

➔ A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

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**Abstract**

We present a cognitive model of selecting task-relevant performance from individual task-relevant. The selected performance for each task segment are represented as probability distributions over the set of outcome properties that the segment can produce – a cognitive profile. The cognitive profiles yield task-specific conceptualizations of the segments associated with a scenario position. The proposed model can learn appropriate task profiles from a small set of task training data, and can be used in simulating human decision-making judgements and selecting optimal action alternatives.

Yarby have performance for the semantic properties of the arguments filling a particular role. For example, the verb *to expect* has the object occurring in these role will have the property of being adult, among others. Learning verb-argument and syntax is an important aspect of better language acquisition, and the improved performance have been shown to guide children's expectations about meaning in upcoming arguments in language comprehension (Gleitman et al. 2005).

Rosch (1998) introduced a statistical approach to learning and use of verb-argument performance. In this framework, a semantic class hierarchy for words is used, together with statistical tools, to induce a verb's argument performance for a particular argument position in the form of a distribution.

→ **Wiederholung** ist wichtig, um sich das Gelernte zu merken und es zu verstehen. Es ist wichtig, dass man sich das Gelernte in eigenen Worten erklären kann.

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
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Figure 1: Consistency with the three profiles for after testing and time-allowing results.

that trade with stronger preference. We use the linear model to estimate the elasticity between variables  $y$  and  $x$ :

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The accuracy values for the identifying and non-identifying tasks are shown in Figure 4. The larger values represent more consistency with the true profile, which means a truer educational performance. The means for the identifying and non-identifying tasks were respectively 0.75 and 0.61, which are close to the hypothesis that tasks participating in two different types of situations select more strongly for the direct alignment than tasks that do not. However, the results (1996) we find that it is not possible to set a threshold that will distinguish the direct from indirect

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We have proposed a cognitively plausible model for learning selection preferences from instances of skill usage. The model represents skill selection preferences as a normally priors, which is a probability distribution over the semantic properties that we represent our tasks. One of the strengths of our model is the incremental nature of its learning mechanism, in contrast to other approaches which learn selection preferences in batch mode. Here we have only reported the results for the final stage of learning, but the model allows us to monitor this process

graffiti during the course of learning, and compare it with what they first believed was correct, as well as

We have shown that the model can produce appropriate semantic profiles for a variety of verbs, and use these profiles to simulate human judgments of verb-argument plausibility, using overall and highly sensitive training data. The model can also use the profiles to measure verb-argument compatibility, which was used to study the impact of verb arguments

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**Bill Cope, Angus Phillips**



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