START OF QUIZ
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Question 1

Topic: Lecture 2
Source: Lecture 2

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

Question 2

Topic: Lecture 4
Source: Lecture 4

Describe the key differences between the forward and backward steps of the forward-backward algorithm. (1)

Question 3

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 4

Topic: Lecture 2
Source: Lecture 2

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

Question 5

Topic: Lecture 3
Source: Lecture 3

What benefits does delexicalization bring to the training of dependency parsers? Can you think of other tasks that might benefit from it? (1)

Question 6

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 7

Topic: Lecture 3
Source: Lecture 3

Imagine that we have a huge amount of unlabeled data in Marathi - enough to train some contextual word embeddings. We want to start creating some tools, and want to use our an embedding set from Hindi to start tagging Marathi. Given that Marathi and Hindi are related languages written in the same script (with some differences), how can we leverage every bit of information we have, and what else might we need to maximize the quality of our Marathi tools? (2)

Question 8

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 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