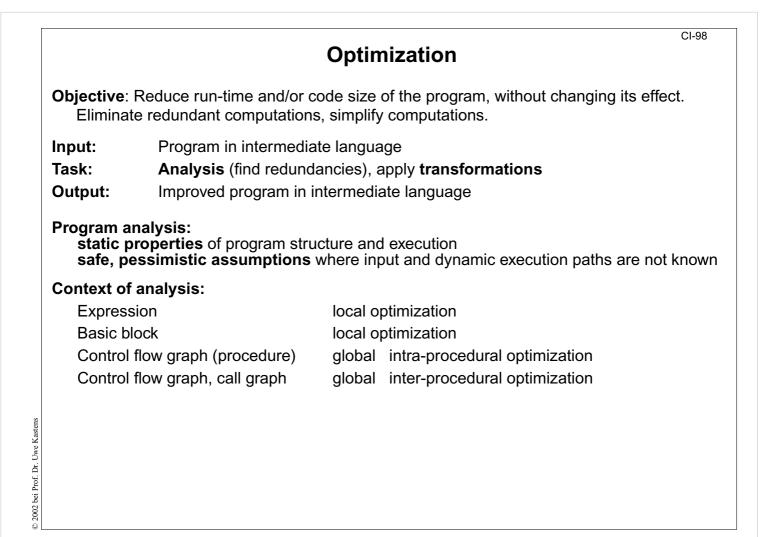


Objectives:

Relate synthesis topics to compiler structure

- This chapter addresses only a selection of synthesis topics.
- Only a rough idea is given for each topic.
- The topics are treated completely in the lecture "Compiler II".



Objectives:

Overview over optimization

In the lecture:

- Program analysis computes safe assumptions at compile time about execution of the program.
- The larger the analysis context, the better the information.
- Conventionally this phase is called "Optimization", although in most cases a formal optimum can not be defined or achieved with practical effort.

Suggested reading:

Kastens / Übersetzerbau, Section 8

Optimizing Transformations

Name of transformation: Example for its application: Algebraic simplification of expressions 2*3.14 x+0 x*2 x**2 • Constant propagation (dt. Konstantenweitergabe) x = 2; ... y = x * 5;• Common subexpressions (Gemeinsame Teilausdrücke) x=a*(b+c);...y=(b+c)/2; • Dead variables (Überflüssige Zuweisungen) $x = a + b; \dots x = 5;$ • Copy propagation (Überflüssige Kopieranweisungen) x = y; ...; z = x;• Dead code (nicht erreichbarer Code) b = true;...if (b) x = 5; else y = 7; • Code motion (Code-Verschiebung) if (c) x = (a+b)*2; else x = (a+b)/2; • Function inlining (Einsetzen von Aufrufen) int Sqr (int i) { return i * i; } Loop invariant code while (b) $\{..., x = 5; ...\}$ Induction variables in loops i = 1; while (b) { k = i*3; f(k); i = i+1; } Analysis checks **preconditions for safe application** of each transformation; more applications, if preconditions are analysed in larger contexts. Interdependences: Application of a transformation may **enable or inhibit** another application of a transformation.

Order of transformations is relevant.

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Objectives:

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Get an idea of important transformations

In the lecture:

- Some transformations are explained.
- The preconditions are discussed for some of them.

Suggested reading:

Kastens / Übersetzerbau, Section 8.1

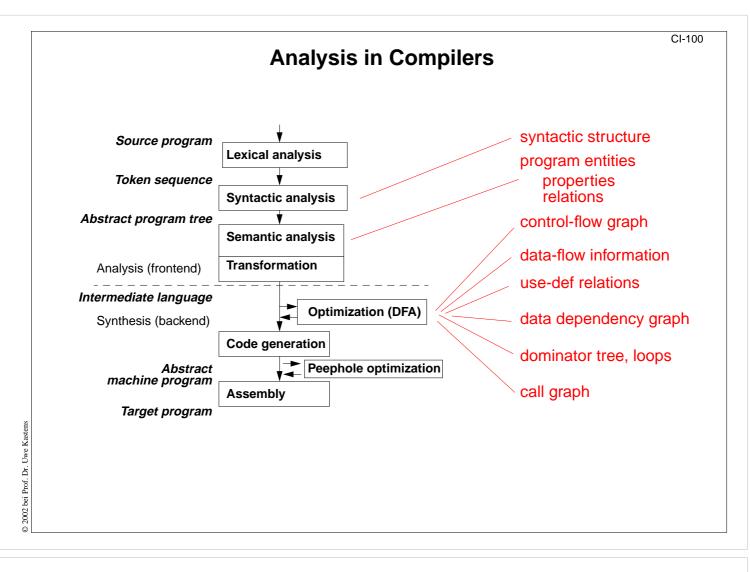
Assignments:

• Apply some transformations in a given example program.

Questions:

- Which of the transformations need to analyze pathes through the program?
- Give an example for a pair of transformations, such that an application of the first one enables an application of the second.

CI-99

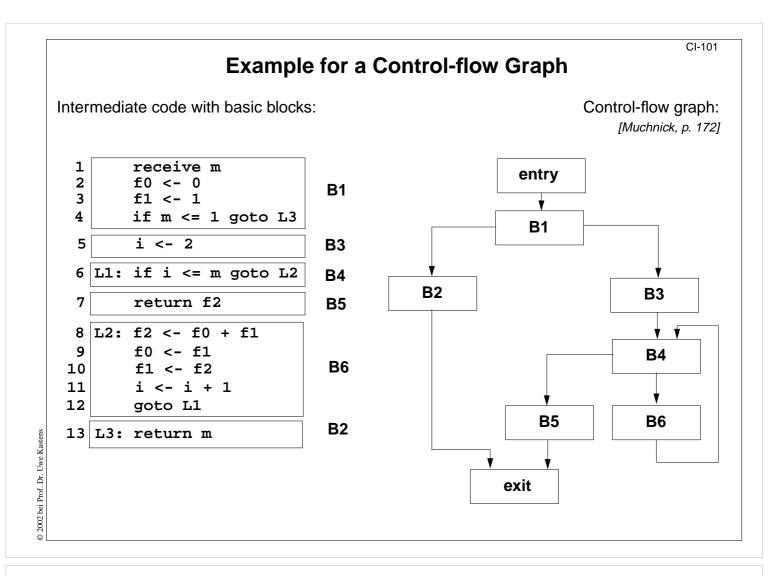


Objectives:

See some methods of program analysis

In the lecture:

Give brief explanations of the methods



Objectives:

Example for a control-flow graph

- The control-flow graph represents the basic blocks and their branches.
- See Lecture "Modellierung", Mod-4.27 ("Programmablaufgraphen")

CI-102

Data-Flow Analysis

Data-flow analysis (DFA) provides information about how the execution of a program may manipulate its data.

Many different problems can be formulated as data-flow problems, for example:

- Which assignments to variable v may influence a use of v at a certain program position?
- Is a variable v used on any path from a program position p to the exit node?
- The values of which expressions are available at program position p?

Data-flow problems are stated in terms of

- paths through the control-flow graph and
- properties of basic blocks.

Data-flow analysis provides information for global optimization.

Data-flow analysis does not know

- input values provided at run-time,
- branches taken at run-time.

Its results are to be interpreted **pessimistic**.

Lecture Compiler I WS 2001/2002 / Slide 102

Objectives:

Goals and ability of data-flow analysis

In the lecture:

- The topics on the slide are explained.
- Examples for the use of DFA information are given.
- Examples for pessimistic information are given.

Suggested reading:

Kastens / Übersetzerbau, Section 8.2.4

Questions:

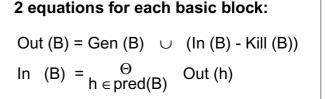
- What's wrong about optimistic information?
- Why can pessimistic information be useful?

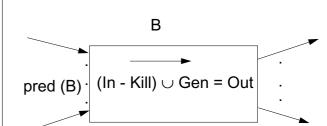
Specification of a DFA Problem

Specification of reaching definitions:

- Description:
 A definition d of a variable v reaches the begin of a block B if there is a path from d to B on which v is not assigned again.
- It is a forward problem.
- The meet operator is union.
- The **analysis information** in the sets are assignments at certain program positions.
- Gen (B): contains all definitions d: v = e; in B, such that v is not defined after d in B.
- Kill (B):

if v is assigned in B, then Kill(B) contains all definitions d: v = e;in blocks different from B, such that B has a definition of v.





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Objectives:

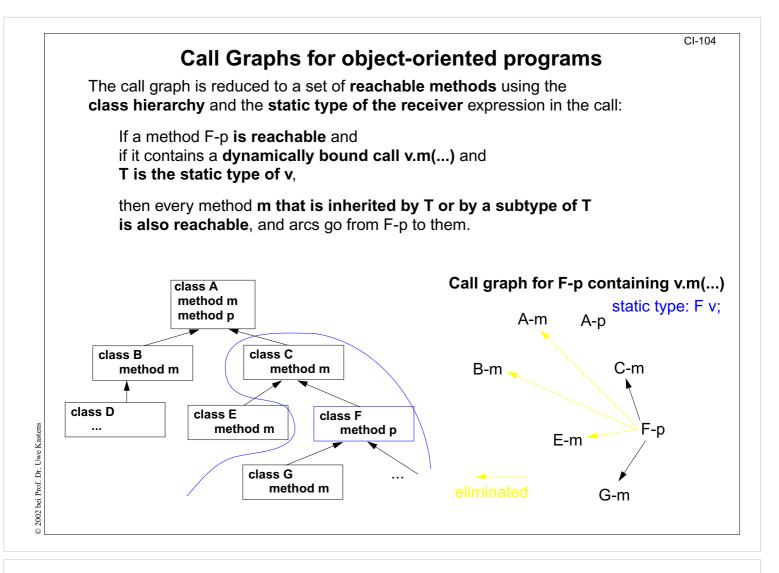
Get an idea of DFA problems

In the lecture:

Explain how DFA problems are specified by a set of equations.

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CI-103



Objectives:

See a typical object-oriented analysis

- Dynamically bound method calls contribute significantly to the cost of object-oriented programs.
- Static resolution as far as possible is very effective.

Code Generation	CI-105			
Input: Program in intermediate language				
Tasks:Storage mapping Code selection Register allocationproperties of program objects (size, address) in the definition generate instruction sequence, optimizing selection use of registers for intermediate results and for variables	module			
Output: abstract machine program, stored in a data structure				
 Design of code generation: analyze properties of the target processor 				
• design at least one instruction sequence for each operation of the intermediate lan	guage			
Implementation of code generation:				
 Storage mapping: a traversal through the program and the definition module computes sizes and addresses of storage objects 				
Code selection: use a generator for pattern matching in trees				
 Code selection: use a generator for pattern matching in trees Register allocation: methods for expression trees, basic blocks, and for CFGs 				

Objectives:

Overview on design and implementation

In the lecture:

- Identify the 3 main tasks.
- Emphasize the role of design.

Suggested reading:

Kastens / Übersetzerbau, Section 7

Storage Mapping

Objective:

for each storable program object compute storage class, relative address, size

Implementation:

use properties in the definition module, travers defined program objects

Design the use of storage areas:

code storage	progam code
global data	to be linked for all compilation units
run-time stack	activation records for function calls
heap	storage for dynamically allocated objects, garbage collection
registers for	addressing of storage areas (e.g. stack pointer) function results, arguments local variables, intermediate results (register allocation)

Design the type mapping ... C-29

Lecture Compiler I WS 2001/2002 / Slide 106

Objectives:

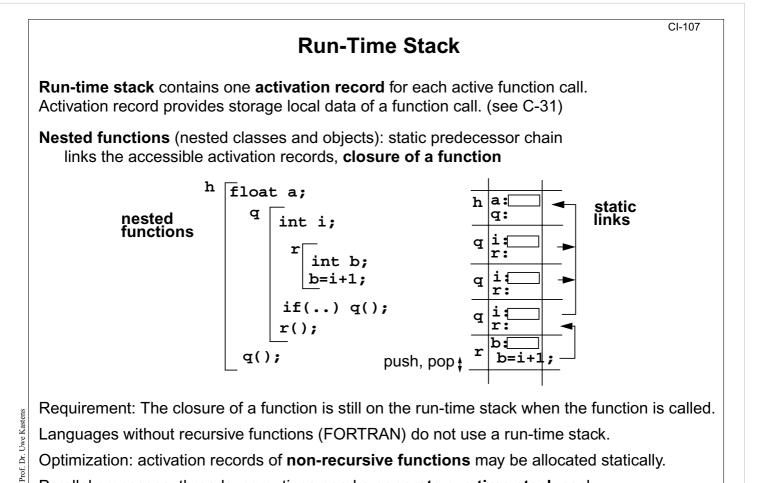
Design the mapping of the program state onto the machine state

In the lecture:

Explain storage classes and their use

Suggested reading:

Kastens / Übersetzerbau, Section 7.2



Parallel processes, threads, coroutines need a **separate run-time stack** each.

Lecture Compiler I WS 2001/2002 / Slide 107

Objectives:

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Understand the concept of run-time stacks

In the lecture:

The topics on the slide are explained. Examples are given.

- Explain static and dynamic links.
- Explain nesting and closures.
- Different language restrictions to ensure that necessary closures are on the run-time stack.

Questions:

- How do C, Pascal, and Modula-2 obey the requirement on stack discipline?
- Why do threads need a separate run-time stack?

	Code Se	quences for Control Statements	108		
	A code sequence defines hov	a control statement is transformed into jumps and labels.			
	Several variants of code sequences may be defined for one statement.				
	Example:				
	while (Condition) Bo	dy M1: Code (Condition, false, M2) Code (Body) goto M1			
		M2:			
	variant:				
		goto M2 M1: Code (Body) M2: Code (Condition, true, M1)			
	Meaning of the Code construct	S:			
ns	Code (S):	generate code for statements s			
© 2006 bei Prof. Dr. Uwe Kastens	Code (C, true, M)	generate code for condition C such that it branches to M if C is true, otherwise control continues without branching			

Objectives:

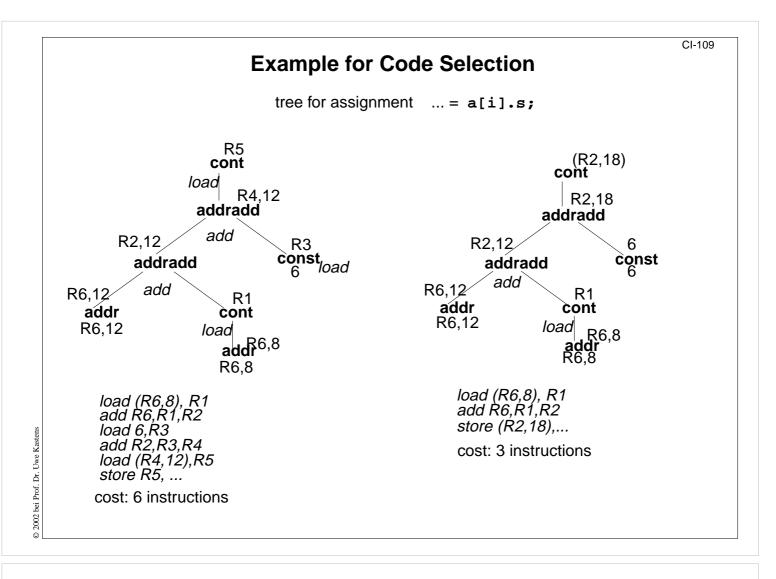
Concept of code sequences for control structures

In the lecture:

- Explain the code sequence for while statements.
- Explain the transformation of conditions.
- Discuss the two variants.
- Develop a code sequence for for statements.

Questions:

- What are the advantages of each alternative?
- Give a code sequence for do-while statements.



Objectives:

Get an idea of code selection by tree patterns

- Show application of patterns.
- Explain code costs.

Register Allocation

Use of registers:

intermediate results of expression evaluation

reused results of expression evaluation (CSE)

contents of frequently used variables

parameters of functions, function result (cf. register windowing)

stack pointer, frame pointer, heap pointer, ...

Number of registers is limited - for each register class: address, integer, floting point

register allocation aims at ruduction of

- number of memory accesses
- spill code, i. e. instructions that store and reload the contents of registers

specific allocation methods for different context ranges:

- expression trees (Sethi, Ullman)
- basic blocks (Belady)
- control flow graphs (graph coloring)

useful technique: defer register allocation until a later phase, use an unbound set of **symbolic registers** instead

Lecture Compiler I WS 2001/2002 / Slide 110

Objectives:

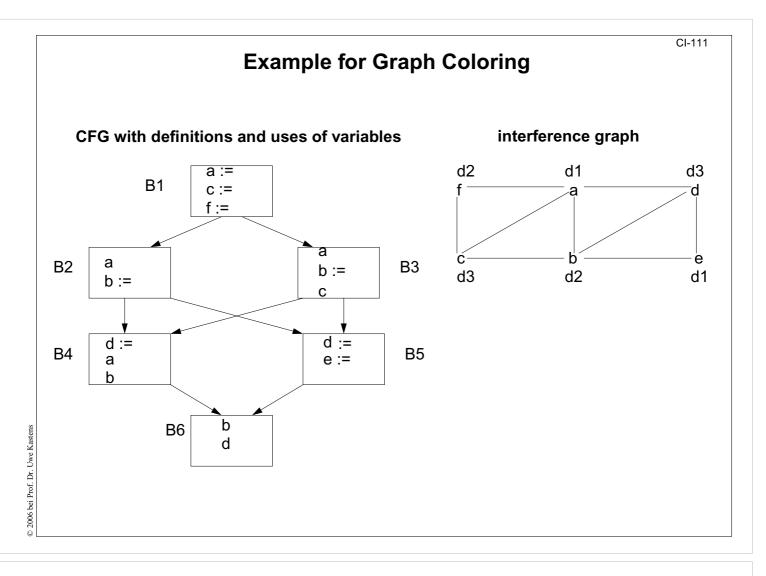
Overview on register allocation

In the lecture:

Explain the use of registers for different purposes.

Suggested reading:

Kastens / Übersetzerbau, Section 7.5



Objectives:

Get an idea of register allocation by graph coloring

In the lecture:

- Explain the example.
- Refer to lecture "Modellierung" Mod-4.21

Suggested reading:

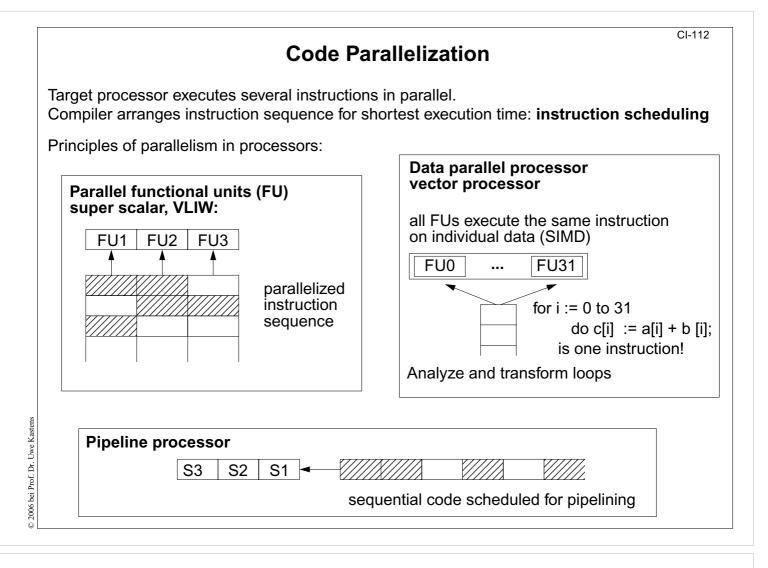
Kastens / Übersetzerbau, Section 7.5.4, Fig. 7.5-6

Assignments:

• Apply the technique for another example.

Questions:

• Why is variable b in block B5 alive?



Objectives:

3 abstractions of processor parallism

In the lecture:

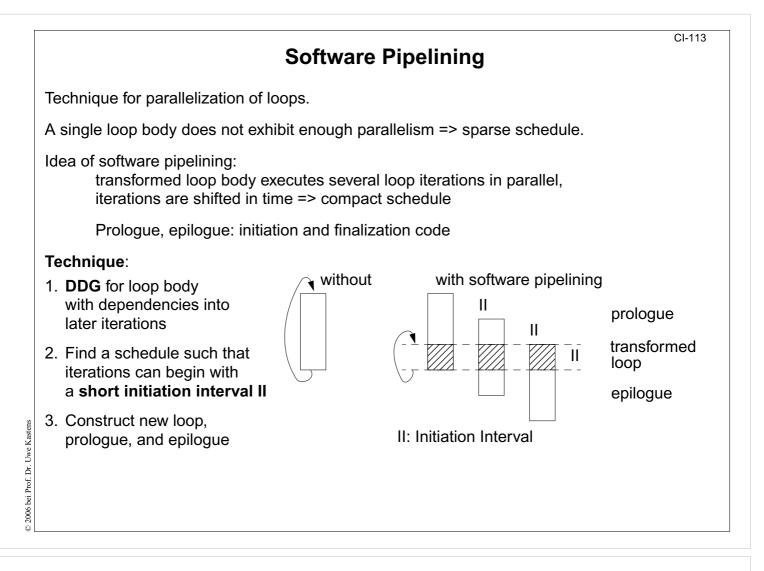
- Explain the abstract models,
- relate them to real processors,
- explain the instruction scheduling tasks.

Suggested reading:

Kastens / Übersetzerbau, Section 8.5

Questions:

• What has to be known about instruction execution in order to solve the instruction scheduling problem in the compiler?



Objectives:

Increase parallelism in loops

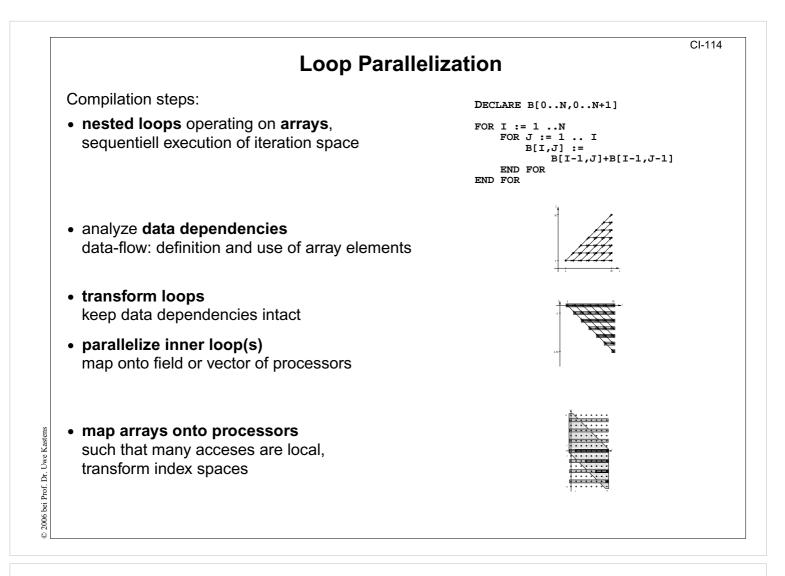
In the lecture:

• Explain the underlying idea

Questions:

Explain:

- The shorter the initiation interval is, the greater is the parallelism, and the compacter is the schedule.
- The transformed loop contains each instruction of the loop body exactly once.



Objectives:

Overview on regular loop parallelization

In the lecture:

Explain

- Application area: scientific computations,
- goals: execute inner loops in parallel with efficient data access,
- transformation steps.