2.5. Acoustic features

a two-dimensional time-frequency representation to whose

The data for this project consists of audio cough recordings. These audio recordings are converted into spectrogram images so that image processing techniques can be applied. Figure 2.15 shows how an audio signal is converted into a spectrogram.

Audio signal

Au

The audio signal is divided into short, consecutive and sometimes overlapping audio resegments often referred to as frames. A windowing function such as a Hamming window is then applied to each of the frames to reduce the spectral leakage caused by the truncation at the frame boundaries. A fast Fourier transform (FFT) is then applied to the windowed audio signal and the squared magnitude is taken to compute the energy with which each frequency is present in that audio signal. The resulting magnitude spectrum is then multiplied by a filter bank to reduce the frequency resolution. Finally, the resulting values are stacked as a vector and used as a contour plot with time on the x-axis, frequency on the y-axis and magnitude (in decibels) on the z-axis.

- Serves of

The contour plot is shown as a 2D image with the colours indicating the magnitude at the various frequencies for each frame as seen in Figure 2.16a.

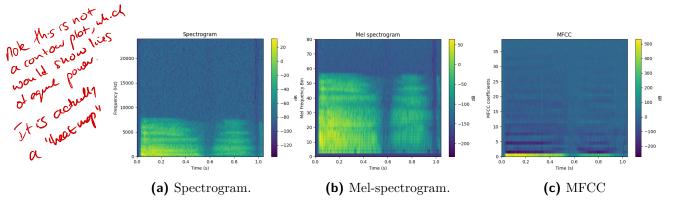


Figure 2.16: Spectrogram, mel-spectrogram and a MFCC of a cough audio sample.

In which

has been A mel spectrogram is a spectrogram where the linear frequency scale is replaced by a mel frequency scale using the mel-scale as shown in Figure 2.16b. The mel-scale is a logarithmic scale used to mimic how humans perceive sounds. Mel-scaled spectrum energies can be computed from the magnitude spectrum by applying a mel-scaled instead of a linear-scaled filterbank.

Mel-frequency cepstral coefficients (MFCCs) are calculated by applying a Discrete Cosine Transform (DCT) to the mel-scaled spectral energies as shown in Figure 2.16c. MFCCs capture uncorrelated information from audio signals that are useful to speech specific machine learning models.

2.6. Conclusion

This chapter discussed various theoretical concepts needed to understand contrastive learning and the terminology used throughout this project. The next chapter is a literature review of the existing work done in the field of TB classification and contrastive learning.