Large-scale Pretraining for Visual Dialog: A Simple State-of-the-Art Baseline (Supplementary)

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1 Negative Results

To encourage the model to learn sentence level semantics, we tried a pretraining strategy which we refer to as the inconsistency loss. During pretraining, we randomly select answers at 3 different rounds and replace them randomly with one of the 100 answer options at those rounds. Similar to the masked language modeling loss, at each token, we predict the probability of the token being "inconsistent" in the dialog history and we assume that all the tokens in the randomly selected answer option are "inconsistent". We also only consider dialog sequences which have at least 6 rounds for creating samples. This is to make sure that the model has enough context to make accurate predictions. We hoped that this loss would encourage the model to capture sentence level semantics as the model would need to figure out which sentences fit in together in a dialog sequence.

A pitfall in this setting is that some of the 100 answer options at each round are often similar to the GT answer or are generic responses (*e.g.* "yes", "no", "maybe", *etc.*). Thus, there is a chance that swapping the GT answer with a randomly selected answer option might lead to a consistent dialog sequence. We instead try to create a new sample by randomly selecting a round and reordering/jumbling the answers at that round and the answers at the preceding and the following rounds. We hope that jumbling the order of answers would lead to an inconsistent dialog sequence. We call this variant "inconsistency loss (jumbled)".

We cannot use the batch of data used to calculate the NSP and MLM loss to calculate the inconsistency loss. We first try to use half the batch to calculate the inconsistency loss and the other half to calculate the NSP and MLM losses. We then try to calculate the inconsistency loss and the NSP and MLM losses in alternating batches. We present results for models trained with multiple variants of the inconsistency loss in the language-only setting in Table 1.

We do not see any significant improvement by training with the inconsistency loss. We note that creating samples by reordering answers in different rounds does not improve performance. We also note that optimizing for the inconsistency loss and the NSP and MLM losses in alternating batches leads to improvements. Table 1: Performance of language-only models on VisDial v1.0 val, trained with different sets of pretraining losses including the inconsistency loss.

| Variant | NDCG ↑ | MRR ↑ | R@1 ↑ | $R@5 \uparrow$ | R@10 ↑ | $\mathrm{MR}\downarrow$ |
|---|--------|--------------|-------|----------------|--------|-------------------------|
| NSP + MLM | 57.22 | 64.10 | 50.05 | 81.09 | 90.00 | 4.16 |
| NSP + MLM + Inconsistency | 56.22 | 64.13 | 49.88 | 81.35 | 90.11 | 4.01 |
| NSP + Inconsistency | 55.66 | 63.00 | 48.63 | 80.61 | 89.36 | 4.20 |
| NSP + Inconsistency (jumbled) | 55.83 | 63.08 | 48.71 | 80.47 | 89.49 | 4.19 |
| NSP + MLM + Inconsistency (alternating batches) | 57.17 | 64.21 | 50.04 | 81.48 | 90.02 | 4.03 |

2 Additional results: Dense annotation finetuning

We vary the coefficients for CE and NSP losses during dense annotation finetuning (α for CE loss and $1 - \alpha$ for NSP loss) and report results in Table 2. α acts as a lever balancing metrics based on dense annotations (NDCG) and metrics based on sparse annotations (MRR, R@1, R@5, R@10).

Table 2: Performance on VisDial v1.0 val for variants finetuned on dense annotations with a coefficient of α for the CE loss and $1 - \alpha$ for the NSP loss. α balances NDCG and MRR performance with higher α leading to higher NDCG and lower MRR.

| α | NDCG ↑ | MRR ↑ | R@1 ↑ | R@5 ↑ | R@10 ↑ | $MR\downarrow$ |
|----------|--------|-------|-------|-------|--------|----------------|
| 0.25 | 68.29 | 65.96 | 53.34 | 81.42 | 90.37 | 4.12 |
| 0.5 | 69.04 | 65.58 | 53.04 | 80.64 | 90.01 | 4.40 |
| 0.75 | 71.17 | 62.88 | 49.49 | 78.91 | 88.83 | 4.39 |
| 1.0 (CE) | 75.10 | 52.12 | 39.84 | 64.93 | 80.47 | 6.26 |

3 Qualitative examples

We present some additional qualitative samples in Fig. 1 and Fig. 2.

| Image + Caption | GT Dialog | Base Model | Base Model + CE | Base Model + CE + NSP |
|---|--|---|---|---|
| | Q: is the light lit up? | Q: is the light lit up? | Q: is the light lit up? | Q: is the light lit up? |
| | A: yes O: are there cars? | A: yes O: are there cars? | A: yes O: are there cars? | A: yes O: are there cars? |
| | A: yes | A: yes | A: yes | A: yes |
| | Q: is this a city area? | Q: is this a city area? | Q: is this a city area? | Q: is this a city area? |
| 1 1 1 | Q: is there people? | Q: is there people? | Q: is there people? | Q: is there people? |
| and the filler and | A: no | A: no | A: no | A: yes, at least 1 |
| | A: no | A: no | A: yes | A: yes |
| | Q: is there a street sign? | Q: is there a street sign? | Q: is there a street sign? | Q: is there a street sign? |
| | A: no O: is it dark? | A: no O: is it dark? | A: yes O: is it dark? | A: yes O: is it dark? |
| the intersection had a red light | A: yes | A: yes | A: yes | A: yes |
| and wet streets | Q: is the light metal? | Q: is the light metal? A: yes | Q: is the light metal? A: no | Q: is the light metal? A: yes |
| | Q: can you see buildings? | Q: can you see buildings? | Q: can you see buildings? | Q: can you see buildings? |
| | A: yes O: can you see any trees? | A: yes O: can you see any trees? | A: yes O: can you see any trees? | A: yes O: can you see any trees? |
| | A: yes | A: yes | A: yes | A: yes |
| | Q: are there any people? | Q: are there any people? | Q: are there any people? | Q: are there any people? |
| | A: no O: what color is the cup? | A: no O: what color is the cup? | A: no O: what color is the cup? | A: no O: what color is the cup? |
| | A: blue | A: black | A: black | A: black |
| | Q: what color are the toothbrushes? | Q: what color are the toothbrushes? | Q: what color are the toothbrushes? | Q: what color are the toothbrushes? |
| | Q: is the sink visible? | Q: is the sink visible? | Q: is the sink visible? | Q: is the sink visible? |
| 100 77 | A: no O: is a cabinet visible? | A: no O: is a cabinet visible? | A: no O: is a cabinet visible? | A: no O: is a cabinet visible? |
| | A: no | A: no | A: no | A: no |
| | Q: are they adult toothbrushes? | Q: are they adult toothbrushes? | Q: are they adult toothbrushes? | Q: are they adult toothbrushes? |
| | Q: is the ground visible? | Q: is the ground visible? | Q: is the ground visible? | Q: is the ground visible? |
| 2 toothbrushes sit in a blue cup in a bathroom | A: no | A: no Or in these a mirror these? | A: no | A: no Ot is there a mirror there? |
| | A: yes, i can see the corner of it | A: no | A: no | A: no |
| | Q: it a close up? | Q: it a close up? | Q: it a close up? | Q: it a close up? |
| | A: yes O: is the counter visible? | A: yes O: is the counter visible? | A: yes O: is the counter visible? | A: yes O: is the counter visible? |
| | A: no | Ă: no | A: no, it is not | A: yes |
| | Q: is the elephant a baby? | Q: is the elephant a baby? | Q: is the elephant a baby? | Q: is the elephant a baby? |
| | A: no O: is he eating from a tree? | A: I think it's probably a young elephant it doesn't appear to be very big | A: 1 think so O: is he eating from a tree? | A: yes O: is he eating from a tree? |
| | A: no the ground | Q: is he eating from a tree? | A: yes | A: yes |
| No. of the second se | A: ves | A: yes O: are they outside? | A: ves | Q: are they outside? A: ves |
| the second | Q: is there grass? | A: yes | Q: is there grass? | Q: is there grass? |
| Side The Martin | A: yes O: are there trees around? | Q: is there grass? A: ves | A: yes O: are there trees around? | A: yes O: are there trees around? |
| | A: yes | Q: are there trees around? | A: yes | A: yes |
| The Marken with the | Q: is it sunny? A: it is hard to tell | A: yes O: is it sunny? | Q: is it sunny? A: ves | Q: is it sunny? A: ves |
| an alambant asta langa amanata | Q: is the food in his mouth? | A: yes | Q: is the food in his mouth? | Q: is the food in his mouth? |
| of foliage as another elephant | A: yes O: do the leaves look fresh? | Q: is the food in his mouth? | A: yes O: do the leaves look fresh? | A: yes O: do the leaves look fresh? |
| stands nearby | A: yes | Q: do the leaves look fresh? | A: yes | A: yes |
| | Q: is the other elephant watching him? | A: yes O: is the other elephant watching him? | Q: is the other elephant watching him? | Q: is the other elephant watching him? |
| | A: no | A: no | A: i can't tell | A: no |
| | Q: what color is the grass? | Q: what color is the grass? A: brown | Q: what color is the grass? | Q: what color is the grass? A: brown and green |
| | O: any paopla? | Ot any neonle? | O: any naonla? | Ot any paopla? |
| | A: no | A: no | A: no | A: no |
| | Q: how many lemons? | Q: how many lemons? | Q: how many lemons? | Q: how many lemons? |
| a lemon, peach, and another | Q: is it large? | Q: is it large? | Q: is it large? | Q: is it large? |
| | A: no | A: yes | A: yes | A: no |
| | A: yes | Q: is the fruit ripe? A: yes | A: yes | A: yes |
| | Q: has it been sliced? | Q: has it been sliced? | Q: has it been sliced? | Q: has it been sliced? |
| | A: no O: is there a plate? | A: no O: is there a plate? | A: no O: is there a plate? | A: no O: is there a plate? |
| | A: can't tell | A: no | À: no | À: no |
| | Q: what is the other fruit? A: apple peach | Q: what is the other fruit? A: apple peach | Q: what is the other fruit? A: apple peach | Q: what is the other fruit? A: apple peach |
| each other | Q: is this on a table? | Q: is this on a table? | Q: is this on a table? | Q: is this on a table? |
| | A: can't tell it is a very close up shot O: is this in a kitchen? | A: yes O: is this in a kitchen? | A: can't tell O: is this in a kitchen? | A: can't tell O: is this in a kitchen? |
| | A: can't tell | Ă: no | A: can't tell | A: can't tell |
| | Q: indoors? | Q: indoors? | Q: indoors? | Q: indoors? |
| | A. 10 | A. yes | A. can i ten | A. yes |

Fig. 1: Qualitative samples for three model variants – ViLBERT w/ CC + VQA (called 'Base'), Base + CE, and Base + CE + NSP.

| the door of an orange, white, and black train car is open, with steps leading up to it | Q: how many steps are there? A: 3 Q: is it a passenger train? A: yes Q: what color are the steps? A: black ladder Q: are there people on the steps? A: not Q: are there people on the steps? A: not yes windows? A: yes Q: how many cars are there? A: only see I, too close up to see much Q: are there windows? A: just the 1 Q: what does the weather look like? A: hazy Q: what color is the sky? A: st whitish pade blue | Q: how many steps are there? A: 2 Q: is it a passenger train? A: yes Q: what color are the steps? A: black Q: are there people on the steps? A: hok Q: can you see windows? A: yes Q: how many cars are there? A: 1 Q: are there windows? A: yes Q: are there windows? A: yes Q: what can you see through the window? A: sumy Q: what can you see through the window? A: no Q: what color is the sky? A: white | Q: how many steps are there? A: i cannot tell Q: is it a passenger train? A: yes, it is Q: what color are the steps? A: white Q: can yhore people on the steps? A: ho Q: can you see windows? A: yes Q: can you see windows? A: yes Q: now many cars are there? A: just 1 Q: are there windows? A: yes Q: what can you see through the X: shoudy? A: white Q: what color is the sky? A: white | Q: how many steps are there? A: 2 Q: is it a passenger train? A: yes Q: what color are the steps? A: gray Q: are there people on the steps? A: gray Q: can you see windows? A: yes Q: can you see windows? A: yes Q: can you see windows? A: yes Q: how many cars are there? A: 1 Q: not there windows? A: yes A: stat does the weather look like? A: choudy A: chou |
|--|--|---|--|---|
| a bunch of vegetables on a shelf at the market | Q: is this an outdoor or indoor market? A: you can only see the table so i am unsure Q: does the shelf have many layers? A: just 2 that i can see Q: is the picture in color? A: yes Q: is the picture in color? A: yes Q: do the vegetables look fresh? A: yes Q: do the vegetables look fresh? A: yes Q: are there carots? A: not that i see Q: are there carots? A: not han is present? A: support of vegetable has the most number present? A: support present? A: yes Q: are there labels on the shelf? A: yes | Q: is this an outdoor or indoor market? A: outdoors Q: does the shelf have many layers? A: can't see the top Q: is the shelf full? A: yes Q: do the vegetables look fresh? A: yes Q: do the vegetables look fresh? A: no mostly veggies Q: an there cartos? A: no mostly veggies? Q: what kind of vegetables has the most number Present? P: sequate, potatoes Q: are there prices? A: no | Q: is this an outdoor or indoor market? A: can'r really tell Q: does the shelf have many layers? A: no, it does not Q: is the picture in color? A: yes Q: is the shelf full? A: yes Q: do the vegetables look fresh? A: yes Q: are there carots? A: no Q: what kind of vegetable has the most number present? A: i don't know Q: are there labels on the shell? A: yes Q: are there reprices? A: yes | Q: is this an outdoor or indoor market? A: outdoors Q: does the shelf have many layers? A: no Q: is the picture in color? A: yes Q: is the shelf full? A: yes Q: do the vegetables look fresh? A: yes Q: are there carots? A: no Q: what kind of vegetable has the most number present? A: sugar snap beans Q: are there labels on the shell? A: yes Q: are there labels on the shell? A: yes |
| a bird flies across a lake next to some buildings | Q: is the photo in color? A: yes Q: is there any people? A: no Q: how many birds? A: no Q: how many birds? A: no Q: is the bird brown? A: no it's white Q: is it day? A: yes Q: are there trees? A: no Q: is the sky visible? A: no C: are of of them Q: are of of them Q: are yes Q: are there trees lush? | Q: is the photo in color? A: yes Q: is there any people? A: no Q: how many birds? A: no Q: how many birds? A: no Q: is the bird brown? A: no Q: is the bird brown? A: no Q: is the bird brown? A: yes Q: are there trees? A: yes Q: are there trees? A: no Q: is the sky visible? A: no Q: are there there many buildings? A: are there there lush? Q: are the trees lush? | Q: is the photo in color? A: yes Q: is there any people? A: no Q: how many birds? A: n Q: how many birds? A: no It is daytime Q: is the bird brown? A: nope Q: is the bird brown? A: spee Q: is the bird brown? A: yes Q: are there threes? A: yes Q: are there threes? A: yes Q: are there show you's ble? A: yes Q: are there many buildings? A: are there lash? Q: are the the rees lash? | Q: is the photo in color? A: yes Q: is there any people? A: no Q: how many birds? A: n Q: how many birds? A: n Q: is the bird brown? A: no Q: is the bird brown? A: ro Q: is the bird brown? A: yes Q: are there trees? A: yes Q: fact here threes? A: yes Q: fact here sy visible? A: yes Q: are there there lush? Q: are the trees lush? |
| a bird flying over the ocean beach at sunrise | Q: is the photo in color? A: yes A: yes A: yes A: yes A: yes A: yes A: yes A: grey G: can you see the sand on the beach? A: grey G: can you see the sand on the beach? A: yes A: grey A: yes A: yes | Q: is the photo in color? A: yes Q: can you see clouds? A: yes Q: what color is the ocean? A: blue Q: can you see the sand on the beach? A: blue Q: any people around? A: no Q: what color is the bird? Q: what color is the bird? Q: who you color is the bird? A: no Q: any other birds? A: no | Q: is the photo in color? A: yes it is yes it is yes anyou see clouds? A: yes yes yes can you see the sand on the beach? A: it is brownish gray Q: can you see the sand on the beach? A: yes Q: can you see the sand on the d: yes A: no Q: do you see buildings? A: no | Q: is the photo in color? A: yes A: yes A: yes A: yes A: yes C: envenish gray G: envous esche sand on the beach? A: yes Q: envyous esche sand on the d: envyous esche s |

Fig. 2: Qualitative samples for three model variants – ViLBERT w/ CC + VQA (called 'Base'), Base + CE, and Base + CE + NSP.