START OF QUIZ
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Question 1

Topic: Lecture 1
Source: Lecture 1

Describe why “language endangerment” and “language extinction” are contentious term. (1)

Question 2

Topic: Lecture 4
Source: Lecture 4

Could you implement Viterbi as an extension of the forward-backward algorithm? What additional constraints might be needed, if so? (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

What is the role of cognates in transfer learning? (1)

Question 5

Topic: Lecture 1
Source: Lecture 1

Imagine a language is described as "low-resource". If you could create a single automated tool for the language, what would it be? List any assumptions. (1)

Question 6

Topic: Lecture 4
Source: Lecture 4

I briefly mentioned the idea of silver data and bootstrapping in class. What do you think are the limits of silver data? Can you think of any ways to counter them? (2)

Question 7

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 8

Topic: Lecture 2
Source: Lecture 2

Isolate languages do not have any known related languages (Ainu, X̲aat Kíl, and Klingon are some examples). How might you approach using cross-lingual transfer for an isolate? (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