

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

→ **John Mitchell**
Department of Computer Science
University of Toronto
jtm@cs.toronto.edu

Abstract

We present a cognitive model of selecting task-relevant performance from individual and collective. The individual performance for each task segment are represented as a probability distribution over the set of possible properties that the segment can possess – a semantic profile. The semantic profiles yield task-specific conceptual features of the segments associated with a semantic position. The proposed model can learn appropriate task profiles from a small set of task training data, and can be then be employed for generalizing judgments and making further data observations.

Verbs have preferences for the semantic properties of the arguments filling a particular role. For example, the verb *to expect* has the effect according to those who hold the property of being able, among others. Learning verb-argument preferences is an important aspect of better language acquisition, and the improved performance has been shown to guide children's expectations about meaning in upcoming arguments to language comprehension (MacWhinney et al. 2005).

Rosch (1978) introduced a statistical approach to learning just one of verb-argument preferences. In his framework, a semantic class hierarchy for words is used, together with statistical tools, to induce a verb's argument preferences for a particular argument position in the form of a distribution

→ **Wiederholungsfragen** sind Fragen, die in der Vorlesung bereits behandelt wurden und die Sie sich selbst beantworten können.

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Figure 6: Consistency with the time profiles for short cooling and time-allowing results.

these results with stronger performance. We use the similar analysis to estimate the elasticity between consumption c and y :

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The reliability values for the Alternating and Non-alternating tasks are shown in Figure 4. The higher values represent more consistency with the test profile, which means a smaller individual performance. The means for the Alternating and Non-alternating tasks were respectively 0.76 and 0.81, which are close to the hypothesis that tasks participating in the split-plot alternations select more strongly for the short-attention task (tasks that do not) (Kerns and Kieras 1993). We find that it is not possible to read a threshold that is 0.8 (Kieras and the rest are all over).

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We have proposed a cognitively plausible model for learning educational performance from instances of test usage. The model represents each educational performance as a semantic profile, which is a probability distribution over the semantic properties that we represent our tests. One of the strengths of our model is the incremental nature of its learning mechanism, in contrast to other approaches which learn educational performance from test data. Here we have only reported the results for the final stage of learning, but the model allows us to examine this process

profiles during the course of learning, and compare it with those that the different age groups, as well as

We have shown that the model can predict appropriate semantic profiles for a variety of words, and use these profiles to simulate human judgments of word-argument plausibility, using overall and highly word-set of meaning data. The model can also use the profiles to measure word-argument compatibility, which is useful in studying the implicit object alternatives.

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William J. Davey, Richard MacKinnon



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