START OF QUIZ
Student ID:
37083607,Zeng,Jiao

Question 1

Topic: Lecture 4
Source: Lecture 4

Are there any situations where the alpha and beta score at a particular timestep would be equal? (1)

Question 2

Topic: Lecture 1
Source: Lecture 1

Many languages lack a standardized writing system. How does this impact the creation of NLP tools, and how might we approach building CL tools for such languages? (1)

Question 3

Topic: Lecture 3
Source: Lecture 3

We talked about adapter layers with respect to dependency parsing for low-resource languages. What other tasks do you think they might be suitable for (ie, not just language transfer). (1)

Question 4

Topic: Lecture 2
Source: Lecture 2

Describe the concept of negative transfer with an example. (1)

Question 5

Topic: Lecture 2
Source: Lecture 2

Describe the main difference between continued training and multi-task learning. (1)

Question 6

Topic: Lecture 3
Source: Lecture 3

Imagine that we find a database lying around, and it's been very poorly maintained and documented. All we know is that it contains word embeddings for a language written in Arabic script (assume we can't read it, and the only Arabic speakers we know also can't read it - it's in a language they don't know). How might we go about trying to identify the language that it's written in, without finding speakers of all of the Arabic-derived languages? (2)

Question 7

Topic: Lecture 4
Source: Lecture 4

I've said a few times that the syntax dominates the signal (especially for languages with less free word order). Where have we seen this, and what does it mean for semi-supervised tagging? (2)

Question 8

Topic: Lecture 1
Source: Lecture 1

Many existing tools and annotation formats make assumptions about the languages that they are processing. If you were creating an ML corpus for a new language, would you prefer to start from scratch, or to adapt an existing annotation schema? Would this change depending on if you were working with a Class 1 or a Class 5 language? Explain. (2)

Question 9

Topic: Long
Source: Lecture 2

When two languages come into contact, a pidgin is often formed, typically incorporating lexemes, syntax, and sometimes morphology from both languages, but it is often simplified and incomplete, serving only the immediate communicative needs. Over time, if children grow up speaking the pidgin, they can expand it into a full-fledged language — a creole. Given that creoles evolve from this contact and expansion process, how might transfer learning be used to develop NLP tools for a creole language? How might the parent languages influence decisions on which language features to prioritize, and how could transfer learning from these parent languages help or hinder the development of these tools? (3)

END OF QUIZ