What programming languages do you know?

Some historically interesting and/or currently visible languages:


Don’t forget things like:

- HTML, PHP, other web page description languages
- SQL, other database query languages
- EXCEL formula language
What languages?

<table>
<thead>
<tr>
<th>Language Rank</th>
<th>Types</th>
<th>Spectrum Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Python</td>
<td>🌐💻</td>
<td>100.0</td>
</tr>
<tr>
<td>2. C</td>
<td>🌐📱💻</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Java</td>
<td>🌐📱💻</td>
<td>99.4</td>
</tr>
<tr>
<td>4. C++</td>
<td>🌐📱💻</td>
<td>96.9</td>
</tr>
<tr>
<td>5. C#</td>
<td>🌐📱💻</td>
<td>88.6</td>
</tr>
<tr>
<td>6. R</td>
<td>🌐💻</td>
<td>88.1</td>
</tr>
<tr>
<td>7. JavaScript</td>
<td>🌐📱</td>
<td>85.3</td>
</tr>
<tr>
<td>8. PHP</td>
<td>🌐💻</td>
<td>81.1</td>
</tr>
<tr>
<td>9. Go</td>
<td>🌐💻</td>
<td>75.7</td>
</tr>
<tr>
<td>10. Swift</td>
<td>🌐💻</td>
<td>74.3</td>
</tr>
<tr>
<td>11. Arduino</td>
<td>🌐📱💻</td>
<td>72.4</td>
</tr>
<tr>
<td>12. Ruby</td>
<td>🌐💻</td>
<td>72.0</td>
</tr>
<tr>
<td>13. Assembly</td>
<td>🌐💻</td>
<td>71.7</td>
</tr>
<tr>
<td>14. Matlab</td>
<td>🌐💻</td>
<td>68.6</td>
</tr>
<tr>
<td>15. Scala</td>
<td>🌐📱</td>
<td>68.0</td>
</tr>
<tr>
<td>16. HTML</td>
<td>🌐💻</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Source: spectrum.ieee.org/static/interactive-the-top-programming-languages-2017
What languages?
What languages?
For more than half of the fifty years computer programmers have been
writing code, O'Reilly has provided developers with comprehensive,
in-depth technical information. We've kept pace with rapidly changing
technologies as new languages have emerged, developed, and
matured. Whether you want to learn something new or need
answers to tough technical questions, you'll find what you need
in O'Reilly books and on the O'Reilly network.

This timeline includes fifty of the more than 2500 documented
programming languages. It is based on an original diagram created
by Éric Lévénez (www.levenez.com), augmented with suggestions
from O'Reilly authors, friends, and conference attendees.

For information and discussion on this poster,
go to www.oreilly.com/go/languageposter.

www.oreilly.com
“Why are coders angry?”

“Programmers carve out a sliver of cognitive territory for themselves and go to conferences, and yet they know their position is vulnerable. They get defensive when they hear someone suggest that Python is better than Ruby, because [insert 500-comment message thread here]. Is the next great wave swelling somewhere, and will it wash away Java when it comes? Will Go conquer Python? Do I need to learn JavaScript to remain profitable? Programmers are often angry because they’re often scared. We are, most of us, stumbling around with only a few candles to guide the way. We can’t always see the whole system, so we need to puzzle it out, bit by bit, in the dark.”

- Paul Ford, “What is Code?”, Bloomberg Businessweek, 6/11/15
Course Goals

- Learn fundamental structure of programming languages
- Understand key issues in language design and implementation
- Become aware of range of available languages and their uses
- Learn how to learn a new language
- Get a small taste of programming language theory
Course Method

- Conventional survey textbook, with broad coverage of languages
- Organized around key anatomical features of PLs
  - Expressions, control flow, functional abstraction, state, types, objects, modules, …
- Lab exercises mostly involving implementing interpreters for “toy” languages
- Exercises will use Scala, a modern language that blends the object-oriented (OO) and functional (FP) paradigms
Course Non-Goals

X Teaching you how to program
X Teaching you how to program in Scala
  although you will learn something about this!
X Surveying the details of lots of languages
X Covering all important programming paradigms
  e.g. we’ll skip logic programming and (probably) concurrency
X Learning how real compilers & interpreters are implemented
“High-level” Programming Languages

Consider a simple algorithm for testing primality.

In Scala, using imperative programming style:

```scala
// return true if n has no divisor in the interval [2,n)
def isPrime(n: Int): Boolean = {
  for (d <- 2 until n)
    if (n % d == 0)
      return false;
  true
}
```
“High-level” Programming Languages

In Scala, using a local recursive function:

```scala
// return true if n has no divisor in the interval [2,n)
def isPrime(n: Int): Boolean = {
  // return true if n has no divisor in the interval [d,n)
def noDivFrom(d: Int): Boolean =
    (d >= n) || ((n % d != 0) && noDivFrom(d + 1))
  noDivFrom(2)
}
```
In Intel X86 (32bit) assembler

```assembly
.globl isprime
isprime:
pushl %ebp ; set up procedure entry
    movl %esp,%ebp
    pushl %esi
    pushl %ebx
    movl 8(%ebp),%ebx ; fetch arg n from stack
    movl $2,%esi ; set divisor d := 2
cmpl %ebx,%esi ; compare n,d
    jge true ; jump if d >= n
loop:     movl %ebx,%eax ; set n into ....
        cltd ; ... dividend register
        idivl %esi ; divide by d
        testl %edx,%edx ; remainder 0?
        jne next ; jump if remainder non-0
        xorl %eax,%eax ; set ret value := false(0)
        jmp done
next:     incl %esi ; increment d
        cmpl %ebx,%esi ; compare n,d
        jl loop ; jump if d < n
true:     movl $1,%eax ; set ret value := true(1)
done:     leal -8(%ebp),%esp ; clean up and exit
popl %ebx
popl %esi
leave
ret
```
What make a language “high-level”?

- Complex expressions (arithmetic, logical,...)
- Structured control (loops, conditionals, cases,...)
- Composite types (arrays, records, ...)
- Type declarations and type checking
- Multiple data storage classes (global/local/heap/GC?)
- Procedures/functions, with private scope (first class?)
- Non-local control (exceptions, threads,...)
- Data abstraction (ADTs, modules, objects...
What does hardware give us?

- Low-level machine instructions
- Control flow based on labels and conditional branches
- Explicit locations (e.g. registers) for values and intermediate results of computations
- Flat memory model
- Explicit memory management (e.g., stacks for procedure local data)
How do we bridge the gap?

Two classic approaches:

- A compiler translates high-level language programs into a lower-level language (e.g. machine code)
How do we bridge the gap?

Two classic approaches:

An interpreter is a fixed program that reads in (the representation of) an arbitrary high-level program and executes it.
How do we bridge the gap?

Two classic approaches:

- A **compiler** translates high-level language programs into a lower-level language (e.g. machine code)

- An **interpreter** is a fixed program that reads in (the representation of) an arbitrary high-level program and executes it

  Compilers can generate code that runs much faster than interpreted code

  Interpreters are quicker and easier to write, maintain and understand
Combined approaches

- High-level source program
  - Compiler\(_1\)
  - Intermediate language program
    - Interpreter
    - Compiler\(_2\)
    - Low-level target program

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Stack machines: an intermediate language

- A stack machine is a simple architecture based on a stack of operand values.

- Each machine instruction pops its operands from the stack and pushes its result back on.

- So instructions are very simple, because there’s no need to specify operand locations.

- Often used in abstract machines, such as the Java Virtual Machine (which Scala also uses).

- Often compile from high-level language to stack machine byte code which is then interpreted (or perhaps further compiled to machine code).
## Stack machine instructions

Instruction set for a very simple stack machine

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Stack before</th>
<th>Stack after</th>
<th>Side effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONST i</td>
<td>$s_1 \ldots s_n$</td>
<td>$i \ s_1 \ldots s_n$</td>
<td>-</td>
</tr>
<tr>
<td>LOAD x</td>
<td>$s_1 \ldots s_n$</td>
<td>$\text{Vars}[x] \ s_1 \ldots s_n$</td>
<td>-</td>
</tr>
<tr>
<td>STORE x</td>
<td>$s_1 \ldots s_n$</td>
<td>$s_2 \ldots s_n$</td>
<td>$\text{Vars}[x] := s_1$</td>
</tr>
<tr>
<td>PLUS</td>
<td>$s_1 \ s_2 \ s_3 \ldots s_n$</td>
<td>$(s_2+s_1) \ s_3 \ldots s_n$</td>
<td>-</td>
</tr>
<tr>
<td>MINUS</td>
<td>$s_1 \ s_2 \ s_3 \ldots s_n$</td>
<td>$(s_2-s_1) \ s_3 \ldots s_n$</td>
<td>-</td>
</tr>
</tbody>
</table>

Here $\text{Vars}[]$ is an auxiliary array mapping variables to values.
## Stack machine example

Here’s a stack machine program corresponding to the simple statement $c = 3 - a + (b - 7)$

<table>
<thead>
<tr>
<th>Code</th>
<th>Stack</th>
<th>Vars[]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>CONST 3</td>
<td>3</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>LOAD a</td>
<td>100</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>MINUS</td>
<td>-97</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>LOAD b</td>
<td>200</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>CONST 7</td>
<td>7</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>MINUS</td>
<td>193</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>PLUS</td>
<td>96</td>
<td>a=100, b=200</td>
</tr>
<tr>
<td>STORE c</td>
<td></td>
<td>a=100, b=200,c=96</td>
</tr>
</tbody>
</table>
Stack machine example

Here’s a stack machine program corresponding to the simple statement $c = 3 - a + (b - 7)$

```
<table>
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<tr>
<td>CONST 3</td>
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<tr>
<td>LOAD a</td>
</tr>
<tr>
<td>MINUS</td>
</tr>
<tr>
<td>LOAD b</td>
</tr>
<tr>
<td>CONST 7</td>
</tr>
<tr>
<td>MINUS</td>
</tr>
<tr>
<td>PLUS</td>
</tr>
<tr>
<td>STORE c</td>
</tr>
</tbody>
</table>
```

Is this code sequence unique?

Observe that high-level expressions are more flexible than machine code.
Other themes in the study of programming languages

Paradigms
- Imperative
- Object-oriented
- Functional
- Logic
- Concurrent/Parallel
- Scripting

Language Design Criteria
- Expressiveness
- Efficiency
- Correctness

Scale
- “Programming in the Small”
  - what’s important for $10^2$ lines?
- “Programming in the Large”
  - what’s important for $10^6$ lines?
Course Structure

- Weekly reading assignments
  - Short in-class quiz each week covering reading due that week
- Weekly lab assignments
  - (Mostly) working with interpreters for “toy” languages that illustrate important language features
  - Implementation in Scala
  - You are encouraged to work collaboratively on these assignments (but everyone must submit separately)
- Overall homework load should be $\leq 10$ hours/week
Books

First edition is available free online, and is good enough for us.
Grading

- 5% Weekly Quizzes
- 15% Weekly Labs
- 35% Midterm (Thursday Feb. 8)
- 45% Final exam (Monday Mar. 19 at 10:15am)

The labs don’t count for much directly, but you are unlikely to pass the exams unless you do them.

Again, collaboration on the labs is encouraged, but you must submit individually to get credit (and to learn).
WebLab

- Web-based system for assignments
  - Assignments are issued
  - You develop solutions in the embedded editor
    - (or in your preferred stand-alone environment)
  - You test your solutions against your own tests and against (secret) tests we provide
  - We can help you debug problems via “discussions”
  - You submit your solutions
  - Your scores are automatically recorded
  - We (usually) publish correct solutions
WebLab
What to do now:

1. Register to use WebLab.
   - See instructions in syllabus.

2. Start working on the first week’s homework assignment, which is due next Monday at 1pm.
   - The assignment can be found inside WebLab.

3. Do the assigned reading in Scott for this week.