Clipflair: the use of captioning and revoicing for TCFL

Helena Casas-Tost & Sara Rovira-Esteva
Departament of Translation and Interpreting
Autonomous University of Barcelona

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Outline

- New online pedagogical resource: Clipflair
  - Main characteristics
  - Pedagogical possibilities
- Examples designed for CFL
- First results from the piloting stage

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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)

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The Clipflair project

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

Captioning

- subtitles
- intertitles

Revoicing

- dubbing
- audiodescription
- voice-over
- karaoke

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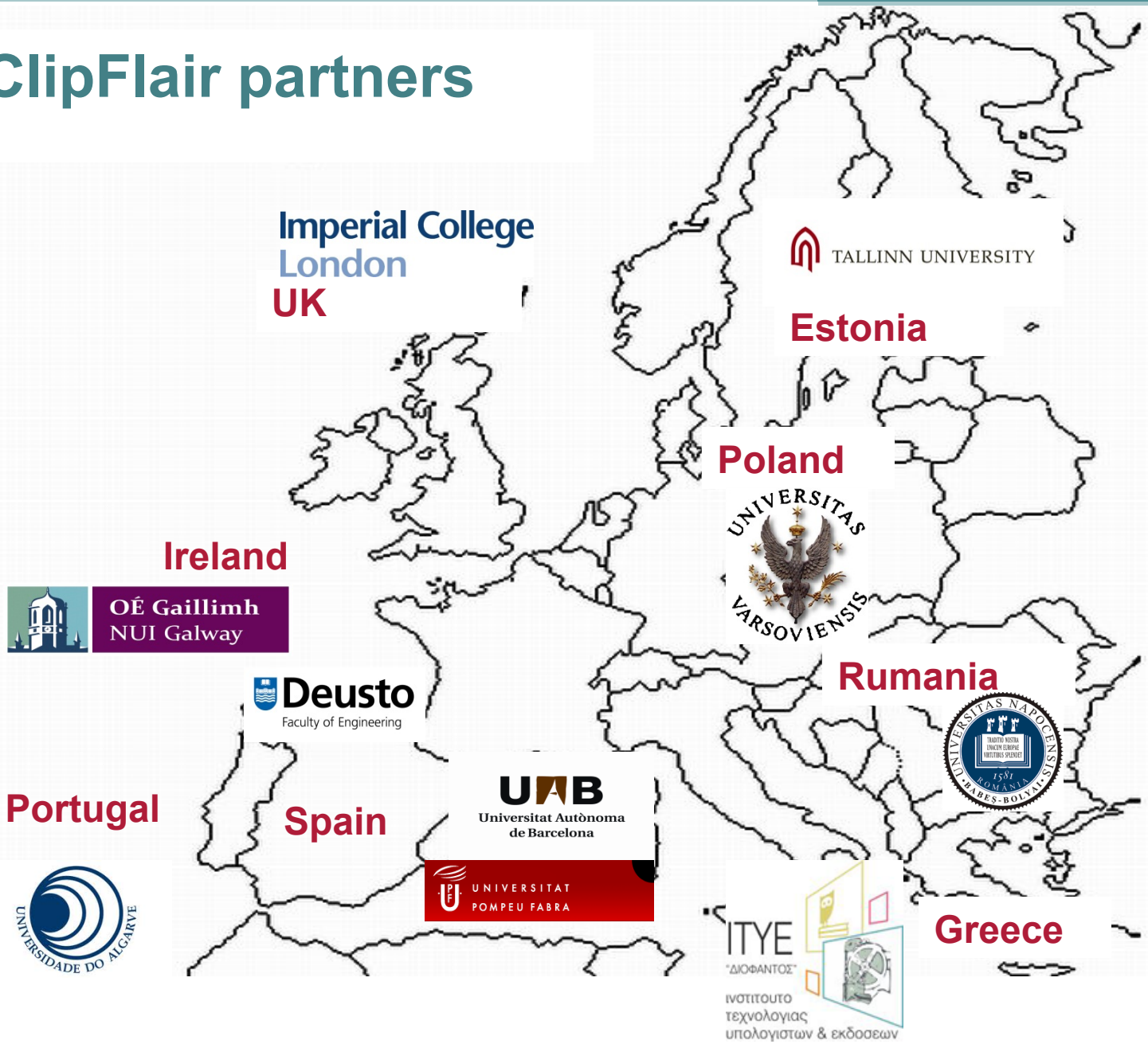
The Clipflair project
10 members from 8 countries

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



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

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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

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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

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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 impared
  - *captioning* for the hard of hearing

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Clipflair: http://clipflair.net

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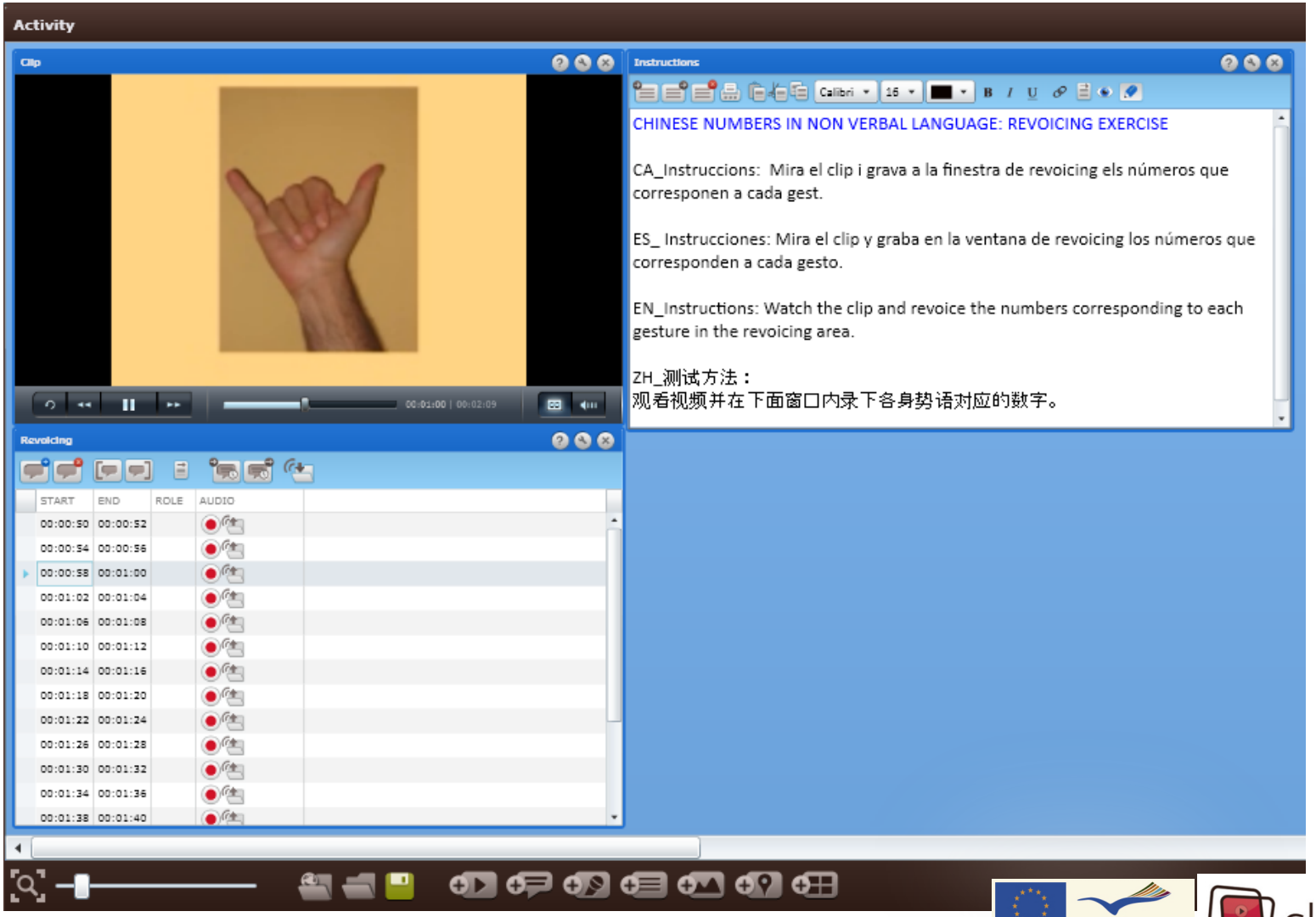
Example 1



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Example 2

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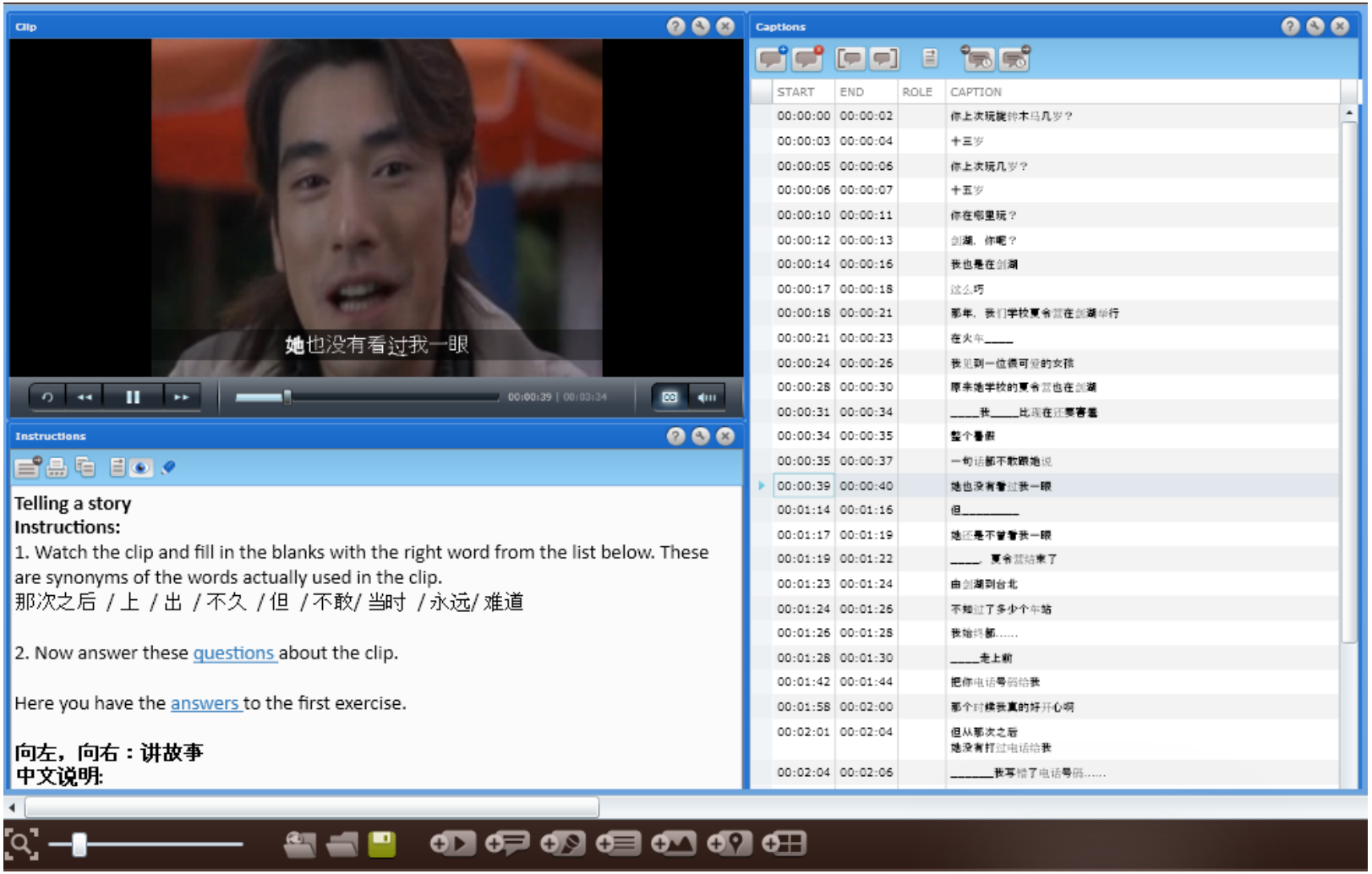
Example 3



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Results

- 1st pilot stage
  - Chinese 5 activities
  - students find this tool
    - very useful
    - amusing
  - teachers think that this tool fosters
    - students' creativy, autonomy, and motivation
- 2nd pilot stage 2013-2014
  - peer-review all activities
  - plan to pilot more activities

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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

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Presenters:
Helena.Casas@uab.cat
Sara.Rovira@uab.cat