Clipflair: the use of captioning and revoicing for TCFL

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Outline

• New online pedagogical resource: Clipflair
  ▫ Main characteristics
  ▫ Pedagogical possibilities
• Examples designed for CFL
• First results from the piloting stage
Audiovisual materials & foreign language learning

Ample literature on the use of audiovisual materials

Subtitling


Dubbing (more recently)

- Chiu (2012), Danan (2010), Martínez Martínez (2012), Navarrete (2013), Talaván et al. (2014, forthcoming)
The Clipflair project

Online pedagogical tool for language learning
Combines text + image + sound

**Captioning**
- subtitles
- intertitles

**Revoicing**
- dubbing
- audiodescription
- voice-over
- karaoke
The Clipflair project
10 members from 8 countries

<table>
<thead>
<tr>
<th>Coordinator:</th>
<th>Universitat Pompeu Fabra (Spain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT and Educational Technologies:</td>
<td>Computer Technology Institute (Greece)</td>
</tr>
<tr>
<td>Pedagogy of Translation, Applied Linguistics and Second Language Acquisition:</td>
<td>UPF, CTI, Univ. Autònoma de Barcelona, Imperial College, Babes Bolyai Univ., Univ. Deusto, Tallinn Univ., Warsaw Univ., Univ. of Algarve, National Univ. of Ireland, Galway</td>
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<tr>
<td>Authoring and creation of activities:</td>
<td>All partners</td>
</tr>
<tr>
<td>Internal coordination:</td>
<td>As Work Package leaders, UPF, UAB, ICL and NUIG communicate with partners and organize piloting.</td>
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<tr>
<td>Evaluation:</td>
<td>Univ. Deusto</td>
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ClipFlair partners

Imperial College
London
UK

Estonia

Poland

Rumania

Greece

Ireland

Portugal

Spain
The Clipflair project

- **Objectives**
  - Develop material for language learning
    - 300 activities in 15 languages (中文 around 20)
    - levels A1 to C2 (中文 A1-B2)
  - Create a virtual community of users

- **Users and learning environments**
  - students, teachers
  - secondary and university level, adults
  - face-to-face, B-learning, distance/independent
Skills to develop

<table>
<thead>
<tr>
<th>Listening</th>
<th>Getting the gist, understanding general or specific information, listening to pronunciation, dialectal variants</th>
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</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Work on pronunciation, fluency, speed of speech</td>
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<tr>
<td></td>
<td>Revoicing, audio description, narration</td>
</tr>
<tr>
<td>Reading</td>
<td>Information scanning, guessing out of the context, getting the gist or learning about cohesion, coherence, register and style</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing strategies related to register, style, cohesion, coherence</td>
</tr>
<tr>
<td></td>
<td>Work on transcribing, spelling and decoding</td>
</tr>
</tbody>
</table>
Skills to develop

<table>
<thead>
<tr>
<th>Focus on linguistic elements</th>
<th>vocabulary, grammar points, pragmatics, sociolinguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation</td>
<td>L1&gt; L2, L2&gt; L1, L2&gt; L2</td>
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<tr>
<td></td>
<td>oral and written</td>
</tr>
<tr>
<td>Intercultural awareness</td>
<td>images, nonverbal language</td>
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<tr>
<td>Audiovisual skills</td>
<td>AV literacy</td>
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</tbody>
</table>
Possibilities

• Wide range of activities
  ▫ Intralingual (L2-L2)
  ▫ Interlingual (L1 -L2 / L2 –L1)
• Translation
• Minority languages
• Can help address accessibility issues
  ▫ *audiodescription* for the visually impaired
  ▫ *captioning* for the hard of hearing
Clipflair: http://clipflair.net
CHINESE NUMBERS IN NON VERBAL LANGUAGE: REVOICING EXERCISE

CA_Instruction: Mira el clip i grava a la finestra de revoicing els números que corresponden a cada gest.

ES_Instructiones: Mira el clip y graba en la ventana de revoicing los números que corresponden a cada gesto.

EN_Instructions: Watch the clip and revoice the numbers corresponding to each gesture in the revoicing area.

ZH_测试方法：

观看视频并在下面窗口内录下各身势语对应的数字。
**Example 2**

**Making Friends**

Description and objectives: In this clip you'll see a wedding, where the bride introduces her best friend to the groom's best friend, who is Japanese. The main aim of this exercise is to practice different accents, including foreigners speaking Chinese.

Instructions:
Watch the clip and subtitle what's being said by the Japanese character (阿振).

Click here to see the answers to the exercise.

**Friendship**

**Scene and task description:** This clip takes us to a wedding. The bride introduces her best friend to her groom's best friend, who is Japanese. This exercise is designed to help students practice different accents, including those spoken by foreigners, as they listen to the conversation. The main goal is to ensure students can understand and engage with Chinese speech, no matter the speaker's origin.

Click here for the answers to the exercise.

**Exercise:**
Watch the video and subtitle what's being said by the Japanese character (阿振).

**Answers:**

**练习答案**

 jako -- a character in the video.
Example 3

Telling a story
Instructions:
1. Watch the clip and fill in the blanks with the right word from the list below. These are synonyms of the words actually used in the clip.

那次之后 / 上 / 出 / 不久 / 但 / 不敢 / 当时 / 永远 / 难道

2. Now answer these questions about the clip.

Here you have the answers to the first exercise.

向左，向右：讲故事
中文说明
Results

- **1\textsuperscript{st} pilot stage**
  - Chinese 5 activities
  - students find this tool
    - very useful
    - amusing
  - teachers think that this tool fosters
    - students’ creativity, autonomy, and motivation

- **2\textsuperscript{nd} pilot stage 2013-2014**
  - peer-review all activities
  - plan to pilot more activities
Concluding remarks

• Main aims of the project
  ▫ making these resources accessible and easy to use for learners and instructors
  ▫ widen the learning community
• You can use the activities in the gallery or create your own activities
• Easy to use, as shown in the tutorial “ClipFlair Studio: The Basics”
• You can create your own groups in the social
For more info:
Visit clipflair.net and subscribe to our newsletter.
Follow us on Twitter (@ClipFlair) and Facebook.
Come to the ClipFlair Conference, Barcelona 2014.

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