Language and Computers (Ling 384)
Topic 7: Social context of (language) technology use

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* The course was created by Markus Dickinson, Detmar Meurers and Chris Brew.

Some recommended reading

- Sherry Turkle: *Life on the Screen: Identity in the Age of the Internet.*

Outline

- Introduction
- Impact on society
- Impact on human self perception
- Ethical issues

Reacting to computers making use of language

How/What do we think about a computer which can speak or which understands the fundamentals of language?

- Do we treat it like a computer? Think about:
  - The way we talk to dialogue systems
  - Our reactions to spell checkers
  - Our use of pronouns: ELIZA as if vs. ELIZA as she
  - Providing psychological attributes/personality characteristics to computers: *This stupid machine ...* etc.
- Should we treat it like a computer? Are we able to?

Nature of the topic

For this unit, we will ask more questions than we will provide answers.

- How do we react to computers that make use of language?
- What does it mean for the way we see ourselves?
- What assumptions do we make about every user of language, be it a human or a machine?
- What effects does the use of (language) technology have on our jobs, on our life?
- …

Impact of computers on society

- Will computers take away our jobs?
- MT will eliminate (some/different) translators?
- Corpora supplant the need for dictionaries?
- How are computers changing our jobs?
  - People will have to learn new skills?
  - Will old skills die out?
  - More clerical work?
  - What happens to the social interaction traditionally involved in holding a job?
- How are computers changing learning?
  - Does this lead to a democratization of knowledge?
  - What happens to the social interaction traditionally involved in learning?
- How does language technology change people’s jobs?
  - Have spell checkers reduced the need for copy editors?
  - Do foreign language teachers have less to do in class thanks to CALL systems?

How do jobs change?

- Deskilling: “New subdivisions of work tasks means that workers need fewer skills to complete a job, thereby allowing employers to offer workers who have fewer skills lower wages to perform subsets of these work tasks.”
- Upskilling: “Reorganization of work around mechanization means that workers acquire new skills to use such machines as computers and are freed to spend greater amounts of time on problem solving instead of information gathering and processing.” (quoted from http://www.slis.ualberta.ca/cais2000/fulton.htm)

Up/Deskilling

Example 1: MT in the METEO weather translation system

”[T]he job satisfaction of the human translators in the Canadian Meteorological Center improved when METEO was installed, and their job became one of checking and trying to find ways to improve the system output, rather than translating the weather bulletins by hand (the concrete effect of this was a greatly reduced turnover in translation staff at the Center.)” (Doug Arnold, Essex)

So basically:

- Happier workers . . .
- . . .but different work/workers.

Example 2: Library cataloging

- Librarians spend years learning to categorize knowledge (Dewey decimal system), allowing for very precise searches. But a user who wants to search through this:
  - needs to know the library terminology
  - needs to sift through various databases
- Web search engines fly in the face of this: they use no scientific categories and do not guarantee exact, repeatable retrieval of every item, but they are very user-friendly.
- Metasearches: search through all the databases at once, and rank the results in a google-esque way ( unlike simple reverse chronological order) (cf. http://www.libraryjournal.com/article/CA322627)
Are computational linguists to bend to the will of industrial needs or should a “higher” goal of science be kept in mind?
- Should we focus on tasks that make life more convenient or on tasks that are “interesting”?
- Is it better to focus on getting the job done, or on doing things “right”?
  - e.g., A spell checker can just store every single possible word (do the job), or it could store base forms and suffixes and prefixes (the way language works)
- To what extent is language taken into account?
  - If you do something statistically, is that not taking language into account?
  - If you ignore language, will you be able to scale up?

Assumptions about language users (human or machine)

- Who are the users of language technology? And why do they want to use this technology?
- Do we care who’s going to use a particular language technology?
  - Should some people not be allowed?
  - Conversely, should we make these technologies user-friendly?
- Do humans and computers have to share the same assumptions about language?
  - We speak language naturally, but we have to break it down into rules in order for a computer to know it. Are we modeling what happens in our minds? Do we need to?

What does it mean to understand?

Which of these programs has understanding (Winograd & Flores, sec. 9.4):
- Program 1: prints out the time of day when it sees “What time is it?”; no response for anything else
- Program 2: answers “What . . . is it?” (time, day, month, year) by typing out appropriate response
- Program 3: collection of patterns matched against input “Another widespread, and to me surprising, reaction to the ELIZA program was the spread of a belief that it demonstrated a general solution to the problem of computer understanding of natural language.” (Weizenbaum, Computer Power and Human Reason, p. 6)
- Program 4: collection of scripts for various scenarios; matches patterns based on each scenario

Artificial intelligence

- The field of artificial intelligence seeks to endow computers with humanlike intelligence.
- This can be anything from detecting faces in a picture to a full-blown robot waiter (yet to be designed).
- Dialogue systems, machine translation, and so on appear to have some intelligence, but the important questions are:
  - What is (human) intelligence?
  - Will we ever (logically) be able to make computers smart?
    - Antonio Damasio, Descartes’ Error: we need emotions in order to have cognition.

Ethical issues

Are there ethical issues to consider in using (language) technology?
- Should everyone have access to these different systems?
- Privacy issues:
  - Computer systems keep track of user properties and behavior
  - CALL systems keep track of user models
  - Spammers feel it’s their right to send you e-mails.
- Are there situations in which computer use is not responsible?
  - e.g., A patient visiting the emergency room is sent home since the expert system concluded she didn’t have a heart attack.