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Figurative Language Processing

Proceedings of the Second Workshop

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Introduction

Figurative language processing is a rapidly growing area in Natural Language Processing (NLP), including processing of metaphors, idioms, puns, irony, sarcasm, as well as other figures. Characteristic to all areas of human activity (from poetic to ordinary to scientific) and, thus, to all types of discourse, figurative language becomes an important problem for NLP systems. Its ubiquity in language has been established in a number of corpus studies, and the role it plays in human reasoning has been confirmed in psychological experiments. This makes figurative language an important research area for computational and cognitive linguistics, and its automatic identification and interpretation indispensable for any semantics-oriented NLP application.

This workshop is the second in a series of biannual workshops on Figurative Language Processing. This new workshop series builds upon the successful start of the Metaphor in NLP workshop series (at NAACL– HLT 2013, ACL 2014, NAACL–HLT 2015, NAACL–HLT 2016), expanding its scope to incorporate the rapidly growing body of research on various types of figurative language such as sarcasm, irony and puns, with the aim of maintaining and nourishing a community of NLP researchers interested in this topic. The workshop features both regular research papers and two shared tasks on metaphor and sarcasm detection. In the regular research track, we received 20 research paper submissions and accepted 9 (3 oral presentations and 6 posters). The featured papers cover a range of aspects of figurative language processing such as metaphor identification (Dankers et al.; Zayed, McCrae and Buitelaar), metaphor in the visual modality (Bizzoni and Dobnik), annotation of oxymorons (La Pietra and Massini), satirical and humorous headline generation (Weller et al.; Horvitz et al.) and recognising euphemisms and dysphemisms (Felt and Riloff). The workshop program also features a keynote talk by Marilyn Walker, Department of Computer Science, University of California Santa Cruz, on the topic of "Generating Expressive Language by Mining User Reviews".

The two shared tasks on metaphor and sarcasm detection serve to benchmark various computational approaches to metaphor and sarcasm, clarifying the state of this steadily growing field and facilitating further research.

For the metaphor shared task, we used the VU Amsterdam Metaphor Corpus (VUA) corpus as one of the corpora for the shared tasks. New to this year's benchmarking tasks, we added a corpus of TOEFL essays written by non-native speakers of English annotated for metaphor (a subset from the publicly available ETS Corpus of Non-Native Written English), allowing us to broaden the genres covered in the task and in accordance with findings in the literature demonstrating the potential of information on metaphor usage for assessing English proficiency of students.

The shared task was organized into four tracks: a Verbs track and an All Content Part-of-Speech track for both VUA and TOEFL. Overall, there were 1,224 submissions from 71 teams. There were 805 submissions from the 14 teams who submitted system papers; one paper was withdrawn before publication. In terms of performance, the current published state-of-art on VUA corpus has been matched by the best participating system, while a new state-of-art was established for the TOEFL corpus. We observed the following general trends: (1) Transformer architectures were highly popular and resulted in competitive performance; (2) New sources of information were explored by participants, such as fine-grained POS, spell-corrected variants of words (for TOEFL data), sub-word level information (e.g., character embeddings), idioms, sensorimotor and embodiment-related information; (3) The relative performance rankings of teams were largely consistent between VUA and TOEFL datasets; (4) Performance of participating systems was generally better on Verbs than on the All POS tracks, across both corpora.

The shared task on sarcasm detection was designed to benchmark the usefulness of modeling conversation context (i.e., all the prior dialogue turns) for sarcasm detection. Two types of social media

content are used as training data for the two tracks – microblogging platforms such as Twitter and online discussion forums such as Reddit. Overall, we received an overwhelming number of submissions: 655 for the Reddit track and 1070 for the Twitter track. The CodaLab leaderboard showcases results from 39 systems for the Reddit track and 38 systems for the Twitter track, respectively. Out of all submissions, 14 shared task system papers were submitted. Almost all the submitted systems have used the transformer-architecture that seems to perform better than RNN-architectures, even without any task-specific fine-tuning. The best system has shown the usefulness of augmenting "other" dataset(s) during training. In terms of context, novel approaches include: CNN-LSTM based summarization of the prior dialogue turns, time-series fusion with proxy labels, an ensemble of a variety of transformers with different depth of context, aspect-based sentiment classification for the immediate context, etc. When explicitly modeling the number of turns, systems have shown better accuracy with a depth of a maximum of three prior turns. In the future, we plan to continuously grow the training corpus, collecting data from a variety of subreddits, in case of Reddit, and different topics from Twitter.

We wish to thank everyone who showed interest and submitted a paper, all of the authors for their contributions, the members of the Program Committee for their thoughtful reviews, the invited speaker for sharing her perspective on the topic, and all the attendees of the workshop. All of these factors contribute to a truly enriching event!

Workshop co-chairs:

Beata Beigman Klebanov, Educational Testing Service (USA) Ekaterina Shutova, University of Amsterdam (The Netherlands) Patricia Lichtenstein, University of California, Merced (USA) Smaranda Muresan, Columbia University (USA) Chee Wee (Ben) Leong, Educational Testing Service (USA) Anna Feldman, Montclair State University (USA) Debanjan Ghosh, Educational Testing Service (USA)

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Invited Speaker:

Marilyn Walker, University of California Santa Cruz (USA)

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