

# Unsupervised Speaker Cue Usage Detection in Public Speaking Videos

BMVC 2018 Submission # ??

## Abstract

A speaker’s bodily cues such as walking, arm movement and head movement play a big role in establishing engagement with the audience. Low level, pose keypoint features to capture these cues have been used in prior studies to characterise engagement and ratings, but are typically not interpretable, and have not been subjected to analysis to understand their meaning. We thus apply a completely unsupervised approach on these low level features to obtain a set of higher level features that represent usage of cues. We apply our approach to classroom recorded lectures and the significantly more difficult dataset of TED videos, and are able to obtain classification of the cues according to their usage across both the datasets. We hope that the interpretable nature of these features can be used in future work to serve as a means of feedback to speakers, and to better understand the underlying structure behind the results.

## 1 Introduction

Public speaking has existed as a method of information dissemination since centuries. Good public speakers rely on a combination of both verbal and non-verbal cues in order to engage with their audience. Non-verbal cues play an important part in human interaction with a person’s gait, arm movement, and head movement telling a lot about the speaker’s emotions, confidence and personality [1]. Different speakers use these cues to varying degrees, which helps form our perception of them.

Several works have tried to find the importance of cues for affective expression. Sawada et al. (2003) [2] found velocity, acceleration, and finger motion range as important hand and arm movement features for distinguishing different affective states. Busso et al. (2007) [3] evaluated the effect of head movement on perception of affect, and found head motion corresponding to different affective states to be characterized by distinct motion activation, range, and velocity.

Studies have used these features to assess public speaking performance, or to predict engagement and ratings. Chen et al. (2014) [4] used a multimodal approach to assess public speaking performance. Their feature set included the use of the mean and standard deviation of hip and hand movement speeds, and the mean and standard deviation of head movement. Cullen and Harte (2017) [5] calculated the speed and acceleration of hand movement of speakers, and used their mean and peak values as features to predict user ratings for thin slices of TED videos. However, these features are difficult to interpret and correlate to



Figure 1: Approach Pipeline

human interpretable ideas of walking, arm movement, and head movement. Further, the datasets used are typically videos consisting of classroom recordings and are not meant for public use. Videos of the latter variety tend to be more sophisticated and include cuts and zoom shots. In this work, we use a completely unsupervised approach to get a set of higher level features that represent a speaker’s usage of cues. We compare our results with human annotations for the same for classroom recordings of lectures, and then apply our approach to the significantly more difficult dataset of TED videos. We highlight the important difference in the datasets and try our approach with modifications to account for the differences. Our results indicate positive identification of cue usage across both the datasets suggesting the possibility of using these higher level features in future work involving public speaking.

## 2 Approach

We first preprocess the data by clipping the videos to the last one minute. Previous studies [1] have shown that thin slices of video of upto one minute have high correlation with audience ratings. For the TED dataset we remove videos with the tags ‘Performance’ and ‘Live Music’, and those for which a person is detected for less than 10 seconds in the slice. We also remove outliers with extremely large feature values which would affect our results.

We use the OpenPose library [2] in order to get pose keypoints from the speaker in the video. We then use these keypoints to get features to capture our cues. The features consist of the standard deviation, speed and acceleration of the keypoints. We use the mean value of the speed and acceleration across the slice in the case of the classroom recordings. In the case of the TED videos we first get the timestamps for different cuts in the slice using the PySceneDetect tool [3]. The standard deviation and mean values of speed and acceleration are then found for a cut, and the mean across cuts forms the final feature set. Each of the features are also normalized with respect to their max value. Finally, we cluster our data using K means clustering into 3 clusters and examine its contents to check how well they match with human annotations for speaker cue usage (Figure 1). The feature extraction algorithm for TED videos is explained in more detail in Algorithm 1.

### 2.1 Classroom Lectures

The classroom recorded videos consist of a set of 40 talks delivered by 29 different volunteers (15 female, 14 male). All the recordings were taken from a single fixed camera with no zooming or cuts. For most parts of the video, the participants entire upper body upto the knee is visible. We thus use the speaker’s hip X coordinate to characterize their motion and capture the cue of walking. To capture head movement, we use the speaker’s nose X coordinate, which is normalized by subtracting it’s value from their neck X coordinate. We

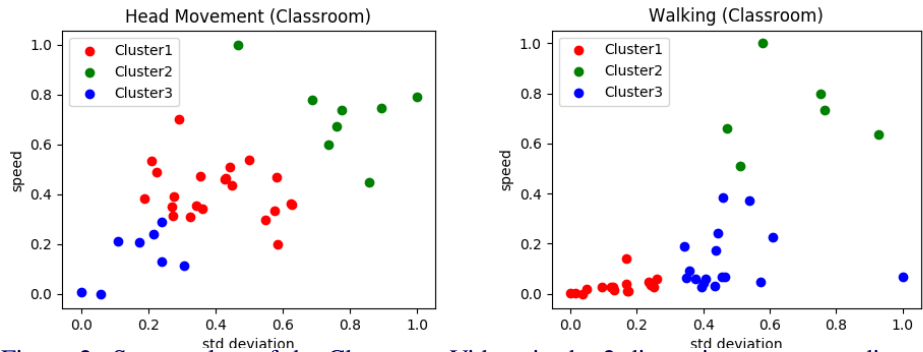


Figure 2: Scatter plots of the Classroom Videos in the 2 dimensions corresponding to the highest variance to represent the clusters (Best viewed in colour)

get our feature set by using the approach highlighted in Section 3. To these datapoints, we apply K means clustering with 3 centers to get three distinct groups of videos (Figure 2).

## 2.2 TED Videos

TED videos are a set of public speaking videos aimed at information dissemination for the wider public on topics ranging from technology to entertainment. We downloaded these TED videos for a total of 1962 videos after removing videos with the tags of 'live music' and 'performance'. Some of the key differences between TED videos and classroom recorded videos are:

- The camera following the speaker in close up shots
- Background of a single colour
- Multiple cuts and zoom shots in the video
- Occlusion of the body with often only the upper body above the shoulders visible
- Multiple people in the frame such as audience members in pan shots

These differences make this dataset considerably more difficult to analyze. To circumvent these issues we use a number of techniques and heuristics.

As mentioned in Section 2, we first obtain a set of cuts using the PySceneDetect tool [1]. We use the technique mentioned in Section 3 to obtain features, but scale each feature in a cut by an 'inverse zoom factor'. This inverse zoom factor is simply the inverse of the Y axis distance between the speaker's nose and neck. We choose these two anchor points due to the fact that these features will almost always be visible irrespective of the zoom as long as the speaker is in frame. We explain the logic for the above as follows:

In Figure 3, the larger shadows are closer, and the smaller shadows are further away from the camera. We want to normalize all movement at some distance from the camera to a corresponding amount of movement at a common distance from the camera; in other words for some movement EF at an arbitrary distance from the camera, we want to find the value of

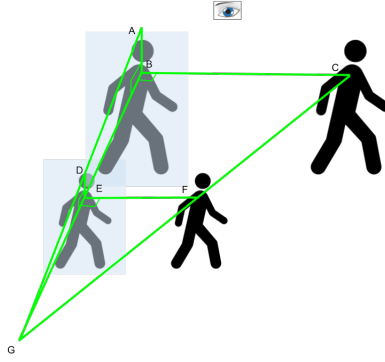


Figure 3: Proof behind the Inverse Zoom Factor

BC. From the figure it can be seen that the triangles GBC and GEF, and the triangles GAB and GDE are similar. This implies that:

$$\frac{BC}{EF} = \frac{GB}{GE}, \frac{GB}{GE} = \frac{AB}{DE} \quad (1)$$

Combining both we get that:

$$\begin{aligned} \frac{BC}{EF} &= \frac{AB}{DE} \\ BC &= \frac{AB}{DE} \cdot EF \\ BC &= \text{const.} \cdot \frac{EF}{DE} \end{aligned} \quad (2)$$

Also, since DE remains largely constant across a cut, we get:

$$\dot{BC} = \text{const.} \cdot \frac{\dot{EF}}{DE} \quad (3)$$

$$\ddot{BC} = \text{const.} \cdot \frac{\ddot{EF}}{DE} \quad (4)$$

To account for the occlusion of the body, we use the speaker's neck's X coordinate to identify whether he has walked, and the speaker's nose's X coordinate subtracted from their neck's X coordinate to identify lateral head movement. Further, we assume that the speaker will be the only person in frame for the majority of the video, and so take the keypoints of the first person observed. We apply Algorithm 1 on these keypoints and cluster them using K means clustering with 3 centers (Figure 4).

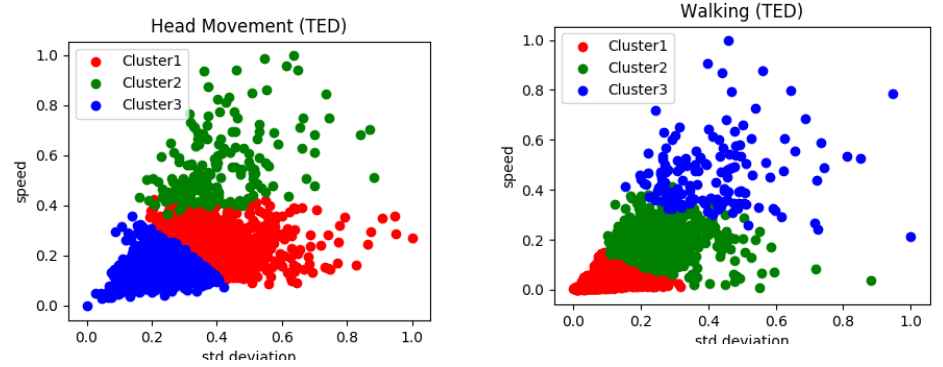


Figure 4: Scatter plots of the TED Videos in the 2 dimensions corresponding to the highest variance to represent the clusters (Best viewed in colour)

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#### Algorithm 1: Feature Extraction (for TED)

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**Result:** feature1, feature2, feature3

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1 The pose keypoints, X;
2 The set of cuts, C;
3 for  $c$  in  $C$  do
4   nose_neck_diff = mean(nose_y - neck_y)
5   izoom[c] =  $\frac{1}{\text{nose\_neck\_diff}}$ 
6 end
7  $c\_old = 0$ 
8 for  $c\_new$  in  $C$  do
9   if Keypoints are present for atleast 50% of the cut then
10    feature1 += stddev(X[c_old:c_new]) * izoom[c_new]
11    feature2 += mean_speed(X[c_old:c_new]) * izoom[c_new]
12    feature3 += mean_acceleration(X[c_old:c_new]) * izoom[c_new]
13     $c\_old = c\_new$ 
14   end
15 end
16 feature1 = feature1 / |C|
17 feature2 = feature2 / |C|
18 feature3 = feature3 / |C|
19 Normalize features by Max Value

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### 3 Results and Analysis

The distribution of datapoints across clusters indicates a clear separation into distinct classes (Table 1). Following intuition, we hypothesize that the cluster corresponding to higher values of features represents higher activity. Hence we sample points from the cluster closest to the origin, and furthest from the origin to capture high and low usage of the cue. We sample 5 points from each cluster in the case of the classroom videos and 25 videos from each cluster

in the case of the TED videos, and position the problem as that of binary classification to our human annotators for high and low cue usage. Our accuracy scores are indicated in Table 2.

Cluster No. (in increasing distance from origin)	Head Movement (Classroom)	Walking (Classroom)	Head Movement (TED)	Walking (TED)
Cluster 1	8	16	1105	1232
Cluster 2	22	17	664	575
Cluster 3	8	6	177	145

Table 1: Distribution of datapoints across clusters

Data	Accuracy
Walking (Classroom)	60%
Head Movement (Classroom)	80%
Walking (TED)	58%
Head Movement (TED)	50%

Table 2: Accuracy scores across different cues and datasets

We observe high accuracy for identifying cue usage in classroom videos. Due to the more complex nature of the TED videos, we observe lower accuracy scores. Moreover, labelling cue usage is a subjective task, and our volunteers indicated lower confidence in their labelling of TED videos, further highlighting its complex nature. Despite the fact, our approach is able to capture usage of the cues in both datasets. Looking at cluster belonging, we can thus obtain a new feature that identifies the range of speaker cue usage into low, medium and high categories. The cluster distributions also give some insights into the general behaviour of speakers. As seen in Table 1, the number of speakers that incorporate a high degree of cue usage is small, with the majority belonging to the low usage category.

## 4 Conclusion

We have demonstrated a new approach to generating higher level features in public speaking videos that represent human interpretable ideas of walking and head movement. While results are still preliminary at this stage, future work that use these features can benefit by providing useful feedback to the speakers regarding usage of cues. We also hope that by using these features, we can obtain insights into the results of studies that will help further improve our understanding for the same.

## References

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