Development of a Computer System for Automatically Identifying Text Structure - A Preliminary Report -

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Presentation Outline

- Background
- Research Aim
- System Design
- Application to Research Abstracts
- Results
- Conclusions
Importance of Text Structure

Studies on Text Structure
- INSTRODUCTIONS - Swales (1990), Anthony (1999)
- PATENTS - Bazerman (1994)
- GRANT PROPOSALS - Connor & Mauranen (1999)
- LEGAL WRITING - Bhatia (1993)
Background

- Problems with Analyzing Text Structure
  - A large corpus of text data
    (The text data must ‘ACURATELY’ represent what we hope to study)
  - A lot of research time
    (Time to analyze a lot of texts)
  - Good validation and reliability tests

- Most Text Structure Studies are ‘Small Scale’
Background

- Swales (1981)

"In effect, the discourse analyst labels something as X and then begins to see X occurring all over the place"
Background

- Connor et al. (1999)
  - 34 Grant Proposals
- Henry et al. (2001)
  - 40 Application Letters
- Williams (1999)
  - 5 Medical Research Articles
- Tarone et al. (2000)
  - 2 Physics Research Articles
- Anthony (1999)
  - 12 Computer Science Research Article Introductions
Research Aim

- Develop a Computer System to Process and Analyze Text Structure Automatically
  - A 'Learning System' for text structure

  - Easy to Process a Large Corpus of Text Data
  - Fast
  - The analytic process is clearly defined
  - Easy to test the reliability and validity
System Design

- ‘Unsupervised Learning’ vs. ‘Supervised Learning’?

- In Unsupervised Learning,
  - Give the system text examples
  - Tell the system what ‘features’ to look at
  - Let the system find a model (set of classes) by defining a relation between the features and the examples
  - Classify new text examples by comparison with features in each class
Unsupervised Learning

- Give the system text examples
  - Text 1: Once upon a time, there was a ugly duckling.
  - Text 2: It lived on a lake.
  - Text 3: One day, the little bird turned into a swan.
  - Text 4: It lived happily, ever, after.

- Tell the system what ‘features’ to look at
  - All words except articles, No punctuation

- Define a relation between features and examples
  - Class 1 - once, upon, time, there, was, ugly, duckling
  - Class 2 - one, day, little, bird, turned, into, swan
  - Class 3 - it, lived, on, lake, happily, ever, after
Unsupervised Learning

- Unsupervised learning system models often DO NOT match our models

- Classify new text examples
  - Once upon a time, there were 3 bears (BEG)
  - The 3 bears lived in a big house. (MID)
  - They all stayed in the house happily ever after. (END)

- The system will decide ...
  - Class 1 (matching ‘once’, ‘upon’, ‘time’, ‘there’)
  - Class 3 (matching ‘lived’)
  - Class 3 (matching ‘happily’, ‘ever’, ‘after’)

Once upon a time, there were 3 bears. The 3 bears lived in a big house. They all stayed in the house happily ever after.
System Design

- ‘Unsupervised Learning’ vs. ‘Supervised Learning’?

In Supervised Learning,
- Give the system a structure model (set of classes)
- Give the system examples of the model
- Tell the system what ‘features’ to look at
- Define a relation between the classes and the features
- Classify new text examples by comparison with features in each class
Supervised Learning

- Give the system a structure model (set of classes)
  - Class 1: BEGINNING
  - Class 2: MIDDLE
  - Class 3: END

- Give the system examples of the model
  - BEG: Once upon a time, there was a ugly duckling.
  - MID: It lived on a lake.
  - MID: One day, the little bird turned into a swan.
  - END: It lived happily, ever, after.

- Tell the system what ‘features’ to look at
  - All words except articles..., No punctuation
Supervised Learning

- **Define a relation between classes and features**
  - Class 1 (BEG) - once, upon, time, there, was, ugly, duckling
  - Class 2 (MID) - it, lived, on, lake, one, day, little, bird, turned, into, swan
  - Class 3 (END) - lived, happily, ever, after

- **Classify new text examples**
  - Once upon a time, there were 3 bears (BEG)
  - The 3 bears lived in a big house. (MID)
  - They all stayed in the house happily ever after. (END)
Supervised Learning

The system will decide...

- Class 1 (BEG) (matching 'once', 'upon', 'time', 'there')
- Class 2 (MID) (matching 'lived')
- Class 3 (END) (matching 'happily', 'ever', 'after')

Problem

- We need labeled examples
- But, many systems work well with only a few labeled examples
Application of System to Research Abstracts

- Give the system a structure model:
  'Modified’ CARS Model (Swales, 1990: Anthony, 1999)

**Move 1** Establishing a Territory
  1.1 Claiming centrality
  1.2 Making topic generalizations
  1.3 Reviewing items of previous research

**Move 2** Establishing a niche
  2.1A Counter claming
  2.1B Indicating a gap
  2.1C Question raising
  2.1D Continuing a tradition

**Move 3** Occupying the niche
  3.1A Outlining purpose
  3.1B Announcing present research
  3.2 Announcing principal findings
  3.3 Evaluation of research
  3.4 Indicating RA structure
Application of System to Research Abstracts

- Give the system examples of the model
  - 100 Abstracts (IEEE Trans. on PDS) divided into 692 labeled ‘Steps Units’ (only examples from 6 classes)
  - 554 Step Units used for ‘training’ the system
  - 138 Step Units used for ‘testing’ the system

- Tell the system what ‘features’ to look at
  - All words (no punctuation, numbers)
  - Position of step unit in abstract (i.e. 1st, 2nd, 3rd, ...)

- (Reduce ‘Noise’ in Features)
  - Rank words by ‘importance’ using frequency
  - Rank words by ‘importance’ using chi² measure
  - Use the first x no. of words (2208 words total)
Application of System to Research Abstracts

- Define a relation between features and model
  - Use probability of words (features) being in each class
    Probability = Frequency of Word/Total number of words
  - Class 1 (Claiming Centrality)
  - Class 2 (Making topic generalizations)
  - Class 3 (Indicating a gap)
  - Class 4 (Outlining purpose)
  - Class 5 (Announcing principal findings)
  - Class 6 (Evaluation of research)

- Class 1:  Word 1 prob Word 2 prob Word 3 prob ...
- Class 2:  Word 1 prob Word 2 prob Word 3 prob ...
- Class 3:  Word 1 prob Word 2 prob Word 3 prob ...
- Class 4:  Word 1 prob Word 2 prob Word 3 prob ...
- Class 5:  Word 1 prob Word 2 prob Word 3 prob ...
- Class 6:  Word 1 prob Word 2 prob Word 3 prob ...
Application of System to Research Abstracts

- Classify new text examples
  
  - For each new text, choose class with highest probability of having words (features)

  e.g. New Text only has features 3, 8, 10

  - Class 1 \( P = p \cdot f_3 \times p \cdot f_8 \times p \cdot f_{10} \) = 1.5
  
  - Class 2 \( P = \ldots \) = 1.8
  
  - Class 3 \( P = \ldots \) = 2.7
  
  - Class 4 \( P = \ldots \) = 2.3
  
  - Class 5 \( P = \ldots \) = 1.8
  
  - Class 6 \( P = \ldots \) = 1.2

  - Choose Class 3
## Results

- **Classification Accuracy (Overall)**
  - 554 Step Units used for ‘training’ the system
  - 138 Step Units used for ‘testing’ the system

<table>
<thead>
<tr>
<th>No. of Features</th>
<th>Accuracy ( Ranked by Freq)</th>
<th>Accuracy ( Ranked by chi²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2208 (all)</td>
<td>56 %</td>
<td>56 %</td>
</tr>
<tr>
<td>1000</td>
<td>51 %</td>
<td>60 %</td>
</tr>
<tr>
<td>700</td>
<td>56 %</td>
<td>60 %</td>
</tr>
<tr>
<td>500</td>
<td>59 %</td>
<td>64 %</td>
</tr>
<tr>
<td>300</td>
<td>59 %</td>
<td>59 %</td>
</tr>
<tr>
<td>100</td>
<td>54 %</td>
<td>59 %</td>
</tr>
</tbody>
</table>

Note: Random guessing has an accuracy of 16.66% (NOT 50%!)  
Choosing the most common class = 26%
## Results

- **Classification Accuracy (Each Step Unit)**
  - Number of features = 500
  - Ranked by chi² measure
  - Accuracy (overall) = 64%

<table>
<thead>
<tr>
<th>Class</th>
<th>Step 1.1</th>
<th>Step 1.2</th>
<th>Step 2.1b</th>
<th>Step 3.1b</th>
<th>Step 3.2</th>
<th>Step 3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1.1</td>
<td>3 (43%)</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Step 1.2</td>
<td>1</td>
<td>14 (64%)</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Step 2.1b</td>
<td>0</td>
<td>1</td>
<td>2 (33%)</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Step 3.1b</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>34 (92%)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Step 3.2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>22 (58%)</td>
<td>6</td>
</tr>
<tr>
<td>Step 3.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>13 (46%)</td>
</tr>
</tbody>
</table>

Note: Classifications correspond with CARS Model 'moves'
The system makes the same mistakes as humans.
Results

- Classification Accuracy (For different data sets)
  - Number of features = 500
  - Ranked by chi$^2$ measure

<table>
<thead>
<tr>
<th>Data Set</th>
<th>Accuracy (Ranked by chi$^2$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Set 1</td>
<td>64 %</td>
</tr>
<tr>
<td>Data Set 2</td>
<td>62 %</td>
</tr>
<tr>
<td>Data Set 3</td>
<td>59 %</td>
</tr>
<tr>
<td>Data Set 4</td>
<td>56 %</td>
</tr>
<tr>
<td>Data Set 5</td>
<td>56 %</td>
</tr>
<tr>
<td>Ave.</td>
<td>59 %</td>
</tr>
</tbody>
</table>
Results

- A ‘Windows’ Interface
  - To enable researchers to use the system it needs to be easily accessible via a ‘windows’ interface
  - A preliminary ‘windows’ system has been built using the programming language PERL 5.6
    - The system offers suggestions about the structure of new texts
    - The structure suggestions can be edited/corrected
    - The new texts can be added to the database of training example texts
Conclusions

- A computer system was developed to analyze text structure
  - Learning method: ‘Supervised Learning’
  - Training examples: 554
  - Testing example: 138
  - Accuracy 64%

- System errors are similar to those made by humans

- The accuracy needs to be improved
  - Currently working on better feature selection
Conclusions

- The system runs in a ‘windows’ environment
- The system offers ‘suggestions’ which can be edited by the user
- The ‘windows’ interface needs to be enhanced
  - I hope to make a complete environment to help researchers solve many ‘supervised learning’ problems
    - Move analysis, Text categorization, Author authenticity etc.
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