

CS 11-747 Neural Networks for NLP

Model Interpretation

Danish

Feb 28, 2019

Why interpretability?

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- **Why:** so that high-risk patients can be admitted, low risk patients can be treated as outpatients

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Example from Caruana et al.

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 - GDPR in EU necessitates "right to explanation"
- Distribution shift: deployed model might perform poorly *in the wild*
- User adoption: users happier with explanations
- Better Human-AI interaction and control
- Debugging machine learning models

Dictionary definition

interpret **verb**

in·ter·pret | \ in-'tər-prət , -pət\

interpreted; interpreting; interprets

Definition of *interpret*

transitive verb

1 : to explain or tell the meaning of : present in understandable terms

// *interpret* dreams

// needed help *interpreting* the results

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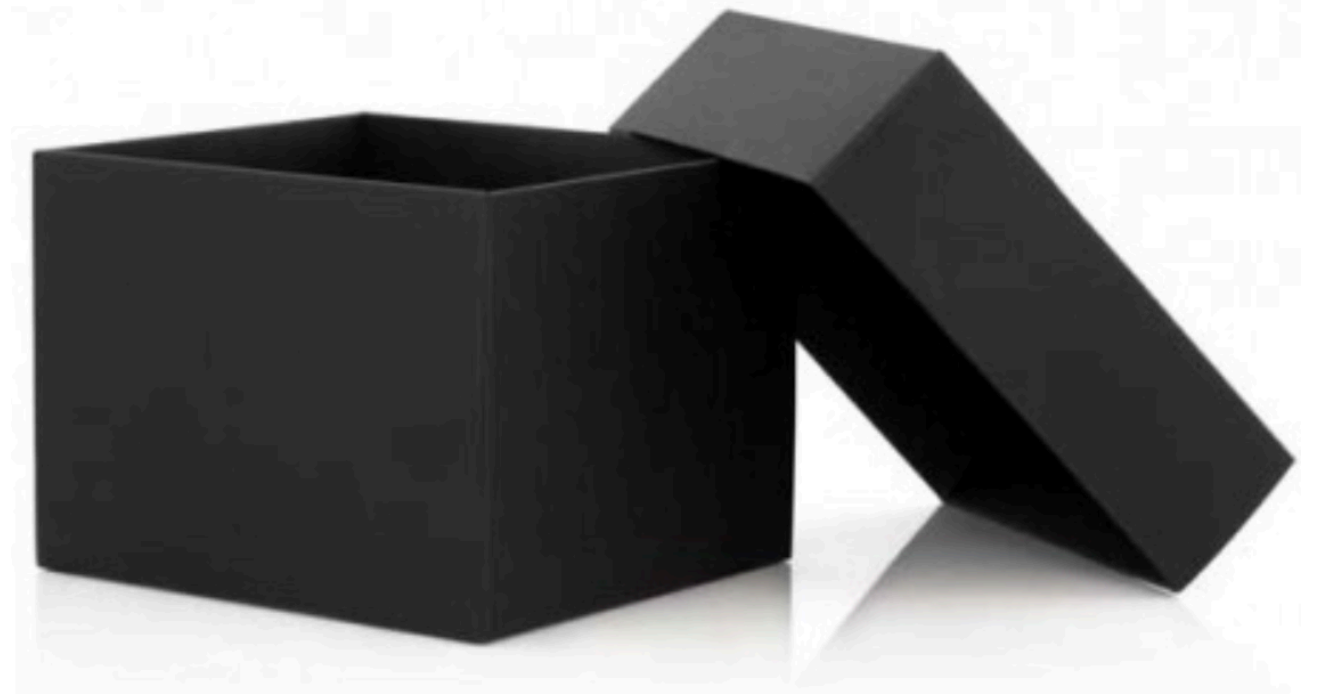
// needed help *interpreting* the results

Only if we could
understand

model.ckpt

Two broad themes

- What is the model learning?
- Can we explain the prediction in "understandable terms"?



Comparing two directions

What is the model learning?

- Input: a model M, a **(linguistic) property P**
- Output: extent to which M captures P
- Techniques: classification, regression
- Evaluation: implicit

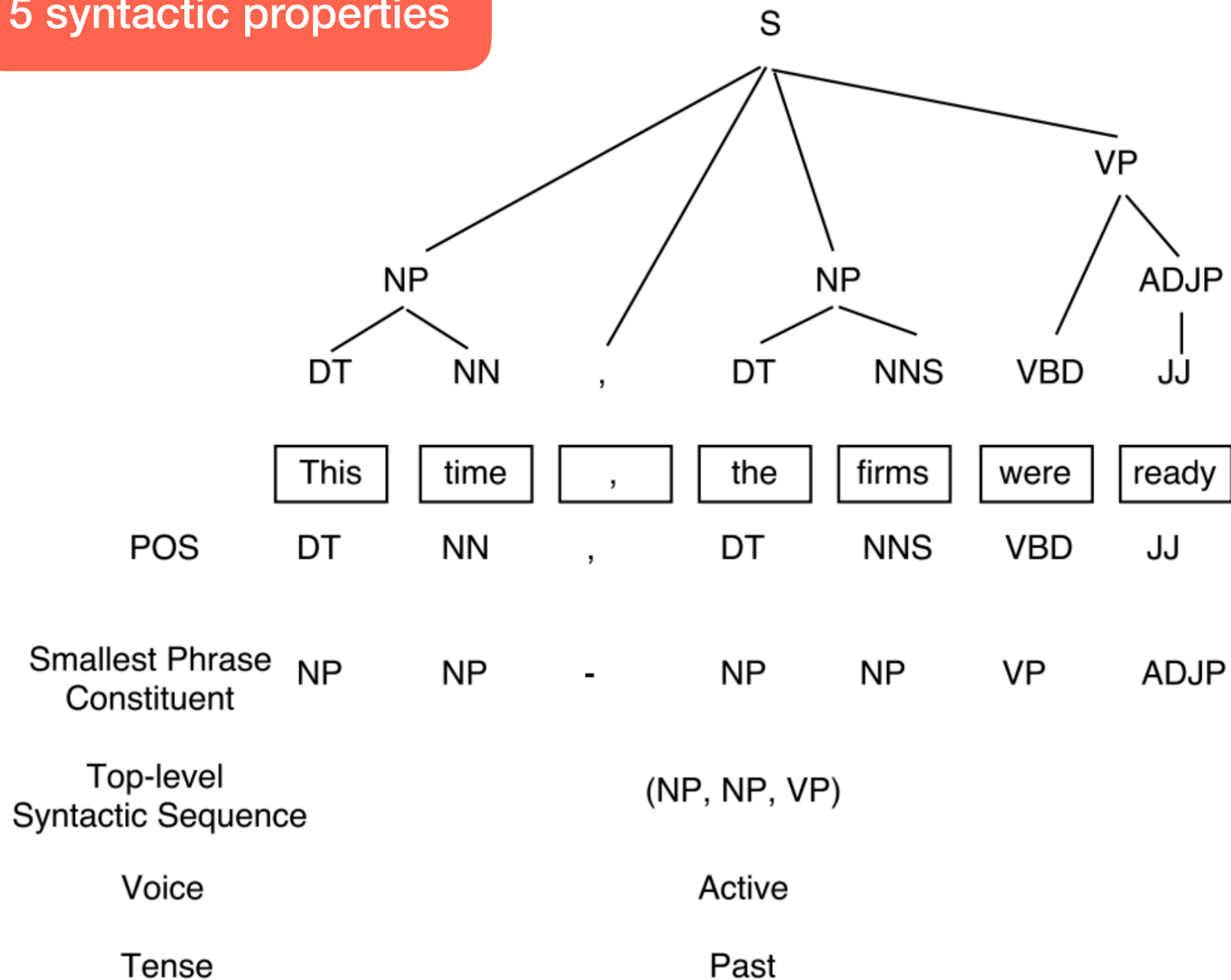
Explain the prediction

- Input: a model M, a **test example X**
- Output: an explanation E
- Techniques: varied ...
- Evaluation: complicated

**What is the model
learning?**

Source Syntax in NMT

5 syntactic properties



Source Syntax in NMT

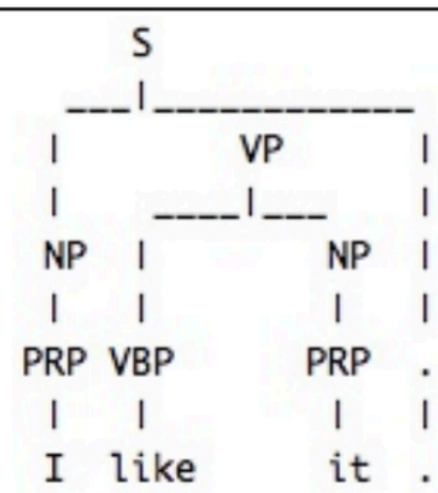
Model	Source	Target
E2E	I like it .	I like it .
PE2PE	it I . like	it I . like
E2F	I like it .	J'aime ça.
E2G	I like it .	Ich mag das.
E2P	I like it .	 <pre> graph TD S --> NP1[NP] S --> VP S --> NP2[NP] S --> P1[.] NP1 --> PRP1[PRP] NP1 --> VBP[VBP] PRP1 --> I[I] VBP --> like[like] NP2 --> PRP2[PRP] PRP2 --> it[it] NP2 --> P2[.] </pre> <p>(S (NP PRP)_{NP} (VP VBP (NP PRP)_{NP})_{VP} .)_S</p>

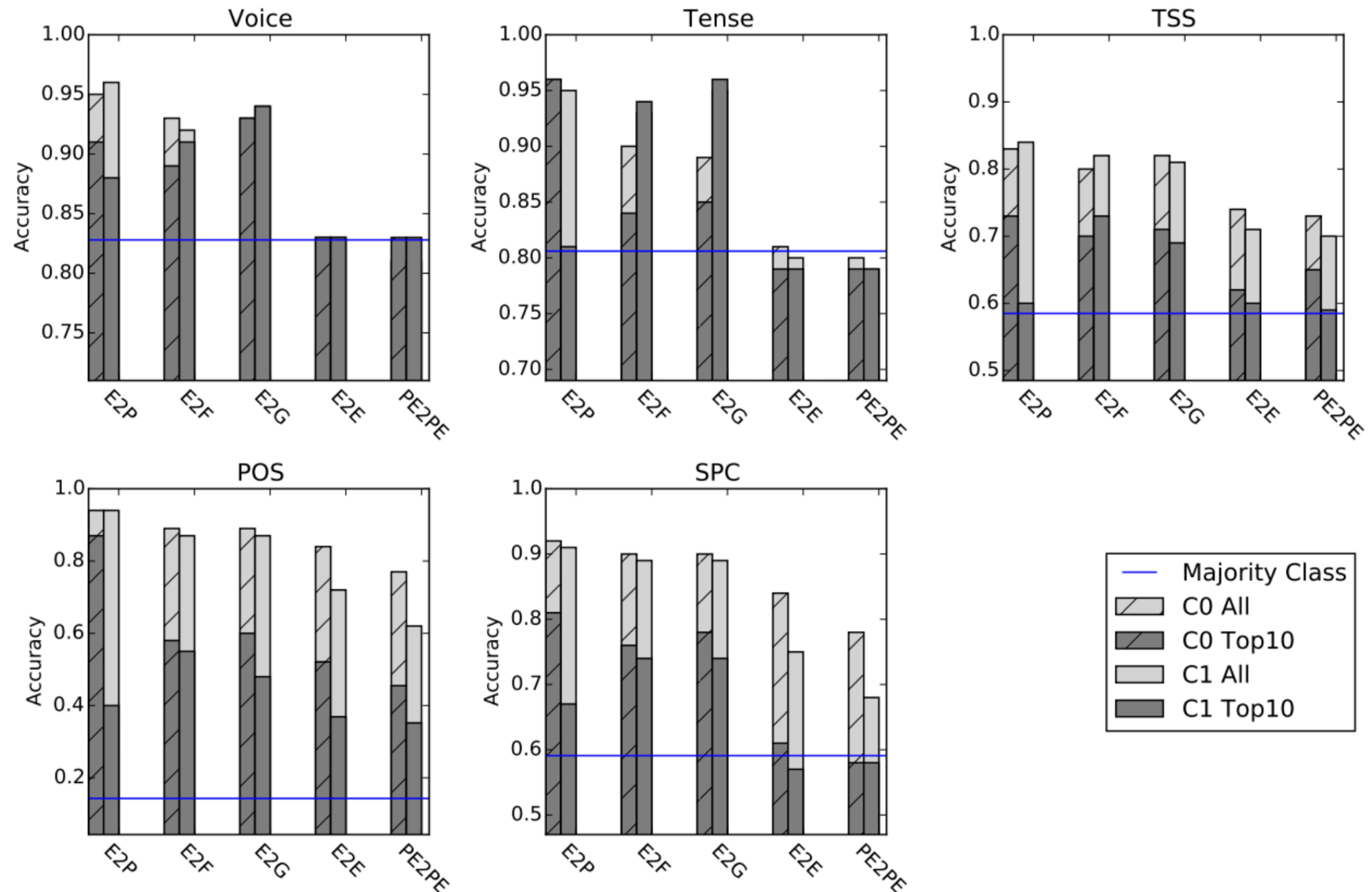
Figure 1: Sample inputs and outputs of the E2E, PE2PE, E2F, E2G, and E2P models.

Source Syntax in NMT

Model	Accuracy
Majority Class	82.8
English to French (E2F)	92.8
English to English (E2E)	82.7

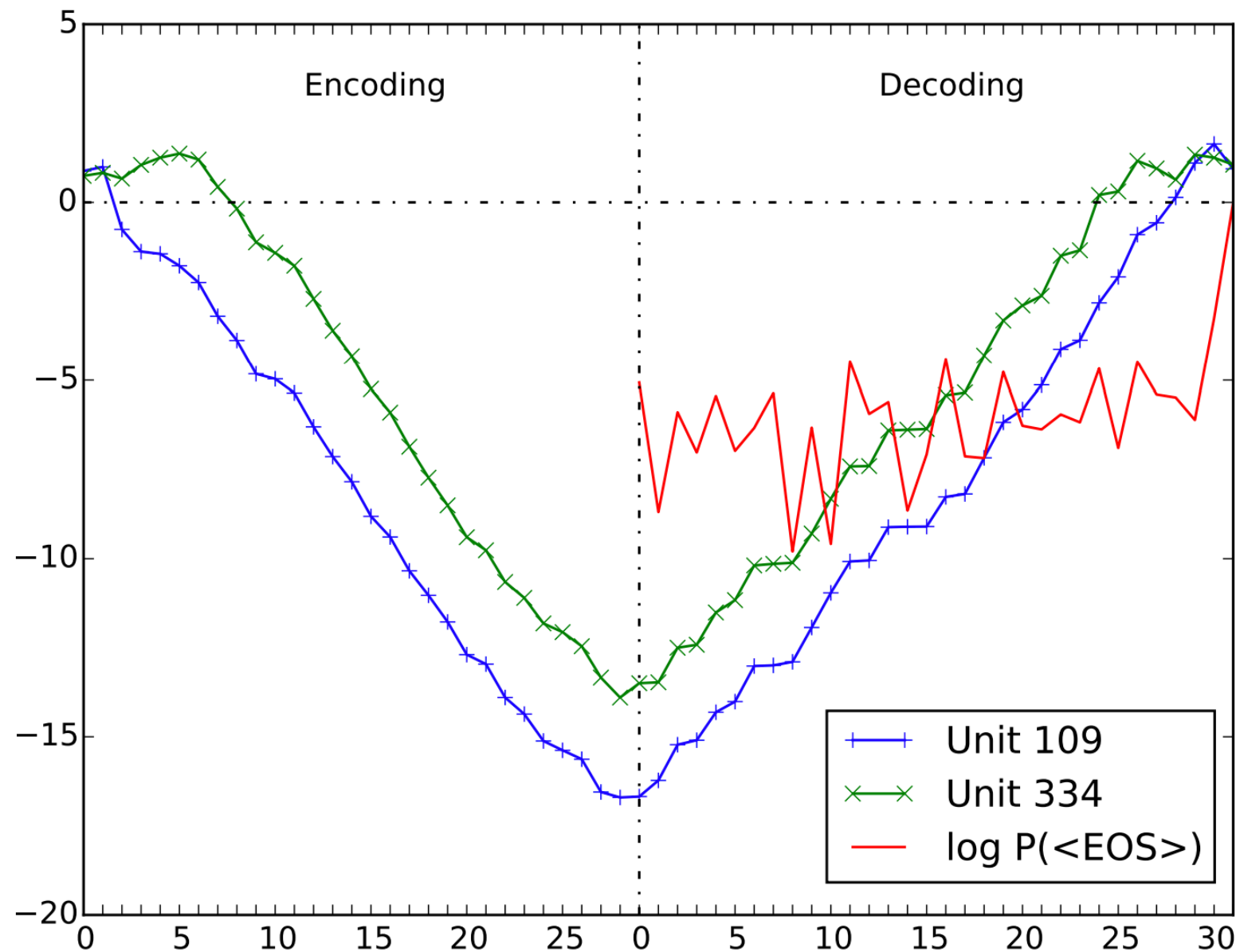
Table 1: Voice (active/passive) prediction accuracy using the encoding vector of an NMT system. The majority class baseline always chooses active.

Source Syntax in NMT

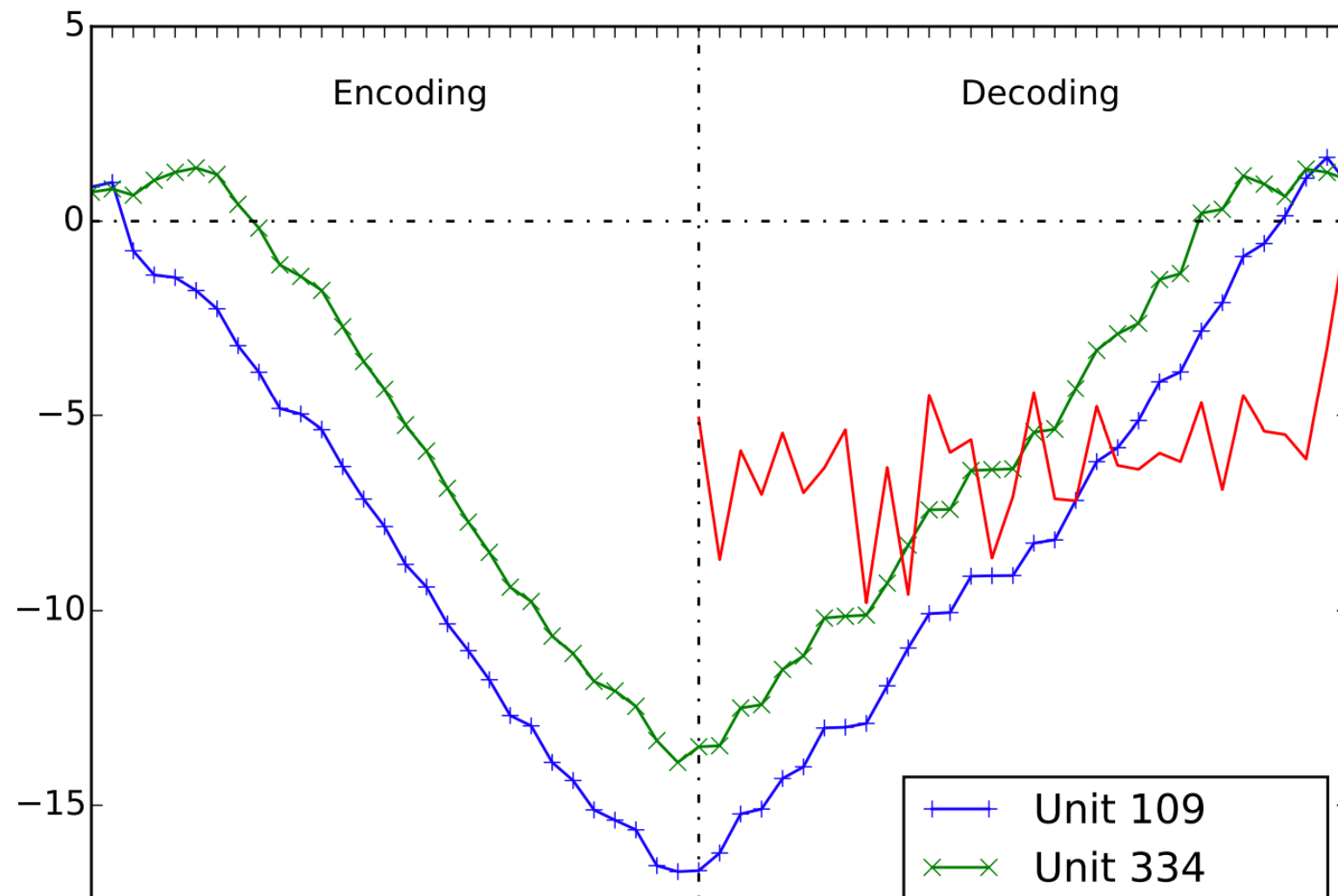


Does String-Based Neural MT Learn Source Syntax? Shi et al. EMNLP 2016

Why neural translations are the right length?



Why neural translations are the right length?

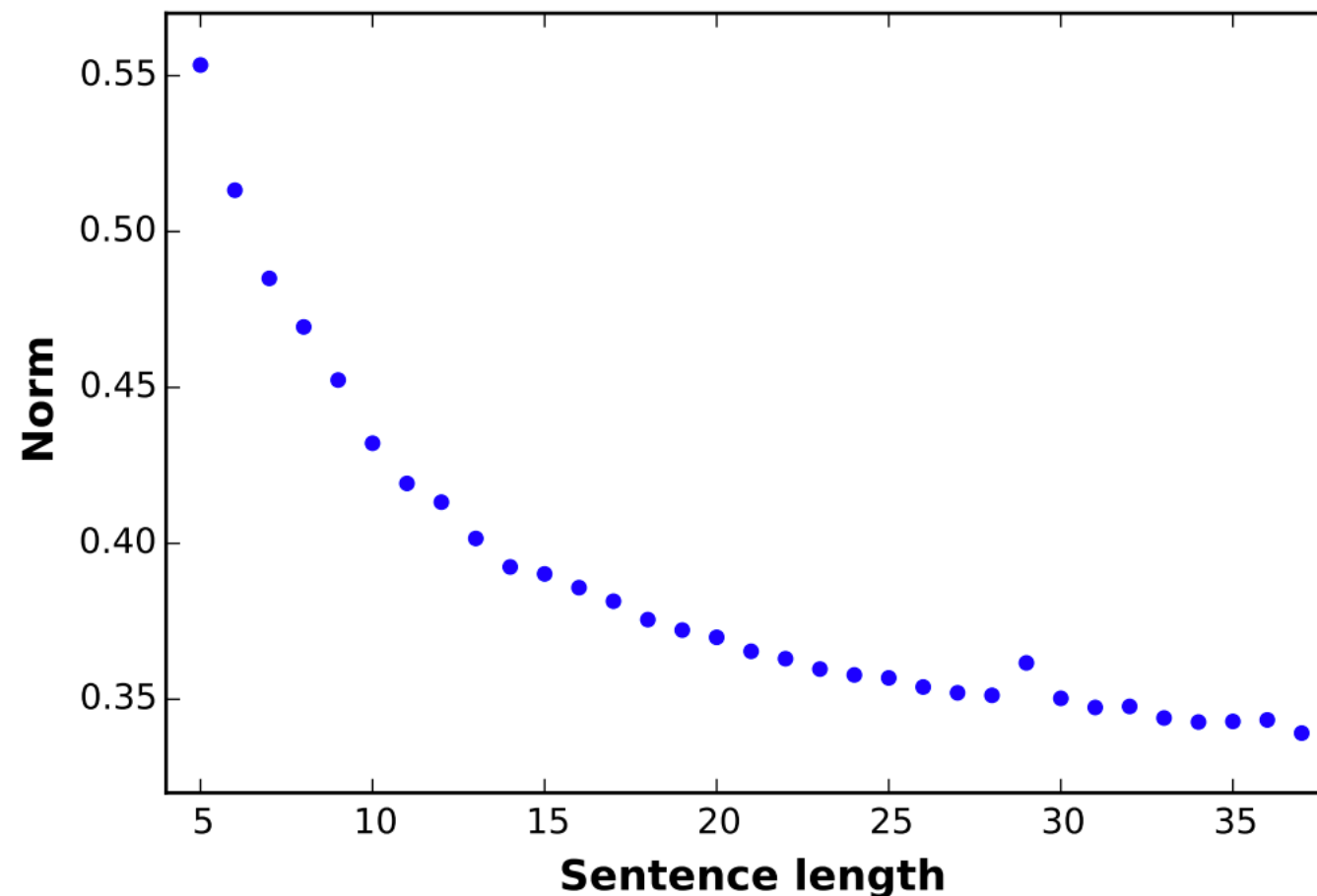


Note: LSTMs can learn to count, whereas GRUs can not do unbounded counting (Weiss et al. ACL 2018)

Fine grained analysis of sentence embeddings

- Sentence representations: word vector averaging, hidden states of the LSTM
- Auxiliary Tasks: predicting length, word order, content
- Findings:
 - hidden states of LSTM capture to a great deal length, word order and content
 - word vector averaging (CBOW) model captures content, length (!), word order (!!)

Fine grained analysis of sentence embeddings



(b) Average embedding norm vs. sentence length for CBOW with an embedding size of 300.

More work...

- Discuss the following two in some detail
- Fine-grained analysis of sentence embeddings using auxiliary prediction tasks
- What you can cram into a single vector: Probing sentence embeddings for linguistic properties
- Point to a survey and the table here: <https://boknilev.github.io/nlp-analysis-methods/table1.html>

What you can cram into a single vector:

Probing sentence embeddings for linguistic properties

- "you cannot cram the meaning of a whole %&!\$# sentence into a single \$&!#* vector" — Ray Mooney
- Design 10 probing tasks: len, word content, bigram shift, tree depth, top constituency, tense, subject number, object number, semantically odd man out, coordination inversion
- Test BiLSTM last, BiLSTM max, Gated ConvNet encoder

Summary: What is the model learning?

<https://boknilev.github.io/nlp-analysis-methods/table1.html>

Explain the prediction

How to evaluate?

Training Phase

Some \mathbf{x} , $\mathbf{f}(\mathbf{x})$ pairs



Some \mathbf{x} , $\mathbf{f}(\mathbf{x})$, \mathbf{E} triples



Test Phase

Input \mathbf{x}
Predict $\mathbf{f}(\mathbf{x})$



Input \mathbf{x}
Predict $\mathbf{f}(\mathbf{x})$



Automatic evaluation

Morphosyntactic Agreement

The **link** provided by the
editor above **encourages**

Automatic evaluation

Morphosyntactic Agreement

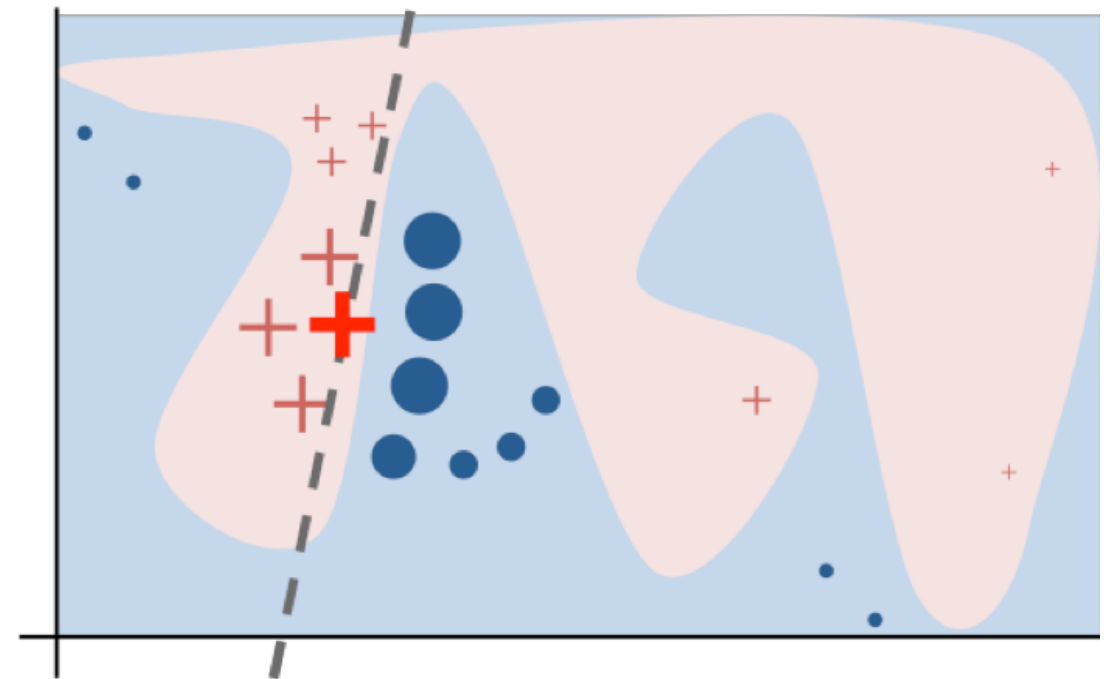
The **link** provided by the editor above **encourages**

Hybrid documents

This is collected from Document 1. This text comes from Document 2. This text is taken from Document n.

Explanation Technique: **LIME**

Explanation Technique: LIME



Explanation Technique: LIME

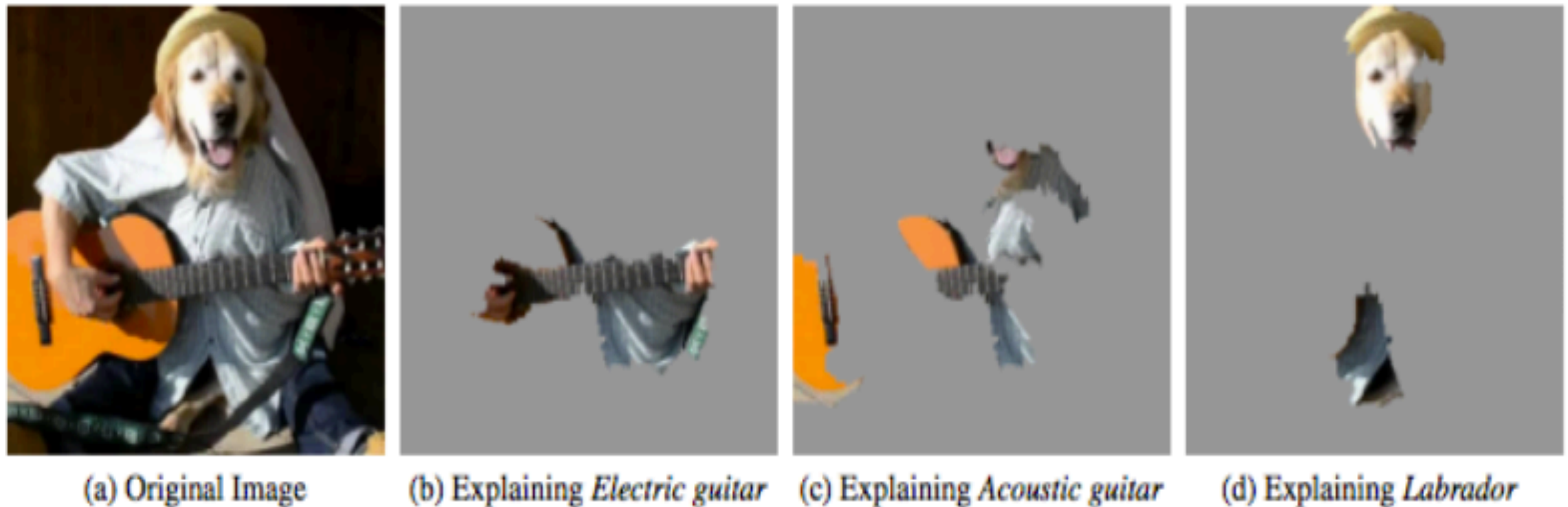


Figure 4: Explaining an image classification prediction made by Google's Inception network, highlighting positive pixels. The top 3 classes predicted are "Electric Guitar" ($p = 0.32$), "Acoustic guitar" ($p = 0.24$) and "Labrador" ($p = 0.21$)

Explanation Technique: LIME

Prediction probabilities



atheism

christian



Text with highlighted words

From: johnchad@triton.unm.edu (jchadwic)

Subject: Another request for Darwin Fish

Organization: University of New Mexico, Albuquerque

Lines: 11

NNTP-Posting-Host: triton.unm.edu

Hello Gang,

There have been some notes recently asking where to obtain the DARWIN fish.

This is the same question I have and I have not seen an answer on the

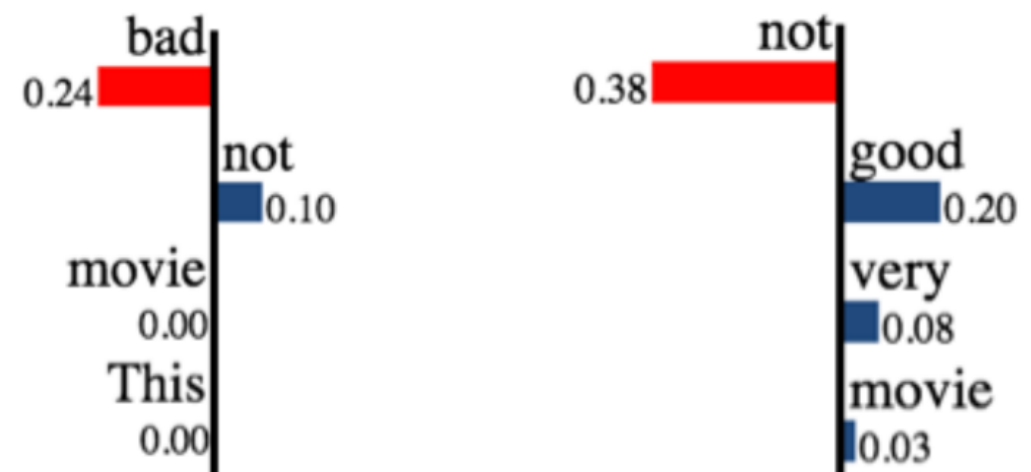
net. If anyone has a contact please post on the net or email me.

Explanation Technique: Anchors

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+ This movie is not bad. — This movie is not very good.

(a) Instances

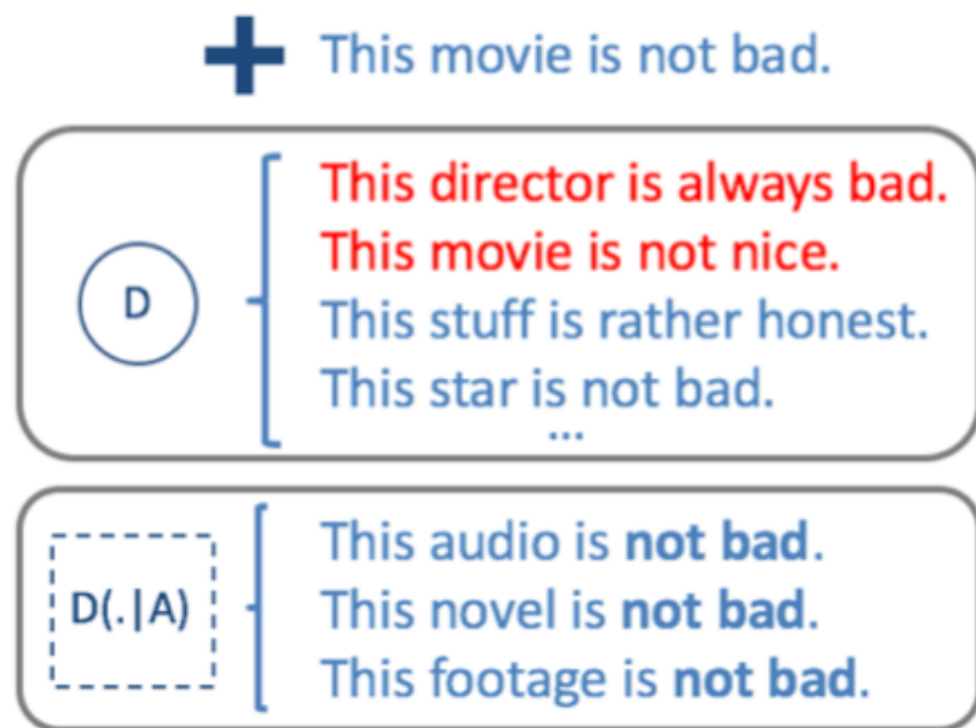


(b) LIME explanations

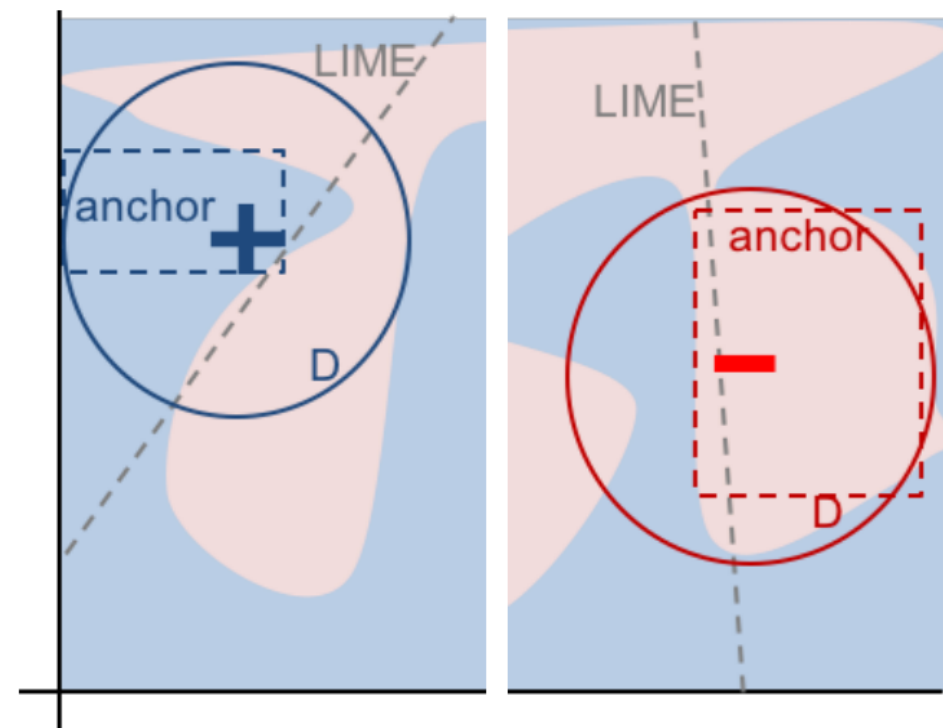
{"not", "bad"} → Positive {"not", "good"} → Negative

(c) Anchor explanations

Explanation Technique: Anchors



(a) \mathcal{D} and $\mathcal{D}(\cdot|A)$



(b) Two toy visualizations

$$\mathbb{E}_{\mathcal{D}(z|A)} [\mathbb{1}_{f(x)=f(z)}] \geq \tau;$$

Explanation Technique: Anchors

English	Portuguese
This is the question we must address	Esta é a questão que temos que enfrentar
This is the problem we must address	Este é o problema que temos que enfrentar
This is what we must address	É isso que temos de enfrentar

Table 2: Anchors (in bold) of a machine translation system for the Portuguese word for “This” (in pink).

Explanation Technique: Influence Functions

- What would happen if a given training point didn't exist?
- Retraining the network is prohibitively slow, hence approximate the effect using influence functions.



→
Most influential train images



Explanation Techniques: gradient based importance scores

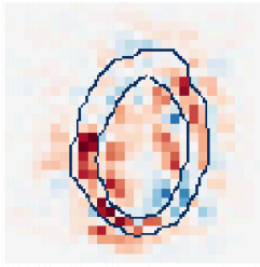
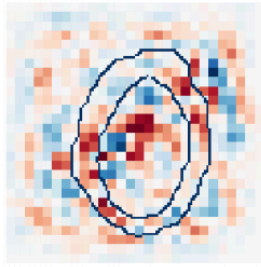
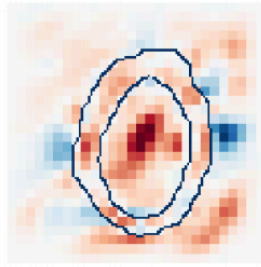
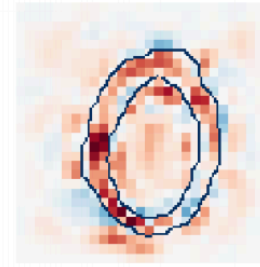
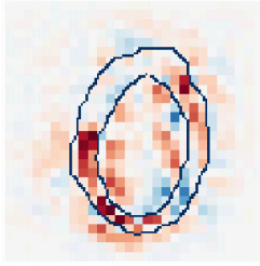
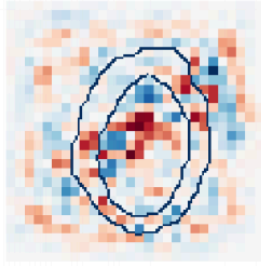
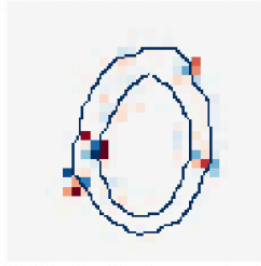
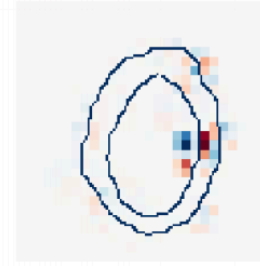
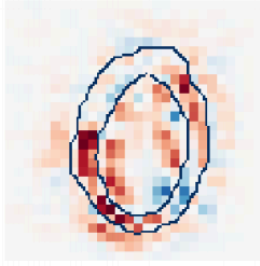
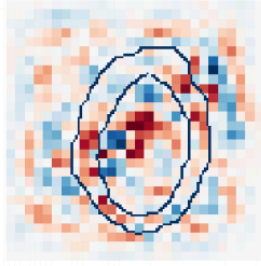
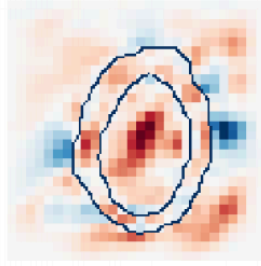
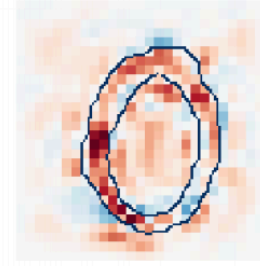
Method	Attribution $R_i^c(x)$	Example of attributions on MNIST			
Gradient * Input	$x_i \cdot \frac{\partial S_c(x)}{\partial x_i}$	ReLU	Tanh	Sigmoid	Softplus
Integrated Gradient	$(x_i - \bar{x}_i) \cdot \int_{\alpha=0}^1 \frac{\partial S_c(\tilde{x})}{\partial (\tilde{x}_i)} \bigg _{\tilde{x}=\bar{x}+\alpha(x-\bar{x})} d\alpha$				
<u>ϵ-LRP</u>	$x_i \cdot \frac{\partial^g S_c(x)}{\partial x_i}, \quad g = \frac{f(z)}{z}$				
<u>DeepLIFT</u>	$(x_i - \bar{x}_i) \cdot \frac{\partial^g S_c(x)}{\partial x_i}, \quad g = \frac{f(z) - f(\bar{z})}{z - \bar{z}}$				

Figure from Ancona et al, ICLR 2018

Explanation Technique: Extractive Rationale Generation

Key idea: find minimal span(s) of text that can (by themselves) explain the prediction

- Generator (x) outputs a probability distribution of each word being the rational
- Encoder (x) predicts the output using the snippet of text x
- Regularization to support contiguous and minimal spans

<i>Review</i>		
the beer was n't what i expected, and i'm not sure it's "true to style", but i thought it was delicious. a very pleasant ruby red-amber color with a relatively brilliant finish, but a limited amount of carbonation, from the look of it. aroma is what i think an amber ale should be - a nice blend of caramel and happiness bound together.		
<i>Ratings</i>	<i>Look: 5 stars</i>	<i>Smell: 4 stars</i>

Figure 1: An example of a review with ranking in two categories. The rationale for Look prediction is shown in bold.

Future Directions

- Make the process of explanations interactive
 - Ask for details
 - What did you read (or see) to believe that
 - Contrastive explanations "Why X, why not Y"
- Complete the feedback loop: update the model based on explanations

Thank You!

Questions?