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CORRECTING SUBTITLES: AUDIOVISUAL SUBTITLES AS A TOOL FOR SECOND LANGUAGE LEARNING

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Abstract

Audiovisual translation is one of the techniques that are beginning to gain relevance in the field of language teaching. It is understood that audiovisual translation is the transfer from one language to another of the text that comes with a moving image. It is worth mentioning that among the main techniques used in this field of audiovisual translation are subtitling and dubbing. As there are many opinions about its effectiveness in foreign language learning, we will look for hypotheses and theories that confirm the positive impact it has on L2 learners, among them, Krashen's hypotheses and neuroeducation will be emphasized. Therefore, this work aims to demonstrate how the subtitling technique can be implemented in an efficient way for L2 learning, by means of some activities as an example.

Keywords: foreign language teaching, audiovisual translation, neuroeducation, Krashen hypothesis, subtitling technique, L2 learning.

Resumen

La traducción audiovisual es una de las técnicas que empiezan a tomar relevancia en el campo de la enseñanza de idiomas. Se sobreentiende que la traducción audiovisual es transferir de un idioma a otro el texto que viene con una imagen en movimiento. Cabe mencionar que de entre las técnicas más empleadas en este ámbito de la traducción audiovisual es el subtitulado y el doblaje. Como existen muchas opiniones sobre su efectividad en el aprendizaje de la lengua extranjera, se buscarán hipótesis y teorías que confirmen el positivo impacto que tiene en los estudiantes de una L2, de entre ellas, se destacan las hipótesis de Krashen y la neuroeducación. Por ello, este trabajo pretende demostrar cómo se puede implementar la técnica del subtitulado de una manera efectiva para el aprendizaje de la L2, mediante unas actividades como ejemplo.

Palabras clave: enseñanza de lenguas extranjeras, traducción audiovisual, neuroeducación, hipótesis de Krashen, técnica de subtitulación, aprendizaje de la L2.

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1. Introduction

Second language learning (onwards, SLL) classrooms have been mostly approached from methodological strategies such as grammar-translation, or audio-lingual, which nowadays can be considered a bit obsolete after the emergence of communicative approaches and the great advances in technology. The forthcoming boom and imminent evolution of technology has led to a great dependence of individuals on the facilities it provides. Consequently, since the end of the 20th century, learning strategies are being promoted in the classroom based on the use of audiovisual translation (AVT). Matkivska (2014) defined that "audiovisual translation is generally a translation of verbal component of the video. Its main specific feature is the synchronization of verbal and nonverbal components." (38) She also mentioned that many scholars established that there are ten types of AVT, however, subtitling and revoicing, are the mainstreams of this module. It can be said that, according to these technological improvements, experts have been studying the employment of this technique in an English as a Foreign Language (EFL) classroom to engage students in the communicative approach of their language learning process. Yet, although some authors such as Malmkjaer (1998) or G. Cook (2010) argued against using all types of translation in second language learning classrooms, the Common European Framework of Reference for Languages (CEFRL) has specifically advocated for its implementation in classrooms due to the fact that learners improve their communicative competence when they engage in "various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both" (Council of Europe, 2001: 14). In addition, the CEFRL update (2018) refers to the use of audiovisual material in FL teaching, through TV, film, and video viewing, for the improvement of listening and reading comprehension. Not only does CEFRL encourage the use of audiovisual translation in language teaching, but the European Union has also endorsed

its potential applications. In fact, the European Commission financed the Laboratory of Educational Material of the Hellenic Open University in the launching of a software project called LeViS (Learning via subtitles) for the creation of activities focusing on subtitling for films (Incalcaterra & Lertola, 2015). Given the existence of all these contradictions between authors and entities on whether audiovisual translation is beneficial or detrimental in foreign language (FL) learning, this master's thesis addresses the different issues of subtitling, focusing more specifically on how L1 Spanish speakers who are L2 English learners are influenced by the exposure of automatic subtitling provided by online platforms such as YouTube.

The aim of this paper is to examine whether learners focus only on the subtitles, forgetting the original audio, or use the subtitles as a supporting tool to verify what they have listened to. For this purpose, the first section is an introduction to the topic of audiovisual translation and a brief description of the main types of subtitling and revoicing. The second section of this dissertation displays the different hypothesis that explain the processes for learning or acquiring a language. This is followed by some learning strategies that can be carried out in L2 learning according to the neuroeducation discoveries about the human brain, and the importance of using authentic materials for a high-quality input in learning an L2. The third section is focused on the notion of AVT and its typology, its application on SLL, and the positive or negative influence of subtitles on SLL. After that, it is possible to describe several activities that can be applied in SLL using AVT to improve the learning process. And finally, the fourth section contains the conclusions.

2. Theoretical Framework

This second section focuses on the theoretical knowledge that will finally support the study on the matter of how subtitling can be used as a tool to foster language learning in English as a Foreign Language (EFL) teaching. By this manner, it is established some notions on how language is perceived by the non-native speakers of the English language, the differences between acquiring a language and learning a second language, and the different hypothesis used to achieve a potential language learning/acquisition process of the L2. Furthermore, this is followed by a description of the importance of employing authentic materials on EFL teaching to provide a high-quality input of the second language learning and learning strategies involving subtitling and dubbing activities. Eventually, this section concludes with some brief notions about neuroeducation and how crucial it is to consider it for the significant learning that is desired. In addition, it will be mentioned how neuroeducation supports and highlights the benefits of the use of subtitling in language teaching.

2.1. Second language acquisition (SLA) hypothesis

Language is the human capacity that facilitates communication through a common code. As Chomsky (1988) stated, language is the innate human ability to produce grammatical sentences enabling communication. He also added that human beings are born with a universal grammar that constitutes the structures and mechanisms for acquiring the language universals through the surrounding input.

Second language acquisition demonstrate that it exists two diverse processes when achieving an accurate competence in the second language –acquisition or learning. Furthermore, it is important to mentioned that experts corroborate that five hypothesis are distinguished when dealing with second language acquisition (SLA). Among these language-acquisition hypothesis, Krashen (1982) labelled the following ones:

1. The acquisition-learning hypothesis

2. The natural order of acquisition hypothesis

3. The monitor hypothesis

4. The input hypothesis

5. The affective filter hypothesis

2.1.1. The acquisition-learning hypothesis

The acquisition-learning hypotheses distinguishes between two different process that, as it is coined, are acquisition and learning. On account to the former language acquisition hypothesis, it is a process related to the way on how children acquire the mother tongue. The concept of language acquisition was described as "a subconscious process; language acquirers are not usually aware of the fact they are acquiring language, but are only aware of the fact that they are using the language for communication." (Krashen, 1982, p.10). It is also mentioned that speakers acquire language competence as well as a sense of confidence on accurate speaking without being aware of the grammatical set of rules that the second language (L2) qualified. It could be determined that this process is based on the natural and unconscious Chomsky's language acquisition. The latter language learning process refers, in contrast to the acquisition process, to the conscious assimilation of how the L2 functions. Language learning relies on the awareness of the grammatical rules of the language; learners must have the knowledge to correctly produce sentences in the L2. Moreover, L2 learners have to be able to detect and correct imprecisions on their L2 speeches. Consequently, some linguists advocated for the idea that language acquisition is mainly liked to children, while language learning is an issue that can occur to adults.

2.1.2. The natural order of acquisition hypothesis

Krashen stated that L2 learners acquire the grammatical structures of the language according to a specific order meaning that each grammatical aspect is acquired by L2 learners on different times, sooner or later. In fact, being the English language the main focus, Brown (1973) proved that children acquired grammatical morphemes, such as the progressive *-ing* (1a) or the plural *-s* markers (1b), and function words earlier than other categories.

(a) I am hav*ing* breakfast

(b) Three banana*s*

However, the recognition of the 3rd person singular *-s* marker in the present tense (2a) and the possessive *-s* (2b) are two grammatical features that take more time for the learners to acquire.

(a) She play*s* tennis

(b) Brad*'s* phone

In accordance with what Brown stated, Dulay and Burt (1974) clarified that L2 English learners demonstrated a natural order of acquisition different from the process of the first language (L1) acquisition although some similarities emerged. It is important to mention that even though there is an order for acquiring either a L1 or a L2, the fact that these orders are distinct from one another implies that it is not appropriate to use the same methods from the L1 to acquire the L2. Besides, it must be taken into account that not all L2 learners follow the same order of acquisition, thus, it is not essential to faithfully follow the L2 order of acquisition in language teaching. As seen in Figure 1, it is established an average order for acquiring the grammatical structures of the L2 (Krashen, 1982).
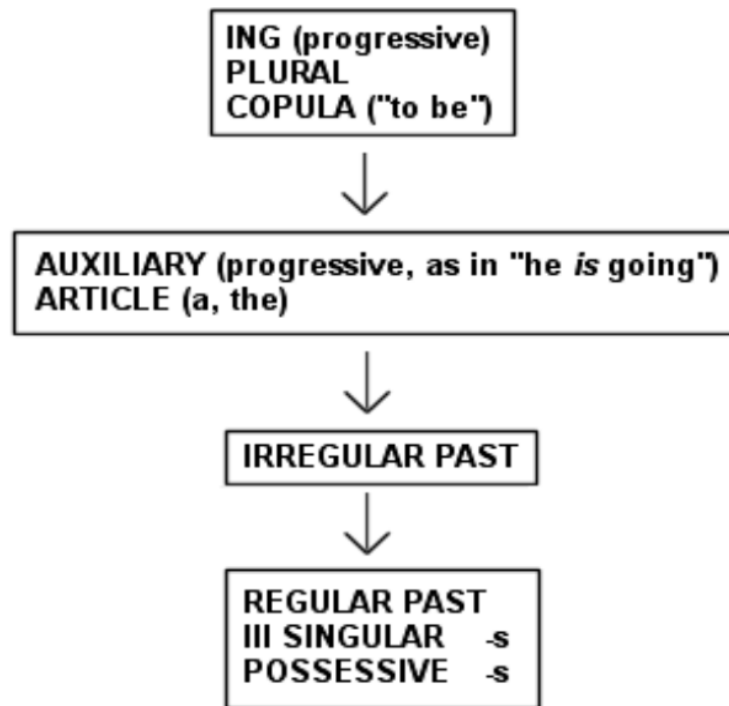
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┌─────────────────────────────┐
│ ING (progressive)           │
│ PLURAL                      │
│ COPULA ("to be")            │
└─────────────────────────────┘
              ↓
┌──────────────────────────────────────────────┐
│ AUXILIARY (progressive, as in "he is going")  │
│ ARTICLE (a, the)                              │
└──────────────────────────────────────────────┘
              ↓
┌─────────────────────┐
│ IRREGULAR PAST      │
└─────────────────────┘
              ↓
┌─────────────────────────┐
│ REGULAR PAST            │
│ III SINGULAR    -s      │
│ POSSESSIVE      -s      │
└─────────────────────────┘
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Figure 1. Krashen's (1982) average order of acquisition on L2 English learning.

2.1.3. The monitor hypothesis

The monitor hypothesis can be related to the acquisition-learning hypothesis. On the one hand, Krashen defined the differences between acquisition and learning strategies in the latter hypothesis, while, on the other hand, the former monitor hypothesis states the different processes and ways learners follow when learning and acquiring the L2. The hypothesis identifies that the acquisition process is the integration of the message, and on the contrary, the learning process is the correction of errors of the previously acquired message. The message is acquired unconsciously by being in contact with the L2 and is linked to the fluency. The L2 learner has to be active in the process of language acquisition, motivated, attending to the input received so that it makes it possible to acquire it. From there, the learning process of the L2 learner comes into practice by learning the competence to correct the acquired input and produce accurate output on the L2 (see figure 2).
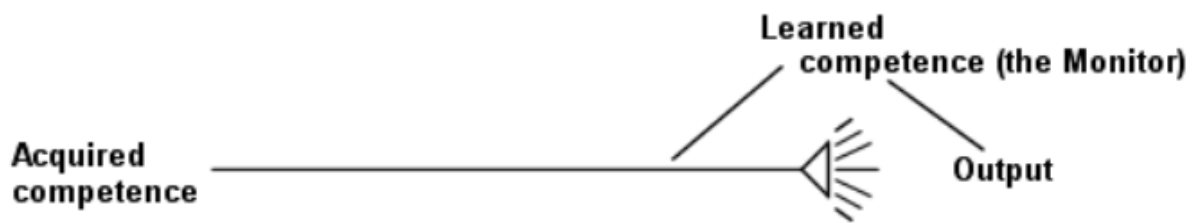
Figure 2. Krashen's Monitor Hypothesis depiction.

2.1.4. The input hypothesis

L2 learning is based on the fact that the information or input, that learners receive, must be of a higher level than the competencies they already have. The main idea is to provide L2 learners with an input of a higher level than the one they have, being still accessible to them and not a barrier. This hypothesis does not focus on the structures that the L2 English learner is acquiring, but rather on the contents to be provided to the teaching-learning process. The learner's proficiency on the L2 are the ones that define and condition the input s/he has to receive. In other words, the essence of this hypothesis lies in identifying the proficiency learners have on their L2 English (known as stage *i*), to assess the higher degree of difficulty of the knowledge to be transmitted to the students (known as stage *+1*). The fact that being aware of L2 English learners' knowledge, it is possible to determine the higher level of the input to be provided (*i+1*).

2.1.5. The affective filter hypothesis

Dulay and Burt (1977) suggested this hypothesis with relation to the language acquisition. The affective filter hypothesis addresses the influence of L2 English learners' emotions on the acquisition-learning process, yet, Krashen (1982) reviewed this hypothesis and identified 3 major affective variables affecting the L2 learning process: motivation, self-confidence and anxiety. The purpose of this hypothesis is to evaluate the progress of L2 learners' acquisition process according to the relationship between these three affective aspects

and the teaching-learning process. In the case of motivation, it is estimated that this increases the desire to learn, causing the L2 learner to become much more proactively involved in the teaching-learning process. Similar happens with L2 learners who have a high level of self-confidence because they produce the L2 with a good self-image, without embarrassment while improving their L2 proficiency. Conversely, the level of anxiety should be as low as possible so that the L2 English learner does not feel fear or pressure to use the FL in front of classmates. Thus, teachers must consider all of these filters in order to create a classroom environment where L2 learners' motivation is high, facilitating and encouraging their participation and confidence without criticism or shame.
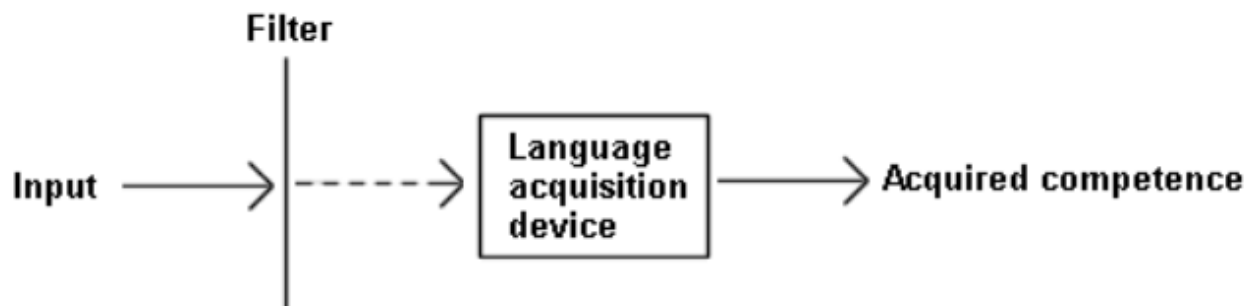

Figure 3. Krashen's Affective Filter Hypothesis depiction.

2.2. Learning strategies: Neuroeducation

Neuroscience is defined as "the study of the brain and nervous system in both humans and non-human animals, and in both health and disease" (1) (British Neuroscience Association). Thus, neuroscience helps to better understand how the human brain works in order to facilitate the search for better learning strategies to acquire a second language, stimulating brain plasticity and its growth. Being aware that neuroscience can contribute to obtain a more significant learning of the FL to be acquired, the term of *neuroeducation* arose. It was at the end of the 20th century this term of *neuroeducation* gained more relevance when relating the neuroscience discoveries in the education field. It allows understanding the brain's evolution, according to emotions, memory, and attention, during the learning process. For that reason,

implementing neuroeducation in the field of language teaching allows teachers to elaborate the best strategies, methodologies, and activities for an optimal and significative teaching-learning process. By this means, neuroeducation ought to be considered by each agent engaged in the teaching-learning process –mainly teachers and students– ensuring that both are conscious of the importance of the functioning of the brain and emotions in the process.

It is important to mention that, although neuroeducation has not yet been applied in the language classroom, there are numerous authors who advocate major advances in the implementation of neuroeducation in the acquisition of a second language. To date, among these experts can be found Munakata, Casey, and Diamond (2004), Nergis (2011), Kuhl (2011), Netten and Germain (2012) and Alonso (2017). Indeed, each of these authors concluded, after research, that neuroeducation brings great benefits in the field of language teaching. For instance, Munakata, Casey, and Diamond (2004, 124) proved that cognition, emotions, and perception are directly connected in the language learning process. L2 learners with a high affective filter-high stress levels-demonstrated lower attention and, yet, academic performance. They also stated that group work and collaborative activities that engage students in classroom participation significantly achieve more comfortable atmosphere for improving the learning process. Likewise, Kuhl (2011, 136) also mentioned the utterly influence of social interaction by the time using the target language. That is to say that L2 learners should receive adequate and enough input on the FL in order to be able to acquire the pattern structures of the L2 and produce them properly. Furthermore, authors such as Nergis (2011) alluded to the methodology that should be implemented in teaching an L2. Teachers have to try to replicate the way an L1 is acquired in the leaching of the L2 by giving more importance to communication rather than to grammar. The ideal situation would be to expose students to contexts where they put into practice real communication, instead of exposing them to complex grammatical knowledge. Netten and Germain (2012) endorse the idea of focusing on the meaning of the message to be

conveyed in L2, without focusing so much on the form of the language, as well as emphasizing the importance of learners' interaction while communicating in the L2 (93). Lastly, current studies by Alonso (2017) corroborate all the facts demonstrated by the previous experts mentioned above. Accordingly, Alonso also points out that the teaching of an L2 should include both an input appropriate to the learners' prior knowledge, while giving importance to communication and interaction among classmates. Not only that, but he also highlights the implementation of methodologies that improve the teaching-learning process through activities that require engaging all the senses to improve the language skills –listening, speaking, reading, and writing.

Given these facts that reveal the aspects that are most effective in the process of language learning, it can be said that they are consistent with Krashen's hypotheses mentioned in section 2.1. The second language should be transmitted through quality input so that the learner unconsciously acquires the structures and vocabulary of the language. At the same time, an order of acquisition must be established, prioritizing communication and then the grammar that corrects what has been acquired. In fact, this has to be achieved without providing or demanding from the L2 learner knowledge or competences that go too far exceeding the proficiency level, although it must be of a somewhat higher level than the one the student has. In other words, the message or input has to be a challenge that they can reach so that students learn something more of what they know. Eventually, it has been well proven the veracity and the relevance of the affective filter hypothesis and the way emotions affect the cognitive process of learning. The lower the affective filter, the higher the achievement of proficiency in the L2. Thus, all of Krashen's hypotheses are confirmed by new advances in neuroeducation. By basing the teaching-learning process on both theories, it would be possible to develop much more   innovative   and   effective   methodologies.

2.3. Authentic materials: audiovisual resources as high-quality input

Katherine (2009) stressed that "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials". That is to say that one of the most influential aspects in the teaching-learning process of a language is the input. Thus, the quantity and quality of the input that the learner will receive must always be considered. In the light of the fact that the importance of the input lies in its quality, the teacher has to study in depth what kind of materials will be most useful and suitable for L2 learners. In order to achieve the best input to which L2 learners will be exposed, it is necessary to evaluate all the features mentioned above regarding the SLA hypotheses and the contributions of neuroeducation. Accordingly, it can be affirmed that the input should be of social interest to the L2 learners, applicable to their lives, related to their previous knowledge, and stimulating to the senses, as in the case of this dissertation, using the authentic materials in the way of audiovisual resources. In this way, it is ensured that L2 learners receive an input of real language, where they acquire the true use of the language.

Anzaku (2011) coined the term audiovisual as "instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language" (p.85). Using audiovisual materials in the FL classroom can provide benefits to L2 learners. It supports listening comprehension with the visual aid of the non-verbal communication delivered by the characters on the screen. Audiovisual resources appeared in the 20th century and began to be used as an educational resource through projections, tape recorders or discs. Years later, with the appearance of computers and the Internet, multimedia devices were considered a fundamental resource in the language classroom. The use of this tool makes the language classroom more interactive while transmitting the socio-cultural values of the foreign culture to the L2 learners (Boso-Pérez, 2018, 16-17). This means that the audiovisual material in SLA

facilitates the treatment of transversality through the coexistence of the cultures involved in the classroom, while assimilating grammatical structures, phonetics, and vocabulary. Additionally, the fact that the audiovisual materials are interactive, and activate the senses, manages to awaken the motivation of L2 learners as they are of personal and social interest to them. Therefore, a much more comfortable classroom environment is achieved –low affective filter– where participation, collaboration and interest in language learning predominate. However, this would only occur if the audiovisual material has been previously selected and adjusted to the interests, needs and levels of the L2 learners.

3. The concept of audiovisual translation (AVT): Subtitling and dubbing

Audiovisual translation is considered by Diaz-Cintas (2008) to be one of the fields within Translation Studies that has achieved some of the most rapid and outstanding developments in the last century. This concept of AVT was described by Chiaro (2020) as "the transfer from one language to another of the verbal components contained in audiovisual works and products. Because audiovisual materials are meant to be seen and heard simultaneously, their translation is different from translating print" (p. 1). Due to its different aspects and applications, it can be said that the most used modalities are subtitling and dubbing. Firstly, subtitling is the practice of transcribing the dialogue into the image, and secondly, dubbing is the practice of replacing the audio of the image into another language. Although it can also be found diverse practices as voice-over, partial-dubbing, narration and interpreting, the main focus of this dissertation is the description and application of the subtitling method.

Subtitling is defined as "a translation practice that consists of presenting a written text, generally on the lower part of the screen, that endeavours to recount the original dialogue of the speakers, as well as the discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack (songs, voices off)." (Diaz-Cintas & Remael, 2014). In this manner, these authors clarified that

the translated audiovisual materials require the key elements of an image, its spoken speech and its written words that compose the subtitles. By the time these features –image and subtitles– appear together on the screen, viewers are able to read the written subtitles while connecting it with the image displayed. For that reason, subtitles must be shown enough time for the speaker to read them, synchronized with the image and the spoken words of the speakers, as well as maintain the semantical components between the languages involved. According to the limited time that subtitles must appear, they have to be available on the screen no more than 6 seconds which would be approximately 37 characters comprised within a maximum of two lines. Moreover, subtitles have to comply with the concordance between the spoken and written discourses –written subtitles have to match with the speaker talking. Not only are there time, space, and synchronization aspects to fulfil, but also meaning since the translation of the subtitles must be consistent with the original message from the audiovisual version of the screen. In order to maintain de meaning from the original version to the other, cultural expressions, idioms and humor has to be translated into the other language but preserving the meaning and the wit as much as possible.

3.1. On the search for a typology of subtitles

Subtitles may be categorized according to different criteria. Diaz-Cintas and Remael (2014) pointed out that the constant developments and changes of technology makes that the categorization has always to be revised and updated. Nowadays, there are several aspects to bear in mind when classifying subtitles which are technical, time preparation, linguistic criteria, distribution format, projection.

Regarding the technical aspect, subtitles can be open or closed. These two types of subtitles are distinguished by the fact that the former subtitles always appear on the screen and cannot be deactivated, in contrast to the latter ones which can be either enabled or disabled (Diaz-Cintas and Remael, 2014, 21-22).

The time preparation criterion divides subtitles between pre-prepared and live or real-time subtitles. Focusing on the pre-prepared subtitles, they are made ones the audiovisual material has already be on air, and the translator has had time to think and prepare the subtitles according to all the strategies needed to produce the best subtitles. However, the opposite case occurs with the real-time subtitles. There is no time to manage the strategies to translate the subtitles since the translator has to produce them while the audiovisual is airing. Such subtitles may eb made by professional translators or by machines. (Diaz-Cintas and Remael, 2014, 19-20).

Detailing more than the other criteria, the linguistic criterion distinguishes the three distinctive subtitles that are going to be the focus of this paper. According to the point of view given by Diaz-Cintas and Remael (2014) and Talaván (2011), subtitles can be distinguished by intralingual, interlingual, and bilingual.

3.1.1. Intralingual: bimodal (L1 or L2)

Intralingual subtitles are based on the exact transcription from the oral speech into the written subtitles. By this manner, intralingual subtitles are bimodal since they can appear in two different ways, either in L1 or in L2. In other words, intralingual subtitles in L1, also known as captioning, means that the audio and the transcribed subtitles are in L1 –mother tongue. I this case, these subtitles were addressed to the hard-of-hearing of deaf speakers. Moreover, they are considered nowadays as a great method for learning the language of the country where the learner lives. Conversely, intralingual subtitles in L2 appear when the audio and the subtitles are in L2. Similar to intralingual subtitles in L1, these also have their purpose and target users. Intralingual subtitles in the L2 are the ones aimed to the SLA as they are pedagogically accepted as a favorable method to learn the L2.

3.1.2. Interlingual: standard or inverse

Interlingual subtitles are translations from the language of the audio into another language. Besides, interlingual subtitles can be categorized as standard or inverse. On the one hand, standard interlingual subtitles are those which the audio is in the L2, and the subtitles are translated into the L1. On the other hand, inverse interlingual subtitles are the other way around; the audio is in the L1, and the subtitles are translated into the L2.

3.1.3. Bilingual

Bilingual subtitles appear with a spoken audio in one language, and it is translated subtitles into two or more languages. More often than not, this type of subtitles may be displayed in countries where two or more languages coexist, or even in festivals. However, for language teaching and learning, different online programs or software can be used to enable the visualization of series and movies in the two languages of choice. For example, it is possible to download a browser extension called *Language Reactor*. Such software allows learners to watch a Netflix series in its original version and subtitled in their L1 and L2.

The last two criteria are centered on the diverse process for projecting the subtitles and which is the distribution format. Considering the projection approach, subtitles can be conveyed either via laser or electronic. And, in terms of the distribution, subtitles can be found in the formats of DVD, cinema, Internet, TV or video.

To conclude this section, the following Table 1 shows the different types of subtitles in a more schematic and visual way.

CRITERION	SUBTITLE TYPE		DESCRIPTION	
TECHNICAL	OPEN		Subtitles always on screen; inability to disable them	
	CLOSED		Possibility of activating and deactivating subtitles	
TIME PREPARATION	PRE-PREPARED		The translator has the time needed to produce the subtitles	
	LIVE (REAL-TIME)		The translator subtitles at the same time as the audio	
LINGUISTIC	INTERLINGUAL	Standard	L2 Audio + L1 translated subtitles	
		Inverse	L1 audio + L2 translated subtitles	
	INTRALINGUAL BIMODAL	L1	Audio and subtitles in L1 (mother tongue)	
		L2	Audio and subtitles in L2	
	BILINGUAL		Subtitles appear in two or more languages Commonly used in countries where two or more languages coexist	
PROJECTION	LASER		Subtitling projection approaches	
	ELECTRONIC			
DISTRIBUTION	INTERNET, CINEMA, TV, DVD, VIDEO…		Formats for subtitles' distribution	

Table 1. Overview of subtitle types

3.2. Subtitles as a tool for SLA: positive effects on L2 learners

During the last decades, using subtitles as a tool for SLA has been a matter of debate. For that reason, this dissertation is intended to support the implementation of this strategy in FL teaching by giving the positive effects on L2 learners. Nonetheless, it is also important to identify the potential drawbacks of using this tool in L2 learning, both to prevent them and to assess whether its usefulness fits the needs of the classroom where it is going to be implemented.

There has been an array of studies that proved the effectiveness of applying this method in SLA. As a result, after the advantageous approaches of King (2002), Pavesi (2002), Gottlieb (2004), Talaván (2011), Diaz-Cintas (2012), and Incalcaterra and Letorla (2014), subtitling has begun to gain more prominence in the field of innovation in order to be successfully implemented in FL classrooms. It is worth mentioning that subtitling is a digital tool with

which students feel confident and interested, enhancing motivation and a comfortable classroom environment, thus improving academic performance. Thus, this dissertation aims to assess how the subtitling tool influences the learning process of L2 English students, and which are the positive effects of using subtitling in SLA.

Each author argues that subtitling in the learning of English as a second language is beneficial for the acquisition of different competences, depending on the type of subtitles applied in the classroom –interlingual, intralingual mainly. While discussing the applicability of interlingual subtitling, Gottlieb (2004) and Pavesi (2002, 138) described that introducing it as a didactic tool improved the L2 learner's reading comprehension. Nevertheless, Incalcaterra and Letorla (2014) determined that subtitles are an utterly useful and creative tool for attracting attention and engaging learners in the L2 acquisition process. Further, they emphasize the multidisciplinary and multi-semiotic nature of this teaching approach, achieving a more dynamic classroom environment, replacing the obsolete methodology of focusing only on basic competences. To this statement, Neves (2004) adds that the semiotic character provided by subtitling in SLA is a key factor for the motivation and involvement of L2 learners in their own learning process. Another point offered by King (2002) is that the use of subtitling as a strategy in L2 learning ensures student participation and attention. The reason for this is that the audiovisual material presents learners with a real language situation where they are challenged to understand the communicative situation. This fact is sustained by the contributions of neuroeducation as mentioned in section 2.2 since subtitling is a strategy that involves the learners' selective attention and senses. Therefore, the dynamicity and attractiveness of using technological elements while learning a language makes the acquisition process more entertaining, thus also confirming Krashen's affective filter hypothesis (see Section 2.1.5). Talaván (2011), being a clear defender of this technique in FL teaching, argued that subtitling helps L2 learners with difficulties in oral comprehension to better understand the discourse,

thus increasing their motivation to continue learning the L2 through audiovisual material. And, not only that, but it also improves communication skills. Diaz-Cintas (2012) concluded that audiovisual material, by presenting the use of real language, provides L2 learners with elements related to the accents, rhythm, intonation, and pronunciation of the language so that L2 learners can acquire it by repetition.

It is undeniable, after the arguments previously exposed, that it can be conceived subtitling as a very valid and beneficial method in SLA. However, it is also important to mention those authors who also highlight some of its shortcomings, which one must always keep in mind before employing this methodology in the classroom. For example, it can be mentioned D'Ydewalle, Van Rensbergen and Pollet (1987, 317), who stated that there are people who always read the subtitles even though they understand and listen well to the audio. This can also lead to a cognitive overload, as mentioned by Diao, Chandler and Sweller (2007, 252). Such a fact would be very disadvantageous because L2 learners would be distracted and lose attention when receiving so many input stimuli, both visual and auditory. In the same way, Diaz-Cintas (2012, 101-102) also states that there are occasions in which subtitles in the FL classroom can distract and slow down the acquisition of L2 listening comprehension. The reason for this is that L2 learners become dependent on subtitles, paying attention to the subtitles, and forgetting about the audio.

To conclude this section, it can be said that the implementation of subtitles in the teaching of a foreign language provides many benefits in the learning process of the students. But for this to be the case, the purposes and methods to be used in the classroom must be very clear in order for this technique to be successful.

4. Methodological proposal

This section of the dissertation attempts to propose different activities, in which interlingual and intralingual subtitles are used, to be implemented in the EFL classroom. The fact of designing activities by employing this technique arises from the concern to achieve more effective and attractive methodologies that promote the learning of L2 English learners. Remembering what was mentioned in the theoretical framework, the main idea of including such a methodology EFL classrooms is to achieve more significant learning. For this purpose, it is important to always consider the objectives, Krashen's hypotheses, and the advantages that this technique offers according to neuroeducation.

First of all, it is necessary to have Krashen's hypotheses in mind before planning different activities in the classroom, since the aim is to achieve a more individualized learning to the needs of each class and student. The activities to be proposed must be assessed according to the process in which the students are. That is to say, according to the acquisition-learning theory, it is necessary to verify whether the students are in the period of unconscious acquisition or conscious learning. It is determined that they are going to learn the L2, not acquire it, since in this case the students are already considered adults. And, as the natual order of acquisition hypothesis holds, the material to be provided to the students has to be sequenced and organized in such a way that it is within the reach of the students' proficiency level. Ideally, students should learn the L2 by replicating the process of how the L1 is acquired through the teacher's use of the input. Therefore, the input must be gradual, following an order of increasing complexity. This is important since the input that the teacher transmits to the students is the one that will be unconsciously acquired by the students, as the monitor hypothesis sustains. Surrounding the students with quality input is what will make them acquire communicative competence. Another aspect to consider beforehand is the L2 proficiency level of the learners. As Krashen stipulates in the input hypothesis, the material and content to be covered in the

class should be both challenging and accessible to the learners. The lessons and activities should be at a level a little higher than their competence in order for them to learn without getting stuck. Thus, the activities that are planned afterwards are based on the student's previous knowledge so as to establish this accessible higher-level for the material that will be approached. Moreover, a key element in second language learning is the affective filter hypothesis. The learner must have a low affective filter for significant learning to be possible. This means that the activities proposed below seek to achieve a comfortable classroom environment in which the learner participates in the use of the language in class freely and without prejudice.

Secondly, it could be said that neuroeducation is an innovative source that supports the use of audiovisual material in FL teaching. This is due to the fact that neuroeducation states that successful L2 learning requires the use of techniques that awaken the learners' senses. Accordingly, the following activities involving the technique of subtitling audio-visual material engage both hearing and sight in L2 learning. In addition, these are intensified with the animation of the audiovisual material through movement, gestures, tone, rhythms and pronunciation of the interpretations. In addition, it can be said that the use of audiovisual material extracted from series, movies, or music is essential to show students the true use of the language.

Once all these aspects have been considered, there will be suggested 9 activities that are addressed to L1 Spanish speakers who are learning English as their L2 from the 2nd cycle of the ESO, more precisely to a class of 3rd of ESO. However, these activities can be implemented at any level or language as long as the audiovisual materials are adapted to the proficiency level of the language to be learned. The main idea of this proposal is to offer activities that favor the learning of the L2 in a dynamic, communicative and attractive way

thanks to the use of real language. Thus, it is possible to improve both comprehension and expression of oral and written competencies.

Continuing with this section, it can be seen the different activities with their respective descriptions, contents, objectives, resources, times, and classroom management. Upon the implementation of these activities, the target group will work on the following key competencies for lifelong learning, as outlined in the CEFRL (Common European Framework of Reference for Languages): plurilingual, linguistic, digital, personal, social and learning-to-learn, cultural awareness and expression, and citizenship. This being so, each activity in this methodological proposal seeks to help students develop not only their proficiency in their L2, but also to enrich their knowledge of the different aspects of the culture of the L2. This is sought through the implementation of subtitling as a learning technique in the language classroom, while students interact and communicate among peers in the L2 language. It can be said that in these activities the students will not simply read and understand subtitles from one language to the other, since they will also have to manipulate and create them in participation with their classmates, thus achieving a communicative and collaborative learning process. Besides, such activities were designed according to the Proyecto de Real Decreto por el que se establece la Ordenación y las Enseñanzas Mínimas de la ESO since the Oficial Real Decreto was approved in the new LOMLOE.

4.1. Activities

4.1.1. Activity N° 1

Checking pairing			
	Type of the activity	Classroom management	Time
Activity Nº 1	Introductory	• Students are divided into small groups of 3-4. • Teacher is the provider of material and instructions.	10 min
	Content	Specific objectives	
	• Working on pre-selected lexicon appropriate to the subject matter and the appropriate proficiency level. • Recognizing language functions that may be a challenge for the development of both writing and listening competence, as well as homonyms.	• Promote the improvement of oral and written competence of L2 English learners. • Improve pronunciation patterns, such as rhythm, pace, and intonation through listening	
	Task description	Resources	
	Students will watch a video with intralingual L2 subtitles (audio and subtitles in L2). In some sentences a choice of word pairs will appear, and students will have to point out which of the word pairs is the one that matches the audio of the video. To do this, the teacher will give each group of students two cards (one with the 1st and one with the 2nd) corresponding to the optional word pairs. Each time one of these word pairs appears on the screen, the groups will have to agree on which word they have heard, making it like a game between teams.	• Computer and projector • Video with pair words • Flashcards with 1st word and 2nd word option	

Table 2. Overview of the Activity Nº 1

4.1.2. Activity Nº 2

Hunting Clues			
	Type of the activity	Classroom management	Time
Activity Nº 2	Reinforcement	• Students are divided into small groups of 3-4. • Teacher is the provider of material and instructions.	15 min
	Content	Specific objectives	
	• Recognizing themes of a multidisciplinary nature that students are able to relate with other areas of knowledge. • Making use of the L2 language functions and grammatical structures suitable to the corresponding curriculum and proficiency level.	• Enhance the listening and written comprehension of L2 learners. • Develop students' critical thinking through a problem to be solved. • Encourage group work and cooperation to achieve the final product; solution to the riddle.	
	Task description	Resources	
	Students will view a video about solving a riddle that has intralingual L2 subtitles; both audio and subtitles in L2 (YouTube account; Ted-ed). Once they have watched it, the teacher will provide each group of students with a template containing some of the most representative scenes from the video. The purpose is for students to give a title or brief description to each scene. This would be like collecting the clues that will help students in solving the riddle. After students have managed to extract the clues, they will have some time to solve the riddle.	• Computer and projector • Video from Ted-ed YouTube Channel • Template of the scenes	

Table 3. Overview of the Activity Nº 2

4.1.3. Activity Nº 3

		Tiding up the speech		
		Type of the activity	Classroom management	Time
Activity Nº 3		Reinforcement	• Students are divided into small groups of 3-4. • Teacher is the provider of material and instructions.	10 min
		Content	Specific objectives	
		• Relating topics that are of interest to students with the language. • Applying language functions and grammatical structures that serve as reinforcement of the content included in the curriculum.	• Foster students' proficiency in the English language, mainly oral and written comprehension. • Review of the genre's literary structure based on stripes; comic style. • Introduce students to English language learning through literature; comic stripes.	
		Task description	Resources	
		Students will watch a video with interlingual standard subtitles (audio in L2, but with the subtitles in L1). Afterwards, the teacher will give each group of students a series of stripes from the video seen earlier. These stripes will be disorganized and, in contrast to the video, the dialogues will be translated into L2. With this, the students will have to manage to reorganize the illustrations with what they have understood from the video and their reading of the stripes. Students will have a time limit of 3 minutes to arrange the scenes, the first group that manages to do it correctly will be the winner.	• Computer and projector • Video from Ted-ed YouTube Channel • Disorganized stripes translated into the L2	

Table 4. Overview of the Activity Nº 3

4.1.4. Activity Nº 4

Putting the pieces together			
	Type of the activity	Classroom management	Time
Activity Nº 4	Reinforcement	• Students are divided into small groups of 5. • Teacher is the provider of material and instructions.	15 min
	Content	Specific objectives	
	• Using the language functions related to the curriculum at the time of the activity so that students acquire it through real use of the language. • Building grammatical structures adapted to each learner's L2 proficiency level.	• Enhance oral and written comprehension in learners' L2 through intensive listening to the video and reading the dialogue fragments. • Encourage oral expression in the learners' L2 by explaining the fragment provided. • Recognize discourse patterns characteristic of a dialogue in order to arrange it correctly.	
	Task description	Resources	
	Students will watch a video with intralingual L2 subtitles (audio and subtitles in L2). Being in groups, the teacher will give each student in the groups a part of the dialogue transcribed from the video in L2 (from A to E). They will have to individually read which part of the video each one has and, without showing their partners their part, they will have to explain one by one to the rest of the group what their part says. Once they have all narrated this, they will have to order their roles from beginning to end based on the video's sequence. The students will have a time limit of 5 minutes to get it, and when this time is over each group will say the order they have stipulated.	• Computer and projector • Video from Ted-ed YouTube Channel • Disorganized dialogue from A to E	

Table 5. Overview of the Activity Nº 4

4.1.5. Activity Nº 5

Draw my life			
	Type of the activity	Classroom management	Time
Activity Nº 5	Reinforcement	• Students will work in pairs • Teacher is the provider of material and instructions.	15 min
	Content	Specific objectives	
	• Practicing language functions specific to the required subject matter or the one provided by the chosen video.	• Promote listening comprehension competence through listening practice. • Identify the important information in a video and summarize it in a coherent and cohesive manner. • Build critical thinking skills by discerning the most and least relevant information. • Organize a text in a comprehensible way using connectors and linking words properly.	
	Task description	Resources	
	Students will watch a video with intralingual L2 subtitles (audio and subtitles in L2). They will be asked to summarize the video by drawing the most representative details of the story within 5 scenes. In order to do so, the teacher will give the students a template in which students will have the 5 squares to draw their summary. Eventually, students will present their summaries to the rest of the class. Following this, students will be able to vote for which of the summaries and presentations was the most accurate.	• Computer and projector • Video from Ted-ed YouTube Channel • Template for the drawing	

Table 6. Overview of the Activity Nº 5

4.1.6. Activity Nº 6

<table>
<tr><td colspan="4" align="center">Replacing the cassette</td></tr>
<tr><td rowspan="7" align="center">Activity
Nº 6</td><td align="center">Type of the activity</td><td align="center">Classroom management</td><td align="center">Time</td></tr>
<tr><td align="center">Reinforcement</td><td>Students will work individually
Teacher is the provider of material and instructions</td><td rowspan="6" align="center">15 min</td></tr>
<tr><td align="center">Content</td><td align="center">Specific objectives</td></tr>
<tr><td>Reviewing specific language functions that have been worked on in class.
Recalling grammatical structures learned during the unit.
Employing subtitled music to engage learners in an autonomous L2 learning process.</td><td>Improve proficiency in written expression and comprehension in L2.
Strengthen the development of oral comprehension.
Practice the use of ICT in order to include it in a practical way in the L2 learning process.</td></tr>
<tr><td align="center">Task description</td><td align="center">Resources</td></tr>
<tr><td>Students will work with a free app available on internet called <i>LyricsTraining</i>. This website allows students to work with lyrics of songs they know. L2 learners will choose a song they like and will be able to watch the video clip while subtitles are displayed, all in L2 (intralingual L2 subtitles). However, there will be some missing words or expressions that the student will have to fill in. In this way, the student will have to pay attention to both the subtitles and the audio in order to fill in the remaining words.</td><td>Computers or tablets</td></tr>
</table>

Table 7. Overview of the Activity Nº 6

4.1.7. Activity Nº 7

Pick up the phone to Ewa			
	Type of the activity	Classroom management	Time
	Introductory and reinforcement	• Students will work individually • Teacher is the provider of material and instructions	
	Content	Specific objectives	
Activity Nº 7	• Using the language functions and expressions adapted to the level of the students, increasing progressively their proficiency as they advance in levels. • Identifying areas of common and daily use that are of interest to the students. • Perceiving the transversality of themes by visualizing English culture through the representation of series and films.	• Build listening comprehension by watching the clips. • Develop written comprehension by reading subtitles in L2. • Promote critical thinking when reasoning about what is the most accurate meaning of the vocabulary. • Enhance their ICT skills and management using mobile applications. • Grow students' autonomy in their own L2 learning process. • Recognize the diversity of the culture of English-speaking countries.	50 min
	Task description	Resources	
	Students will download the free app of *Ewa* to practice vocabulary, idioms, expressions, or phrasal verbs. Besides, students will be able to access the material where they will have available short clips of series or movies where they will find these types of expressions subtitled in L2 and L1. In this case, students will be working with intralingual L2 and interlingual standard subtitles. It is possible to choose the type of vocabulary to be reviewed, and from there, there are small activities in which the students can recognize the expressions through the subtitles. By then, students will be able to make their own glossaries of the most complicated expressions. At the end of the class, a group game is played with flashcards containing the expressions in L1 or L2 and the students have to guess their meaning; like a trivia game, and the group that guesses the most correctly wins.	• Tablets or mobile phones • Downloaded *Ewa* App • Flashcards with the vocabulary/idioms	

Table 8. Overview of the Activity Nº 7

4.1.8. Activity Nº 8

Professional editors			
Activity Nº 8	Type of the activity	Classroom management	Time
	Reinforcement	• Students are divided into small groups of 3-4. • Teacher is the provider of material and instructions.	45 min
	Content	Specific objectives	
	• Applying themes and vocabulary of the video chosen by the students. • Establishing aspects of the English-speaking countries' culture through videos of the real use of the language by native speakers.	• Improve the listening and writing comprehension of learners of English as L2. • Develop learners' written expression by rewriting spelling errors found in the subtitles. • Employ ICT through the search for audiovisual elements. • Understand the culture of the language through real audio-visual material from native speakers.	
	Task description	Resources	
	Students will choose a video with audio in L2 from the YouTube channel called The Happy Pear that has automatic subtitles in L2 (intralingual l2 subtitles). After listening and reading to the subtitles several times, students have to detect the errors they have found. All members of the group will have to share the errors they have found. Once they have done so, they will make a comparison table of the automatic transcription from YouTube and their corrected script.	• Computers/tablets	

Table 9. Overview of the Activity Nº 8

4.1.9. Activity Nº 9

<table>
<tr><td colspan="4">Translation services</td></tr>
<tr><td rowspan="7">Activity Nº 9</td><td>Type of the activity</td><td>Classroom management</td><td>Time</td></tr>
<tr><td>Reinforcement</td><td>Students are divided into small groups of 3-4.
Teacher is the provider of material and instructions.</td><td rowspan="6">50 min</td></tr>
<tr><td>Content</td><td>Specific objectives</td></tr>
<tr><td>Employing vocabulary and idiomatic expressions specific to the film selected by the students.
Reproducing literary elements using discursive patterns characteristic of a dialogue.</td><td>Develop students' L2 writing competence through the rewriting of a script in the target language.
Understand the structure and discourse patterns to use when creating a dialogue.
Recognize cultural differences between native language countries and L2 countries.
Adapt the message from L1 to L2 according to the cultural differences of expression of each language.</td></tr>
<tr><td>Task description</td><td>Resources</td></tr>
<tr><td>Students will choose the Spanish movie trailer of their choice from YouTube. With this, students can make a comparative table of the transcription of the dialogue in L1, and the translation into L2. This means that students will deal with interlingual inverse subtitles. When all groups have their dialogues translated, the performances of the trailers will be done. Students will do a role play in which they have to divide the characters of the trailer and represent the dialogue in L2 to the rest of the class.</td><td>Computers/tablets</td></tr>
</table>

Table 10. Overview of the Activity Nº 9

5. Conclusion

Translated audiovisual material is the transcription of the audio of an image from one language to another. In this manner, the present paper is aimed towards how to use subtitling as a practical and effective technique in second foreign language teaching.

The main purpose of this proposal is to achieve second language learning in a more significant way, and therefore, Krashen's acquisition hypotheses have to be considered. Among these, it is possible to recognize the hypotheses of acquisition-learning, natural order of acquisition, monitor, input, and affective filter. By knowing all the aspects and processes that occur to a learner in the L2 teaching-learning period, it is easier to propose more effective methodologies and strategies. Therefore, this should be a matter of concern for the teacher, since s/he must know how to convey the language, as if replicating the process of L1 acquisition, without being a mere transmitter of linguistic rules and norms, and always prioritizing communication. And all of this ensures a comfortable classroom environment that promotes cooperative and collaborative learning, in addition to achieving autonomous lifelong learning for students.

In addition, to provide further support for Krashen's hypothesis and knowledge of the language learning process, it is important to mention neuroeducation. This science provides great evidence that demonstrates the efficiency of many techniques and methodologies that are very beneficial in the teaching-learning process. It is necessary to consider the functioning of the brain, the input and information to be delivered to learners, and how it is to be delivered. As a result, in the case presented in this dissertation, the relevance of how to make good use of subtitled audiovisual material for efficient L2 learning is considered. The idea of proposing this technique for L2 learning is due to the fact that both Krashen's hypothesis and neuroeducation defend its positive effects on foreign language learning. This is so because both Krashen and neuroeducation give importance to the fact that L2 has to be exemplified by showing real uses of the language, which is achieved through the display of videos, series, interviews, movies, and so on. Through these examples of the language, the students can conceive both the language and the culture from which the L2 comes. Besides the fact that the

translated audio-visual material is easily accessible and adaptable to proficiency levels, it also appeals to students in terms of engaging the senses of sight and hearing. According to neuroeducation, this helps to increase the concentration and selective attention of students on the material, and yet, the language, provided.

Not everything is as simple as that, since for this technique to be truly productive, the materials and objectives must be selected beforehand. As for the audiovisual material to be selected, it is needed to study the type of subtitles that can be brought to the foreign language classroom. As mentioned above, it is possible to work with interlingual, intralingual and bilingual subtitles. Typically, interlingual and intralingual subtitles are considered to be the most commonly used in language teaching. These subtitles include the involvement of all the key competencies so that the learner can acquire them more easily. That is to say that students who can work on different subtitles in order to foster the improvement of writing, speaking, listening and reading competencies. The subtitled audiovisual material discussed in this paper argues that through this learning technique the student is included in reading and listening. But at the same time, it helps students to speak and write when they have to reproduce what they have seen and heard. The only thing one has to be careful with is the competence that one wants to work with, since depending on this, one has to use some types of subtitles or others. For example, if a student has more problems with oral comprehension, it would be more convenient to propose activities that have to do with intralingual L2 subtitles. The L2 learner can relate what is read to what is heard to, thereby, help the learner acquire rhythm, intonation, and pronunciation.

In closing, the activities that suggest working with subtitling in the EFL classroom aim to propose innovative alternatives for the improvement of L2 learners' proficiency. The understanding, manipulation and creation of subtitles can be an attractive technique for students to become more involved in the learning process. If so, the L2 learner should find the L2 learning process more dynamic. As a consequence, the target is that the L2 learner acquires in a more unconscious way the foreign language, more specifically the competences in oral and written expression and comprehension and in interaction.

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7. Appendix

Resources for Activity Nº 1

Figure 1. Material for Activity Nº 1
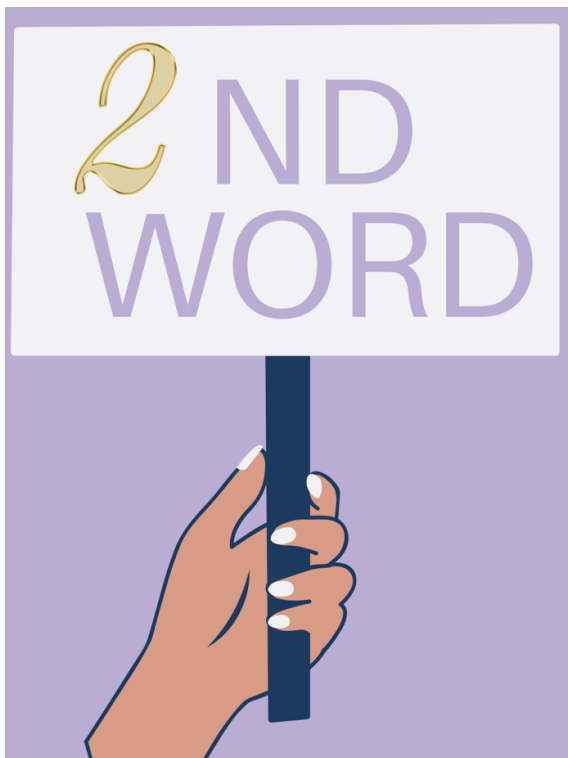
Figure 2. Material for Activity Nº 1

Resources for Activity Nº2

HUNTING CLUES

GROUP NAME : _____

Every relative is assigned a number from 1 to 100. Heir 1 will open every locker. Heir 2 will then close every second locker. Heir 3 will change the status of every third locker.

This pattern will continue until all 100 of you have gone. The words in the lockers that remain open at the end will help you crack the code for the safe.
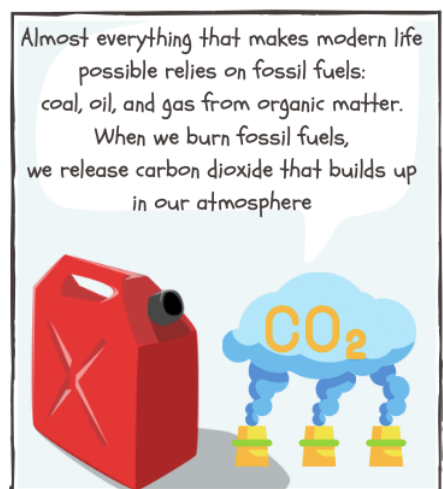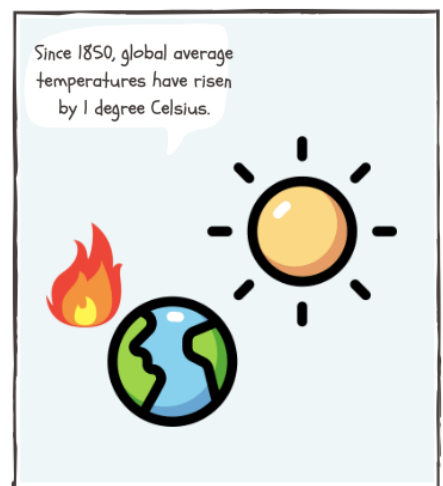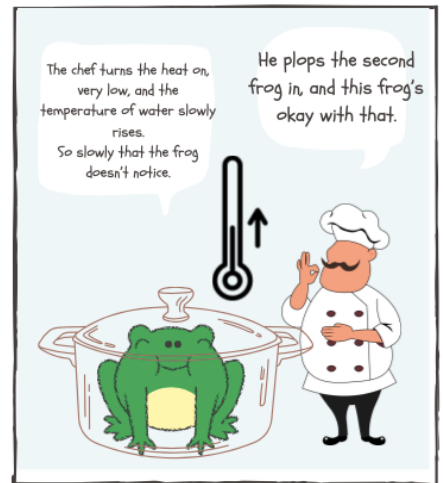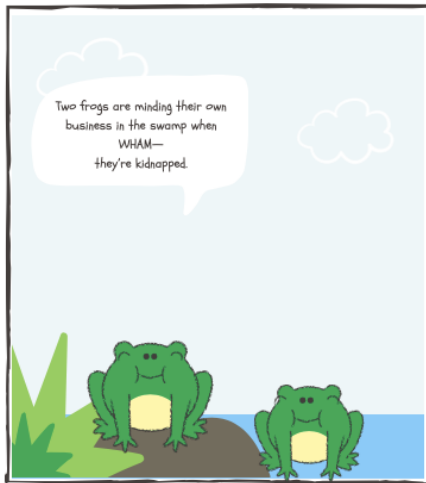
Before cousin Thaddeus can even start down the line, you step forward and tell the lawyer you know which lockers will remain open.

Solution to the riddle: _____

_____

Figure 3. Material for Activity Nº 2

TIDING UP THE SPEECH – THE FROG MITH

The heat comes from sunlight, which passes through the atmosphere to Earth, where it gets absorbed and warms everything up.

Warm objects emit infrared radiation, which should pass back out into space, because most atmospheric gases don't absorb it.

Global averages half a degree warmer than today's; as a threshold beyond which the negative impacts of climate change will become increasingly severe. To keep from crossing that threshold, we need to get our greenhouse gas emissions down to zero as fast as possible.
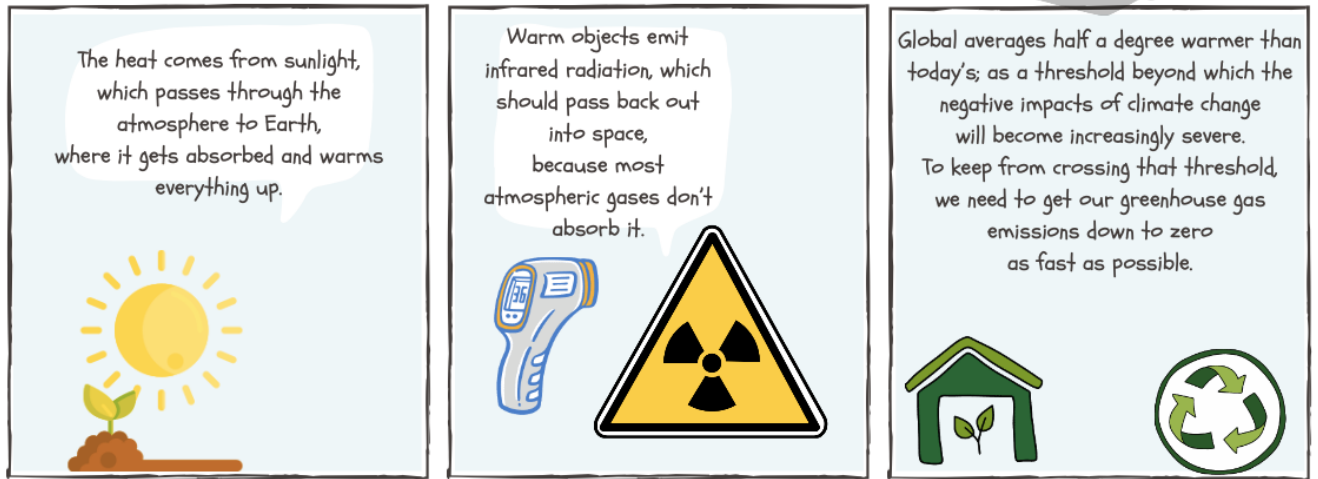
Figure 4. Material for Activity Nº 3

Resources for Activity Nº 4

DRAW MY LIFE

GROUP NAME:

INTRO

INTRO

PLOT

PLOT

THE END

Figure 5. Material for Activity Nº 4

D As the sun sets on a plantation in Jamaica, children flock to Mr. Kwaku for a story. They all know he's full of tales from Ghana, the land of their ancestors.
But what they don't know, Kwaku winks,
is how their ancestors got those stories in the first place.
Long ago, all stories belonged to Nyame, the all-seeing Sky God.
People on Earth were bored and knew nothing about their history.
But one creature decided enough was enough.
Anansi, the tricky, shapeshifting spider,
resolved to bring the stories down to Earth.
He spun a web that stretched into the clouds
and climbed up to confront the Sky God.
Crouching at Nyame's feet, Anansi shouted at the top of his lungs that he had come to take ownership of the world's stories.

A Looking down from his golden stool,
Nyame hooted with laughter at the spider's absurd request.
Nyame told Anansi that he could have all the stories he wished—
but only if he could complete an impossible task.
If Anansi brought him Osebo the Leopard, Onini the Python,
Mmoboro the Hornet, and Mmoatia the Forest Spirit,
then he could take the stories.
Anansi humbly accepted.
Nyame didn't see him grinning as he scuttled away.
Back on Earth, Anansi grabbed his magic bag and set to work.
Anansi found Onini the Python bathing in the sun.
Anansi scoffed that Onini couldn't be the longest animal,
saying he looked no longer than a piece of bamboo cane.
Enraged, Onini stretched himself across the bamboo to prove his lengthiness.
Anansi quickly bound him tight-tight to each end and placed him in his bag.

E Next, Anansi dug a great pit in the middle of the path Osebo the Leopard usually prowled, and covered it with banana leaves. Sure enough, mighty Osebo soon fell in. Anansi scolded Osebo for his carelessness, but offered to rescue him.
As he helped Osebo out of the pit, Anansi swiftly jabbed him with his knife. Osebo fell back to the ground where Anansi wound him up tight-tight in spider thread.
Then, Anansi heard Mmoboro and his hornets buzzing.
He cautiously approached them.
This would be tricky— their stings could make someone swell up and die— but Anansi knew they hated rain.
He filled his mouth with water and spat it at the swarm.
As they panicked, Anansi urged the hornets to shelter in his gourd, where they found themselves trapped.

B Anansi had one more task: to capture Mmoatia the elusive and mischievous Forest Spirit.
She usually hid herself deep in the woods, but Anansi knew she was lonely. So, he made a little doll covered in sap and left it in her path. but became enraged when it didn't answer.She hit the disrespectful doll and her small fists stuck to its sticky surface.
Anansi wrapped Mmoatia up tight-tight and scooped her into his bag along with the other creatures.Triumphantly, he climbed his web back into the clouds. When the Sky God saw that Anansi had completed the impossible task,
he was amazed.

C Nyame told Anansi that he had earned the world's stories.
Dancing for joy, Anansi gathered them up, stuffed the stories into his bag, and descended to Earth.
There, he scattered the stories throughout the world for people to share. And they did, Kwaku tells the children.
Generations have continued telling and reimagining Anansi's stories
even after being stolen from Africa and enslaved.
Anansi may be small, but "cunning's better than strong," Kwaku says, and tells the children to take Anansi's stories with them wherever they go. Looking at his audience, Kwaku knows that Anansi will persist as a symbol of resourcefulness and resistance in the face of oppression, and a testament to the enduring power of storytelling.

Figure 6. Material for Activity Nº 6

Resources for Activity Nº 7

ANSWER	ANSWER	ANSWER	ANSWER
COME ACROSS	TELL OFF	LOOK AFTER	GET ALONG

QUESTION	QUESTION	QUESTION	QUESTION
A phrasal verb that is a synonym for: find, discover, notice, appear...	What do you do when you are very angry with someone and scream at them for it?	Another phrasal verb for take care, nurse, attend, protect?	Phrasal verb for: My brother is very funny, he is friends with everyone.

Figure 7. Material for Activity Nº 7