

RADBOUD UNIVERSITY NIJMEGEN



FACULTY OF SCIENCE

Convolutional Neural Networks applied to Keyword Spotting using Transfer Learning

THESIS IN AUTOMATIC SPEECH RECOGNITION
(LET-REMA-LCEX10)

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1 Introduction

1. Problem
2. Background (literature overview)
3. Research Question, Hypotheses, intro to experiment

1.1 Literature review

- Speech Commands: A Dataset for Limited-Vocabulary Speech Recognition [10]
- Speech Recognition: Keyword Spotting Through Image Recognition. [3]
- Convolutional neural networks for small-footprint keyword spotting [6]
- Small-footprint keyword spotting using deep neural networks [2]
- Convolutional recurrent neural networks for small-footprint keyword spotting [1]
- Honk: A PyTorch reimplementation of convolutional neural networks for keyword spotting [7]
- An experimental analysis of the power consumption of convolutional neural networks for keyword spotting [9]
- Transfer learning for speech recognition on a budget [4]
- Learning and transferring mid-level image representations using convolutional neural networks [5]
- Deep residual learning for small-footprint keyword spotting [8]

2 Method

1. methodology, types of analyses, selection of the method

3 Set-up

1. selection of the speech data, description of the data, tuning/adaptation model parameters
2. types of experiments (generalizations to which unseen conditions, etc.)

- 4 Experiments
- 5 Analysis and Results
- 6 Discussion
- 7 Conclusion
- 8 References
- 9 Appendix

	experimental	theoretical
aspect	(max. points)	(max. points)
Research Question (RQ)	20	20
Literature embedding of the RQ	20	40
Method	20	
Justification experiment(s)	10	
Set-up experiment(s)	30	
Discussion and Conclusion	30	70
Use of figures and tables	10	10
Overall completeness	20	20
Overall clarity, transparency	20	20
Overall coherence (from intro to conclusion)	20	20
<i>Total</i>	<i>200</i>	<i>200</i>

Figure 1: Weighted grading

- the experiment(s) may be carried out in collaboration with others. In that case: specify in the “author’s statement” everybody’s contribution
- the thesis itself is written individually and assessed individually
- the ASR performance itself is not relevant for the assessment of the thesis
- the RQ, the literature embedding of the RQ, the description of the method, the justification and set-up of the experiment are relevant for the assessment
- the general university guidelines apply (e.g., with respect to plagiarism)
- there is no minimum number of pages for the thesis

10 Complex stuff

10.1 Domains

Let's start with the following definition:

Definition 10.1. A set $U \subseteq \mathbb{C}$ is a *domain* if:

- U is open in \mathbb{C} , and
- U is connected.

10.2 Yummyyumyum

TO WRITE: an introduction and some examples

Theorem 10.2. Suppose $n \in \mathbb{Z}$, then the following are equivalent:

- i. $n > 5$.
- ii. $5 > 5$.
- iii. For each $n \in n$, we have:

$$n > n + 1 > n + 1^2 > \dots > n + 7. \tag{1}$$

where 7 is an arbitrary element of

$$\oint_a^b \text{supersin } \alpha + i \text{ supercos } \beta db(a).$$

Remark. Interesting!

Proof. See [?]. □

This doesn't seem right...

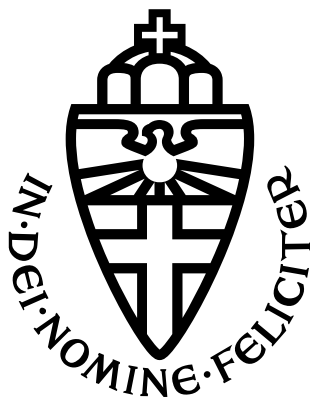


Figure 2: Motivational illustration. Similar to [?, ?].

Corollary 10.2.1. Suppose $U \subseteq \mathbb{C}$ is a domain (see Definition 10.1), and $f : \overline{U} \rightarrow \mathbb{C}$ is continuous on \overline{U} and holomorphic on U . If $z \mapsto |f(z)|$ is constant on ∂U , then f has a zero in U .

Proof. If not, consider $\frac{1}{f}$. □

The proof of this theorem is illustrated in Figure 2.

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