VALLR: Visual ASR Language Model for Lip Reading

Supplementary Material

1. Introduction

This supplementary material provides additional qualitative results from our proposed network architecture, evaluated on the LRS3 dataset [1]. We include video examples referenced as exampletranslation1.mp4 and exampletranslation2.mp4 to demonstrate the effectiveness of the method in performing silent video captioning. These examples overlay the predicted captions on the original videos to offer an intuitive understanding of the predictions. Furthermore, we provide detailed analysis of common errors in phoneme-to-word reconstruction to identify limitations and strengths of the model. The additional results in this document are organized in three parts:

Tab. 1: Common errors in phoneme \rightarrow word predictions, such as homophones (too vs. to) or under-represented words (sunflower misinterpreted as son and flower)

Tab. 2: Challenging cases, including unseen names (e.g., Kofi Annan), demonstrating areas for future improvement with larger-scale pretraining.

Tab. 3: Correct phoneme and word predicitions.

These results complement the main paper and showcase the robustness of our approach while highlighting areas for refinement.

2. Qualitative Results

In this section, we provide additional qualitative results in two parts. Errors in the phoneme-to-word reconstruction process are highlighted in red to draw attention to specific areas where the network requires improvement.

2.1. Part 1: Common Errors

In Tab. 1, we observe that common errors include substitutions of homophones like too and to, or there and their. Similarly, in examples involving the word sunflower, the model predicts son and flower as separate words. These errors are likely due to the absence of the compound word sunflower in the fine-tuning dataset, while the individual words son and flower are well-represented. Despite these mistakes, the resulting text remains logical and understandable.

2.2. Part 2: Challenging Cases

In Tab. 2, we highlight challenging cases such as the omission of Kofi Annan. This demonstrates the model's difficulty in reconstructing previously unseen names during phoneme-to-word mapping. Such issues could be mitigated

with additional pretraining on larger and more diverse text datasets.

2.3. Part 3: Correct Predictions

In Tab. 3, we showcase examples where the model successfully predicted the phoneme \rightarrow word mappings without errors. These results demonstrate the model's capability to reconstruct accurate text from silent video inputs in scenarios with strong phoneme-word correlations and sufficient representation in the fine-tuning dataset.

References

[1] Triantafyllos Afouras, Joon Son Chung, and Andrew Zisserman. Lrs3-ted: a large-scale dataset for visual speech recognition. *arXiv preprint arXiv:1809.00496*, 2018. 1

File	$\textbf{Video} \rightarrow \textbf{Phoneme (Errors in red)}$	$\textbf{Phoneme} \rightarrow \textbf{Word (Errors in red)}$	Ground Truth (GT)
1.mp4	['W', 'AH', 'N', 'D', 'EY', 'AH',	ONE DAY A YOUNG BOY	ONE DAY A YOUNG BOY
	'Y', 'NG', 'B', 'OY', 'K', 'AH',	COMES UP ON THE SON	COMES UPON THE SUN-
	'M', 'S', 'AH', 'P', 'AA', 'DH',	FLOWER WHILE VISITING	FLOWER WHILE VISITING
	'AH', 'S', 'AH', 'N', 'F', 'L',	THE GARDEN AND HE NO-	THE GARDEN AND HE NO-
	'AW', 'ER', 'W', 'AY', 'L', 'V',	TICES HOW WEEK IT LOOKS	TICES HOW WEAK IT LOOKS
	'IH', 'S', 'IH', 'T', 'IH', 'NG',		
	'DH', 'AH', 'G', 'AA', 'R', 'D',		
	'AH', 'N', 'AH', 'N', 'D', 'HH',		
	'IY', 'N', 'OW', 'T', 'AH', 'S',		
	'AH', 'Z', 'HH', 'AW', 'W', 'IY',		
	'K', 'IH', 'T', 'L', 'UH', 'K', 'S']		
2.mp4	['JH', 'AH', 'S', 'T', 'L', 'AY', 'K',	JUST LIKE REACHING OUT TO	JUST LIKE REACHING OUT TO
	'R', 'IY', 'CH', 'IH', 'NG', 'AW',	THE SON FLOWER BY PROVID-	THE SUNFLOWER BY PROVID-
	'T', 'T', 'UW', 'DH', 'AH', 'S',	ING SOME ONE WHO IS NE-	ING SOMEONE WHO IS NE-
	'AH', 'N', 'F', 'L', 'AW', 'ER',	GLECTED ISOLATED OR FOR	GLECTED ISOLATED OR FOR-
	'M', 'AY', 'P', 'R', 'AH', 'V',	GOT TEN	GOTTEN
	'AY', 'D', 'IH', 'NG', 'S', 'AH',		
	'M', 'W', 'AH', 'N', 'HH', 'UW',		
	'IH', 'Z', 'K', 'AH', 'G', 'L', 'EH',		
	'K', 'T', 'AH', 'D', 'AY', 'S',		
	'AH', 'L', 'EY', 'T', 'AH', 'D',		
	'AO', 'R', 'F', 'ER', 'G', 'AA', 'T',		
	'AH', 'N']		

Table 1. Common errors in phoneme \rightarrow word predictions, including homophones and compound words.

File	$\textbf{Video} \rightarrow \textbf{Phoneme} \ (\textbf{Errors in red})$	$\textbf{Phoneme} \rightarrow \textbf{Word (Errors in red)}$	Ground Truth (GT)
6.mp4	['K', 'OW', 'F', 'IY', 'AE', 'N',	NAN SAID THIS WILL BE BEN-	KOFI ANNAN SAID THIS
	'AH', 'N', 'S', 'EH', 'D', 'DH',	EFICIAL TOO MY TROOPS ON	WILL BE BENEFICIAL TO MY
	'IH', 'S', 'W', 'IH', 'L', 'B', 'IY',	THE GROUND	TROOPS ON THE GROUND
	'M', 'EH', 'N', 'AH', 'F', 'IH',		
	'SH', 'AH', 'L', 'T', 'UW', 'M',		
	'AY', 'T', 'R', 'UW', 'P', 'Z',		
	'AA', 'N', 'DH', 'AH', 'G', 'R',		
	'N', 'D']		
7.mp4	['AH', 'L', 'T', 'AH', 'M', 'AH',	ULTIMATE LEE THATS WHAT	ULTIMATELY THAT'S WHAT
	'T', 'L', 'IY', 'DH', 'AE', 'T',	ITS ABOUT	IT'S ABOUT
	'S', 'W', 'AH', 'T', 'IH', 'T', 'Z',		
	'AH', 'AW', 'T']		

Table 2. Challenging cases, including omissions of names and complex phoneme \rightarrow word mappings.

File	$\mathbf{Video} o \mathbf{Phoneme}$	$\textbf{Phoneme} \rightarrow \textbf{Word}$	Ground Truth (GT)
3.mp4	['IH', 'N', 'M', 'AY', 'F', 'EY',	IN MY FAITH	IN MY FAITH
	'TH']		
4.mp4	['AY', 'TH', 'IH', 'K', 'DH', 'AH',	I THINK THE CAMERA IS	I THINK THE CAMERA IS
	'K', 'AE', 'M', 'ER', 'AH', 'IH',		
	'S']		
5.mp4	['DH', 'IH', 'S', 'M', 'AH', 'S',	THIS MUST BE CREATED	THIS MUST BE CREATED
	'T', 'B', 'IY', 'K', 'R', 'IY', 'EY',		
	'T', 'D']		
8.mp4	['AE', 'K', 'CH', 'UW', 'AH', 'L',	ACTUALLY YOU ARE	ACTUALLY YOU ARE
	'IY', 'Y', 'UW', 'ER']		
9.mp4	['DH', 'EY', 'IH', 'N', 'V', 'EH',	THEY INVENTED THAT TRA-	THEY INVENTED THAT TRA-
	'N', 'T', 'AH', 'D', 'DH', 'AE',	DITION FOR THEIR ARRIVAL	DITION FOR THEIR ARRIVAL
	'T', 'T', 'R', 'AH', 'D', 'IH', 'SH',	HERE	HERE
	'AH', 'N', 'F', 'AO', 'R', 'DH',		
	'EH', 'R', 'ER', 'AY', 'V', 'AH',		
	'L', 'HH', 'IY', 'R']		
10.mp4	['T', 'AY', 'D', 'IY', 'M', 'UW',	TIDY BOOTS IS VERY FUSSY	TIDY BOOTS IS VERY FUSSY
	'T', 'S', 'IH', 'S', 'V', 'EH', 'R',	ABOUT HIS FOOTWEAR	ABOUT HIS FOOTWEAR
	'IY', 'F', 'AH', 'S', 'IY', 'AH',		
	'B', 'AW', 'T', 'HH', 'IH', 'Z', 'F',		
	'UH', 'T', 'W', 'EH', 'R']		

Table 3. Examples of correct phoneme \rightarrow word predictions. These results showcase the model's ability to caption silent videos with high accuracy.