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Topic: Lecture 6 Source: Lecture 6

In class, we discussed why a "Universal Morphology" might not actually be possible. Briefly explain why. (1)

Topic: Lecture 5 Source: Lecture 5

Why is POS information so important (whether via tagging or embedded information)? (1)

Topic: Lecture 8 Source: Lecture 8

Where do you think pragmatic learning (ie, intent) might fall within the layers of an LLM? Explain briefly. How might we test for it? (1)

Topic: Lecture 7 Source: Lecture 7

Describe gemination in terms of edit actions. (1)

Topic: Lecture 6 Source: Lecture 6

Even if we're only interested in lemmas, do you think it's worthwhile to produce MSDs, as well? Why or why not? (1)

Topic: Lecture 5 Source: Lecture 5

Imagine that we have some pre-trained multilingual embeddings of really high quality. We train a POS tagger for a very common language, with lots of data, embedding the data with the multilingual embeddings. At inference, we then replace the input with another language. Do you think the tagger would beat a majority baseline? Explain your reasoning, and list any assumptions. (2)

Topic: Lecture 7 Source: Lecture 7

What benefits might encoding MSDs with a second encoder have over a single encoder approach? Can you think of any disadvantages? (2)

Topic: Lecture 8 Source: Lecture 8

Imagine we were designing a probe to understand whether a model were gender biased. How might we design such a probe, and if we found the model to exhibit such a bias, what suggestions would you make to neutralize the bias? (2)

Topic: Long

Source: Lecture 8

Humans are pretty good at learning the morphology of their language, but they make mistakes. Kids will typically learn irregular morphology before regular morphology, then forget it, and then reacquire it (for example, kids will learn "I went outside", then transition to "I goed outside", before eventually coming back to "I went outside"). From your understanding of how DL models work, do you expect something similar to happen within neural language tools? Explain why this might or might not be the case. (3)

END OF QUIZ