

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

- Díaz Cintas (1995, 1997, 2001), Vermeulen (2003), Talaván (2006a, 2007, 2010, 2011, 2013), Wagener (2006), Sokoli (2006), Sokoli et al. (2011), Romero et al. (2011), Incalcaterra et al. (2011, forthcoming)

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

Coordinator:	Universitat Pompeu Fabra (Spain)
ICT and Educational Technologies:	Computer Technology Institute (Greece)
Pedagogy of Translation, Applied Linguistics and Second Language Acquisition:	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
Authoring and creation of activities:	All partners
Internal coordination:	As Work Package leaders, UPF, UAB, ICL and NUIG communicate with partners and organize piloting.
Evaluation:	Univ. Deusto

ClipFlair partners

Imperial College
London
UK



Estonia

Poland



Rumania



Ireland



OÉ Gaillimh
NUI Galway



Portugal



Spain

UAB
Universitat Autònoma
de Barcelona



Greece

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

Listening

- getting the gist, understanding general or specific information, listening to pronunciation, dialectal variants

Speaking

- work on pronunciation, fluency, speed of speech
- revoicing, audio description, narration

Reading

- information scanning, guessing out of the context, getting the gist or learning about cohesion, coherence, register and style

Writing

- writing strategies related to register, style, cohesion, coherence
- work on transcribing, spelling and decoding



Lifelong Learning Programme



Skills to develop

Focus on linguistic elements

- vocabulary, grammar points, pragmatics, sociolinguistics

Translation

- L1 > L2, L2 > L1, L2 > L2
- oral and written

Intercultural awareness

- images, nonverbal language

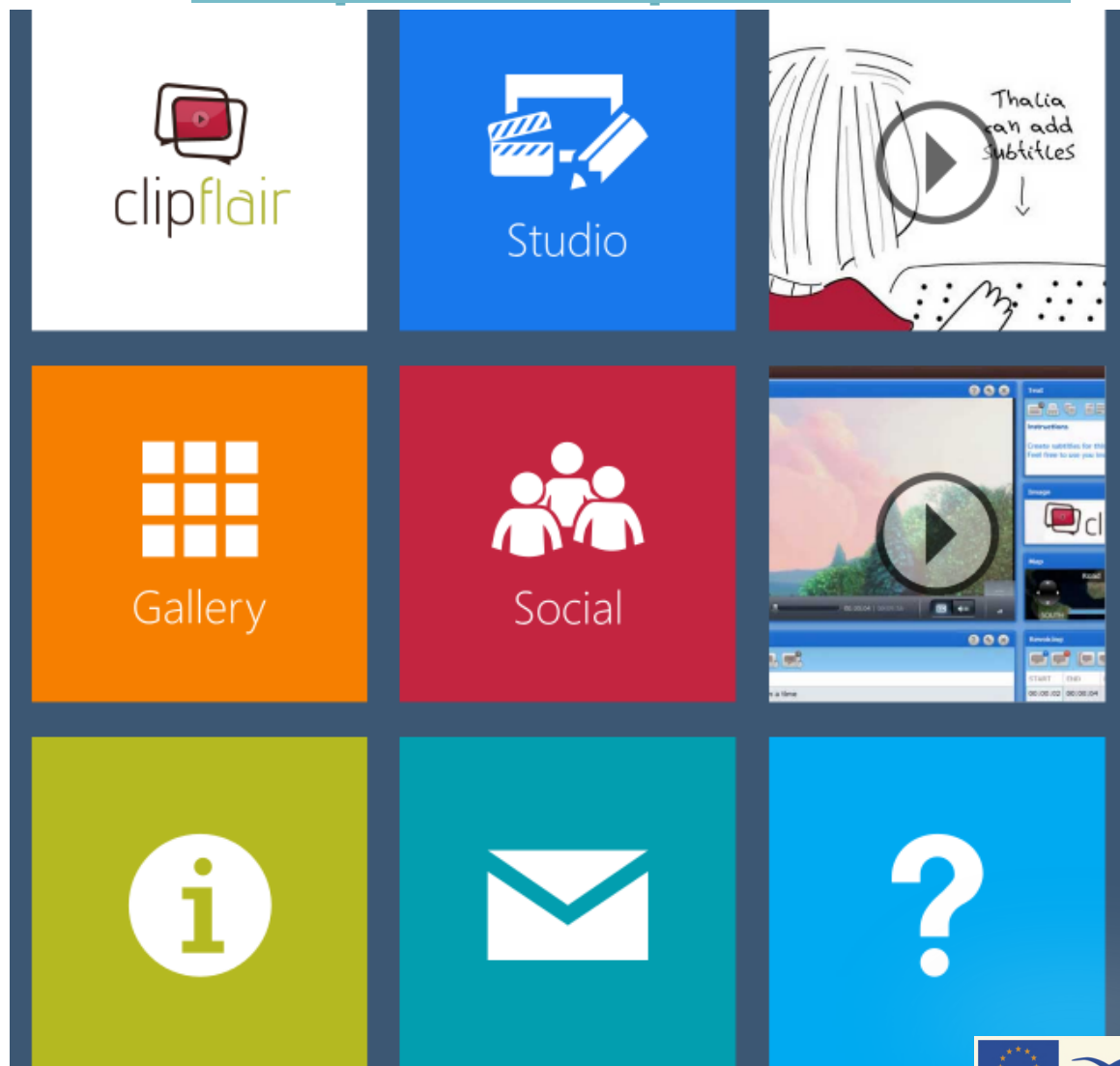
Audiovisual skills

- AV literacy

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>



Example 1

Activity

Clip



Instructions

CHINESE NUMBERS IN NON VERBAL LANGUAGE: REVOICING EXERCISE

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

ES_Instrucciones: 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。

Revoicing

START	END	ROLE	AUDIO
00:00:50	00:00:52		
00:00:54	00:00:56		
00:00:58	00:01:00		
00:01:02	00:01:04		
00:01:06	00:01:08		
00:01:10	00:01:12		
00:01:14	00:01:16		
00:01:18	00:01:20		
00:01:22	00:01:24		
00:01:26	00:01:28		
00:01:30	00:01:32		
00:01:34	00:01:36		
00:01:38	00:01:40		

Example 2

Activity

Clip



老朋友啦

00:02:41 | 00:03:01

Captions

START	END	ROLE	CAPTION
00:02:00	00:02:02		
00:02:06	00:02:10		
00:02:11	00:02:13		在聊什么?
00:02:13	00:02:14		阿青啊, 阿.....
00:02:15	00:02:16		
00:02:16	00:02:19		啊, 阿振
00:02:20	00:02:22		你呀, 你呀, 你呀
00:02:24	00:02:26		小东, 你什么时候跟我出来啊?
00:02:30	00:02:32		好啊, 你什么时候来, 就什么时候来
00:02:32	00:02:34		你知道吗?
00:02:34	00:02:36		我真的好喜欢你
00:02:41	00:02:42		老朋友啦

Text

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](#).

交朋友

场景任务描述: 视频把我们带到一个婚礼现场。其间, 新娘把自己的闺蜜介绍给了新郎最好的朋友, 一位日本人。这一练习的主要目的是让学生适应不同类型的中文口音, 包括外国人说中文。

说明

观看视频, 并为影片中日本人 (阿振) 这一角色的台词配上字幕。

[练习答案](#)

Example 3

The screenshot displays a video player interface with three main panels: a video clip, an instructions panel, and a captions panel.

Clip Panel: Shows a video of a man speaking. The subtitle at the bottom reads: "她也没有看过我一眼". The video player includes standard controls like play, pause, and a progress bar.

Instructions Panel: Contains the following text:
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:

Captions Panel: A table listing video captions with their start and end times.

START	END	ROLE	CAPTION
00:00:00	00:00:02		你上次玩旋转木马几岁?
00:00:03	00:00:04		十三岁
00:00:05	00:00:06		你上次玩几岁?
00:00:06	00:00:07		十五岁
00:00:10	00:00:11		你在哪里玩?
00:00:12	00:00:13		剑湖, 你呢?
00:00:14	00:00:16		我也是在剑湖
00:00:17	00:00:18		这么巧
00:00:18	00:00:21		那年, 我们学校夏令营在剑湖举行
00:00:21	00:00:23		在火车上
00:00:24	00:00:26		我见到一位很可爱的女孩
00:00:28	00:00:30		原来她学校的夏令营也在剑湖
00:00:31	00:00:34		我比现在还要害羞
00:00:34	00:00:35		整个暑假
00:00:35	00:00:37		一句话都不敢跟她说
00:00:39	00:00:40		她也没有看过我一眼
00:01:14	00:01:16		但
00:01:17	00:01:19		她还是不曾看我一眼
00:01:19	00:01:22		夏令营结束了
00:01:23	00:01:24		由剑湖到台北
00:01:24	00:01:26		不知过了多少个车站
00:01:26	00:01:28		我们始终都
00:01:28	00:01:30		走上街
00:01:42	00:01:44		把电话号码给我
00:01:58	00:02:00		那个时候我真的很开心啊
00:02:01	00:02:04		但从那次之后
00:02:04	00:02:06		她没有打过电话给我
			我写错了电话号码

Results

- 1st pilot stage
 - Chinese 5 activities
 - students find this tool
 - very useful
 - amusing
 - teachers think that this tool fosters
 - students' creativity, autonomy, and motivation
- 2nd 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](https://twitter.com/ClipFlair)) and Facebook.

Come to the ClipFlair Conference, Barcelona 2014.

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