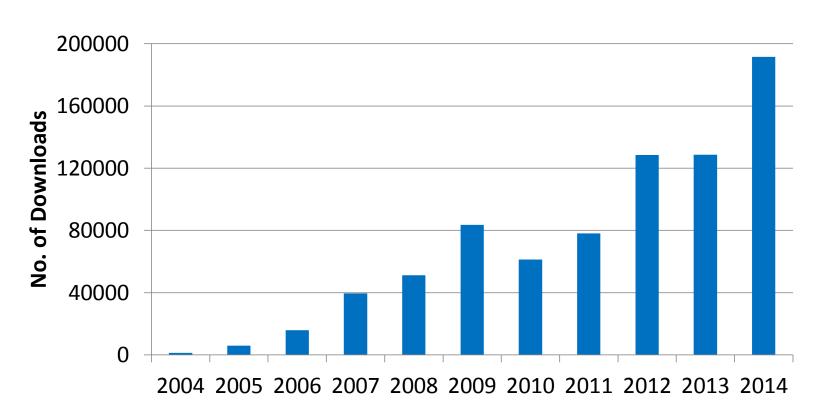
Most popular tools for analyzing corpora



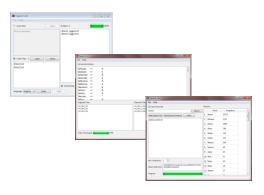
"Which computer programs do you use for analysing corpora?" International survey of corpus linguists. Reponses: 891. (Tribble, 2012)

Most popular tools for analyzing corpora

Download Statistics for AntConc (2004-2014)

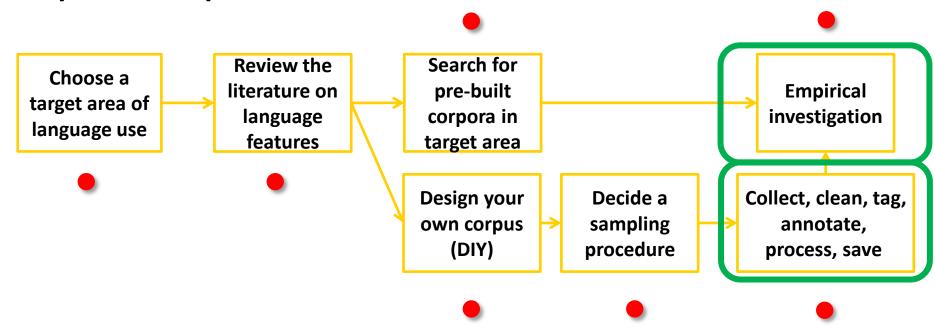


a need for something new

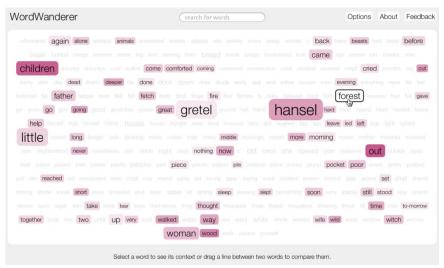


A need for something new

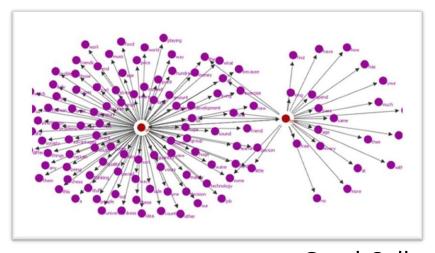
Corpus Development Process



A need for something new (exploratory tools)



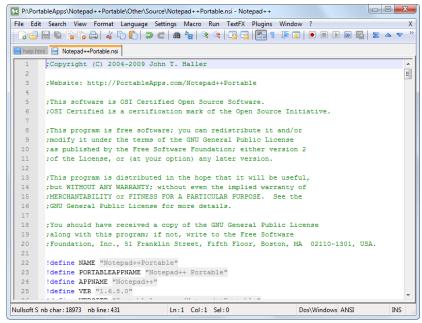
WordWanderer http://wordwanderer.org/



GraphColl

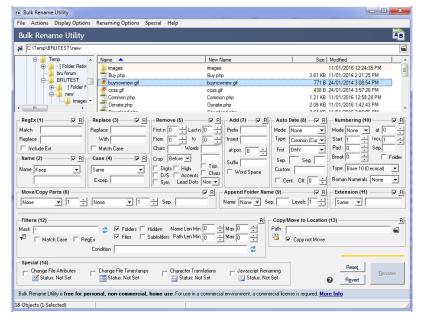
http://www.extremetomato.com/projects/graphcoll/

A need for something new (collecting, cleaning, tagging tools)



NotePad++

https://notepad-plus-plus.org/



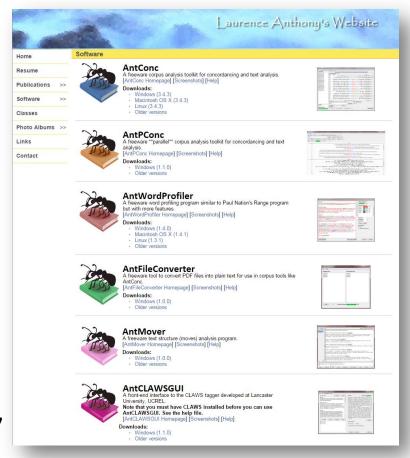
BulkFileRenamer

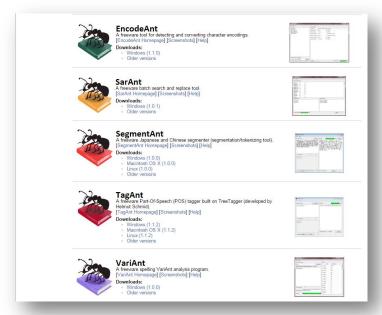
http://www.bulkrenameutility.co.uk/Main_Intro.php

A need for something new

AntLab Tools

www.laurenceanthony.net/software





A web-based interface to the Japanese-English News Articles database of the National Institute of Information and Communications Technology (NICT). WebParaNews is developed in collaboration with Kiyomi CHUJO (Nihon University, Japan)

The WebParaNews Concordancer

A web-based interface to the ENEJE (English Native Edited Japanese Essays) Parallel Corpus
The ENEJE Parallel Corpus is developed by Laurence ANTHONY (Waseda University, Japan) in collaboration with

Nozomi MIKI (Komazawa University, Japan)

The ENEJE Concordancer

A web-based interface to the EXEMPRAES (Exemplary Empirical Research Articles in English and Spanish) Corpus The ENEJE Parallel Corpus is developed by Laurence ANTHONY (Waseda University, Japan) in collaboration with Ana Moreno (University of Leon, Spain).

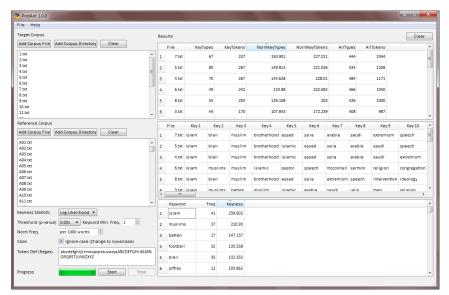
A (commercial) learning environment for teaching grammar and vocabulary to EFL learners in Japan.

The CASEC G/GTS engine was develop by Laurence ANTHONY (Waseda University, Japan) in collaboration with the Japan Institute for Educational Measurement (JIEM), Tokyo, Japan

CASEC G/GTS

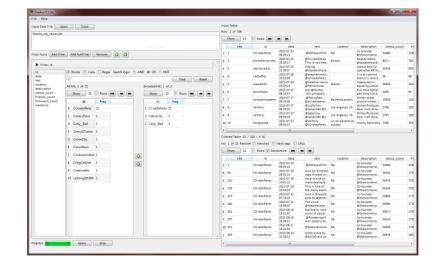
A concordance tool for assisting EEL learners in Japan with technical writing (distributed in an associated textbook ALC Text Toolkit was developed by Laurence ANTHONY (Waseda University, Japan) in collaboration with the ALC Press Tokyo, Japan.

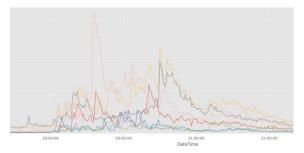
A need for something new (exploratory tools)

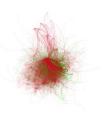


ProtAnt

http://www.laurenceanthony.net/software/protant/



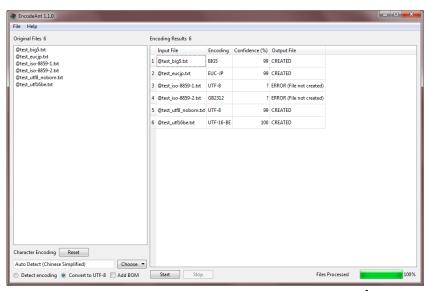




FireAnt

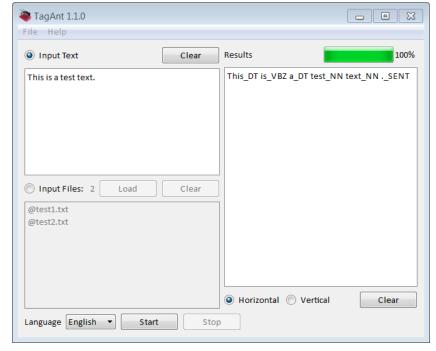
http://www.laurenceanthony.net/software/fireant/

A need for something new (collecting, cleaning, tagging tools)



EncodeAnt

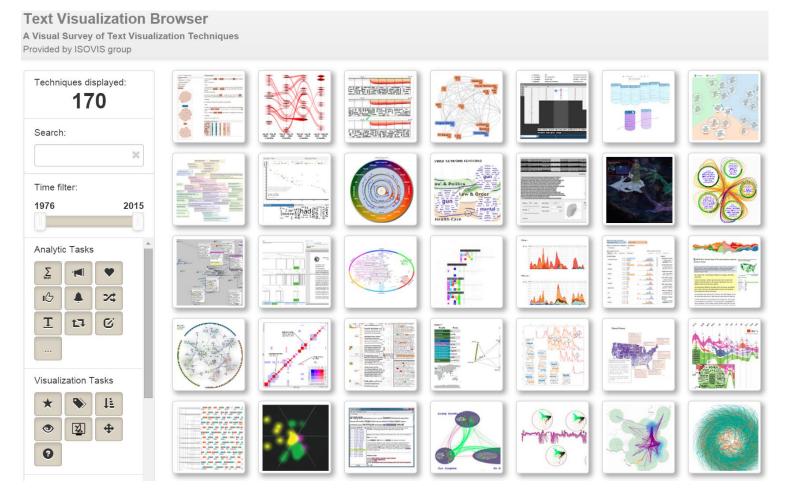
http://www.laurenceanthony.net/software/encodeant/



TagAnt

http://www.laurenceanthony.net/software/tagant/

The power of R (and Python, Java, ...)



Text Visualization Browser http://textvis.lnu.se/

The power of R (and Python, Java, ...)

In a search for ditransitive constructions...

"As a heuristic, we used a script (less than 60 lines) that recovered all verb tokens tagged as used ditransitively in the ICE-GB, looked up the lemmas for these tokens in a lemma list, looked up all the forms for these lemmas in the lemma list... and then outputted a concordance of all matches of those forms in the learner corpus"

"This is not perfect, but it is easy to see that no ready-made program could ever do this (especially not quickly)"

(Gries, 2011: 93-94)



Arguments for learning to program



http://d.ibtimes.co.uk/en/full/339496/rock-john-cena.jpg?w=500

Arguments for learning to program

- Corpus linguists should learn to program...
 - (Biber, Weisser, Gries, Davies,)

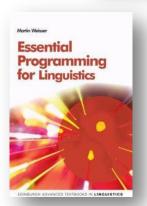




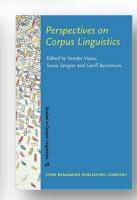




```
# computation
   words<-data[,1]; word.freq<-data[,2]; obs.freq<-data[,3]; exp.freq<-
faith<-delta.p.constr.to.word<-delta.p.word.to.constr<-relation<-
coll.strength<-c(rep(0, cases))
   for (i in 1:cases) {
      obs.freq.a<-obs.freq[i]
      obs.freg.b<-construction.freg-obs.freg.a
      obs.freq.c<-word.freq[i]-obs.freq.a
      obs.freq.d<-corpus-(obs.freq.a+obs.freq.b+obs.freq.c)
      exp.freq.a<-construction.freq*word.freq[i]/corpus; exp.freq[i]<-
round(exp.freq.a, which.accuracy)
      exp.freq.b<-construction.freq*(corpus-word.freq[i])/corpus
      exp.freq.c<-(corpus-construction.freq)*word.freq[i]/corpus
      exp.freq.d<-(corpus-construction.freq)*(corpus-word.freq[i])/corpus
      faith[i] <- round ((obs.freq.a/word.freq[i]), which.accuracy)
      delta.p.constr.to.word[i]<-
round((obs.freq.a/(obs.freq.a+obs.freq.b))-
(obs.freq.c/(obs.freq.c+obs.freq.d)), which.accuracy)
      delta.p.word.to.constr[i]<-
round((obs.freq.a/(obs.freq.a+obs.freq.c))-
(obs.freg.b/(obs.freg.b+obs.freg.d)), which.accuracy)
      coll.strength[i] <- round(switch(which.index,
        fye(obs.freq.a, exp.freq.a, construction.freq, corpus,
word.freq[i]),
        llr(obs.freq.a, obs.freq.b, obs.freq.c, obs.freq.d, exp.freq.a,
exp.freq.b, exp.freq.c, exp.freq.d),
        log((obs.freq.a/exp.freq.a), 2),
         (corpus*(((obs.freq.a)*((corpus-construction.freq-
word.freq[i]+obs.freq.a)))-((construction.freq-obs.freq.a)*(word.freq[i]-
obs.freq.a)))^2)/(construction.freq*word.freq[i]*((construction.freq-
obs.freq.a)+((corpus-construction.freq-word.freq[i]+obs.freq.a)))*
((word.freq[i]-obs.freq.a)+((corpus-construction.freq-
word.freq[i]+obs.freq.a)))),
```







Arguments for learning to program

If you program ...

```
"you can do analyses not possible with concordancers ...
you can do analyses more quickly and more accurately ...
you can tailor the output to fit your own research needs ...
you can analyze a corpus of any size"

(Biber et al., 1998, p. 256)
```



Arguments for learning to program

"when you use pre-configured corpus programs, you're a little bit at the mercy of the company or individual selling them ...

One final big advantage of programming languages, therefore, is that you are in the driver's seat."

(Gries, 2009, p. 11-12)



Arguments for learning to program

"Every corpus-linguistic researcher should have some programming skills"

Reason 1: software many people use is severely limited in terms of

- availability (OS, cost)
- functionality (only what is hardwired)
- user-control (at the mercy of developers)

Reason 2: "inflexible software creates inflexible researchers"

(Gries, 2011: 92-94)



Arguments for learning to program

"Here, I think, we must divide researchers into two camps — corpus users and corpus creators. Corpus users can often get by with stand-alone tools or web-based corpora...For corpus creators, however, I would say that some experience with programming is a necessity."

(Davies, 2011: 77)



Arguments for learning to program

A caveat...

For corpus users...

"even a little knowledge of regular expressions will go a long way in helping with more complex queries."

For corpus creators (in more simple cases)...

"perhaps regular expressions and a simple knowledge of semi-automated file handling would be sufficient."

(Davies, 2011: 77-78)

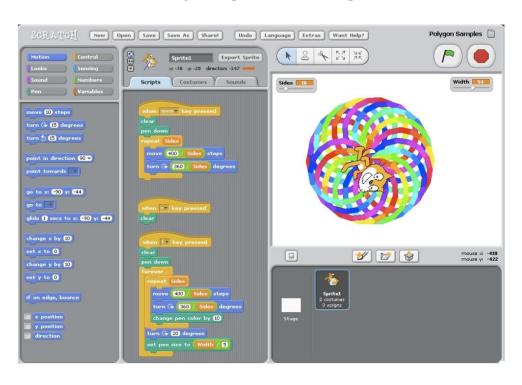


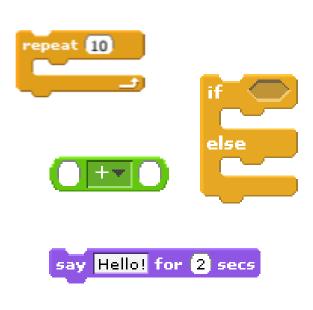
Arguments for learning to program

- Where to start with programming...
 - Pick a popular language
 - My languages of choice
 - Python (standalone tools), JavaScript/PHP (web programming)
 - Suggestions for learning programming (in order of preference)
 - Scratch (BYOB), Python, Java
 - Suggestions for learning corpus linguistics programming (in order of preference)
 - R, Python, JavaScript (PHP?, Java??, Perl???, Pascal????)
 - Read a programming book or online tutorial (or join a MOOC)
 - e.g. Teach Yourself Perl 5 in 21 Days
 - e.g. Learn Python The Hard Way (http://learnpythonthehardway.org/book/)
 - Join the one truly amazing programming forum
 - Stack Overflow (http://stackoverflow.com/)

Arguments for learning to program

The Scratch programming interface





Arguments for learning to program

A (Brown Corpus) word list tool in Python...

```
import nltk
import collections
types = collections.Counter()
from nltk.corpus import brown
for word in brown.words():
    types[word] += 1
```

A (Brown Corpus) KWIC Concordancer in Python...

```
import nltk
from nltk.corpus import brown
for id, type in enumerate(brown.words()):
    if type == 'politician':
        print(' '.join(brown.words()[id - 5:id + 6]))
```

Arguments against learning to program



http://d.ibtimes.co.uk/en/full/339496/rock-john-cena.jpg?w=500

Arguments against learning to program

Argument 1:

- Most corpus linguists are corpus users (not corpus creators)
 - [We can 'get by' with current corpus tools]

Rebuttal

- Using ready-built tools 'imprisons' the corpus linguist preventing them from developing new methods, analyzing interesting data sets, and deriving novel interpretations of that data
 - "AntConc's availability only in compiled form makes running it problematic" (AntConc userFeb. 10, 2016)
 - "Many 'stand-alone' programs to analyze corpora are not scalable enough to handle new, 'super-sized' corpora (Davies, 2011: 74)
 - "if the commercial software is not designed to produce the desired results, then the corpus linguist without programming experience either has to live with a potentially foul compromise or drop the project" (Gries, 2011: 94)

Arguments against learning to program

- Argument 2:
 - Researchers in many fields do not develop their own tools
 - e.g. astronomers, biologists, (doctors), ...





Issac Newton (Optical) Telescope



The Hubble (Optical)
Telescope



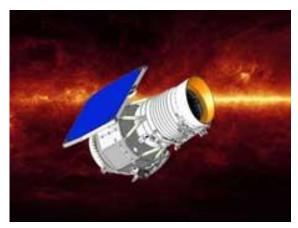
The Fermi Gamma-ray
Space Telescope



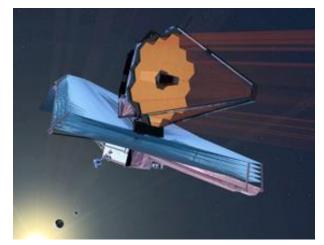
Jodrell Bank Radio Telescope

Arguments against learning to program

"How are new tools developed for astronomy?



Wide-Field Infrared Explorer



James Webb Space Telescope



Professor Jim Wild, Lancaster University Vice-President, Royal Astronomical Society

Arguments against learning to program

- "How are new tools developed for astronomy?"
 - Collaborations between astronomers and engineers
 - Massive funding for tool development
 - STFC (Science and Technology Facilities Council) national laboratories
 - ISIS, Diamond, Central Laser Facility
 - STFC technology centers
 - Specialist laboratories
 - Rutherford Appleton Laboratory
 - Space Magnetometer Laboratory (Imperial College)
 - Particle sensors laboratory (University College London)





Arguments against learning to program

Why should we be hermits trying to develop corpus tools on our own?



http://www.sai.msu.su/cjackson/dou/dou32.jpg

Arguments against learning to program

Arts and Law

 English, Drama and American & Canadian Studies; History and Cultures; Languages, Cultures, Art History and Music; Birmingham Law School; Philosophy, Theology and Religion

Engineering and Physical Sciences

Chemistry; Chemical Engineering; Civil Engineering;
 Computer Science; Electronic, Electrical and Computer Engineering; Mathematics; Mechanical Engineering;
 Metallurgy and Materials; Physics and Astronomy

Life and Environmental Sciences

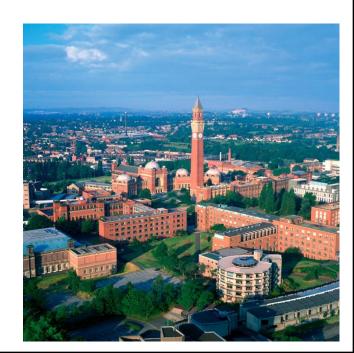
Biosciences; Geography, Earth and Environmental Sciences;
 Psychology; Sport and Exercise Sciences

Medical and Dental Sciences

Cancer Sciences; Clinical and Experimental Medicine;
 Dentistry; Health and Population Sciences; Immunity and Infection

Social Sciences

 Birmingham Business School; Education; Government and Society; Social Policy



Arguments against learning to program

Argument 3:

The reality for most corpus researchers, however, is that computer programming is in a completely different world ... without extensive training in programming ... it is likely that these [DIY] tools would be more restrictive, slower, less accurate and only work with small corpora.

(Anthony, 2009, p. 95)



Arguments against learning to program

- Where to start when using standard tools...
 - Decide your research question before selecting your tool/method

"Research should be led by the science not the tool."



Professor Jim Wild, Lancaster University Vice-President, Royal Astronomical Society

Arguments against learning to program

- Where to start when using standard tools...
 - Decide your research question before selecting your tool/method
 - Learn to use a "good" text editor:

```
Notepad++ (Win), TextWrangler (Mac)
```

- Unicode support (reading/converting text encodings)
- Batch file handling
- Regular Expressions (Regex) search/replace
- Read the user guide of your chosen tool
 - Can it handle Unicode data?
 - Can it perform Regular Expression (Regex) searches?
 - Can it output results that you can feed into other tools (e.g. Excel/SPSS)?
- Be proactive in contacting software developers
 - Explain clearly want you want to do (not how you think you should do it)
 - Provide motivation for them to get involved (what will they get out of it?)
 - Treat them as part of the team (not just a technical staff member)

Arguments against learning to program

"Regardless of the project or the resources being used, researchers should attempt to understand (a) the limitations of the tools they are using and (b) what the alternatives are."

(Davies, 2011: 77)



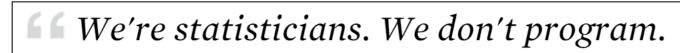
Thoughts on the future of programming and tools in corpus linguistics research

programming, tools, and statistics, project teams



Thoughts on the future of programming and tools in corpus linguistics research:

Programming, tools, and statistics



- Anonymous statistician

https://flowingdata.com/2011/10/18/statisticians-dont-program/

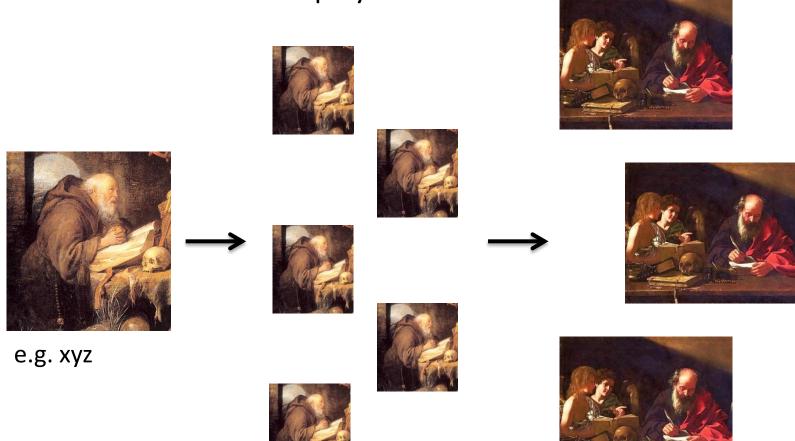
- Statistics has evolved enormously through the development of software (and hardware) tools
- But... not all statisticians are programmers
- Should statisticians program?

Andy C — October 19, 2011 at 2:21 pm

Clearly, the future belongs to analysts, data scientists and statisticians who code. I couldn't imagine taking anyone on who couldn't analyse _and_ code.

Thoughts on the future of programming and tools in corpus linguistics research:

From hermit to team player...

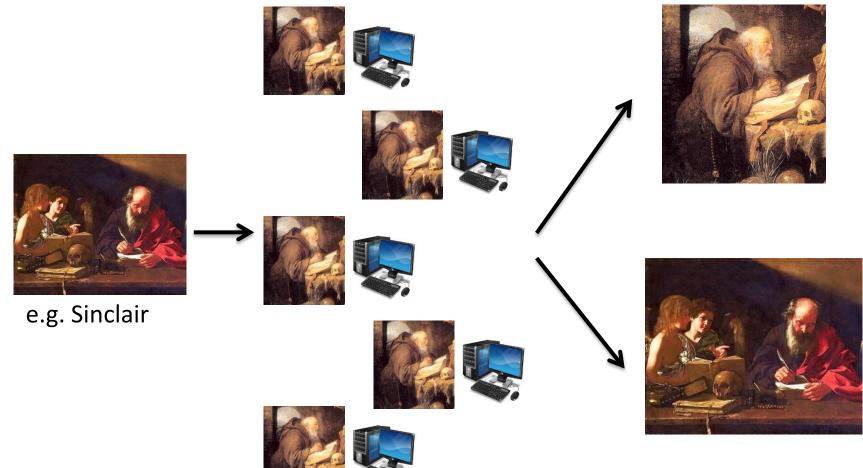


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http://www.hermitary.com/archves/vaneyck.jpg

Thoughts on the future of programming and tools in corpus linguistics research:

From team player to ...



Conclusions

- Corpus linguistics research is rapidly changing in terms of corpus size, design, and applications
 - Many interesting corpus linguistics problems can only be solved with new and interesting tools
- Many corpus linguists struggle to collect, clean, tag, annotate and analyze their corpus in new and interesting ways
 - Developing a generation of corpus linguistics who understand basic text handling and processing is essential
- Future corpus tools development and research designs can be improved (most rapidly) through researcher interaction within and across disciplines
 - Creating successful project teams will need infrastructure and financial support by institutions, societies, and funding agencies