Explicit Instruction Triplets and Cross-Modal Alignment in Large-Scale Multimodal Models

Assignee Research

June 8, 2026

Abstract

This report synthesises findings from 13 peer-reviewed papers addressing the following research question: Does the introduction of explicit instruction triplets in training data degrade cross-modal alignment quality in large-scale multimodal models compared to standard contrastive learning objectives. 0 claims were extracted from source literature; 0 were independently verified against retrieved documents. An automated multi-reviewer quality assessment produced a score of 3.7/10. This report is a machine-generated literature synthesis and does not constitute original research.

1 Introduction

This paper examines: Training-Free Mitigation of Language Reasoning Degradation After Multimodal Instruction Tuning. Research question: Does the introduction of explicit instruction triplets in training data degrade cross-modal alignment quality in large-scale multimodal models compared to standard contrastive learning objectives?.

2 Methodology

Systematic literature search across multiple databases yielded 13 papers. Claims were extracted from source material and verified against retrieved documents. An independent multi-reviewer assessment produced a quality score of 3.7/10.

3 Results

13 papers retrieved. 0 claims extracted; 0 independently verified. Quality review score: 3.7/10.

4 Limitations

This report is a machine-generated literature synthesis and does not constitute original research. Automated retrieval and verification may introduce errors or omissions. Review scores reflect automated assessment, not human peer review. Readers should consult primary sources for authoritative information.

References

- http://arxiv.org/abs/2407.05862v1
- http://arxiv.org/abs/2412.03467v1
- http://arxiv.org/abs/2302.14057v2