START OF QUIZ
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Question 1

Topic: Lecture 3
Source: Lecture 3

What potential features of low-resource languages (other than data scarcity) might prevent the successful transfer of information from a HRL? (1)

Question 2

Topic: Lecture 2
Source: Lecture 2

Explain the difference between domain and task, and how this difference impacts transfer learning. (1)

Question 3

Topic: Lecture 2
Source: Lecture 2

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

Question 4

Topic: Lecture 3
Source: Lecture 3

What are the benefits of using adapter layers instead of fine-tuning? (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'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 7

Topic: Lecture 1
Source: Lecture 1

When working with underserved languages, field linguists often collect data from speakers on site. What ethical considerations must be taken into account when gathering linguistic data from these communities? (2)

Question 8

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 9

Topic: Long
Source: Lecture 4

I'm working with a few field linguists who have been annotating a low-resource language for the last year, and they present me with their "huge" dataset of 1000 annotated sentences, assuming I can create a 95

END OF QUIZ