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PART 1: THEORETICAL FRAMEWORK

ABSTRACT

The aim of this work is not only to motivate students to learn the English language but also its culture. This project is focused on the Old period of the English culture and is designed for the First Year of Non Compulsory Secondary Education (NCSE). Students will work with literary texts such as *Beowulf*, make performances, read and create riddles, and learn the language that Vikings and Anglo-Saxons used. I try to encourage the students to use the language in a specific context. In other words, the purpose is that the students can apply their knowledge about grammar and vocabulary in a real context in order to create their own summaries or communicate with their classmates; and of course to know about other civilizations and the beginnings of the English language.

Key words: Anglo-Saxons – Vikings – Old English – *Beowulf* – runes – riddles – EFLT – First Year of Non Compulsory Secondary Education

El objetivo de este trabajo no es sólo motivar a los estudiantes a aprender inglés, sino también su cultura. Este proyecto se centra en el período antiguo de la cultura inglesa y está diseñado para el primer curso de Enseñanza Secundaria No Obligatoria o Bachillerato. Los estudiantes trabajarán con textos literarios como *Beowulf*, harán representaciones, leerán y crearán acertijos, y aprenderán el idioma que los vikingos y los anglosajones utilizaban. Con esto, trato de animar a los estudiantes a utilizar el idioma en un contexto específico. En otras palabras, el propósito es que los estudiantes puedan aplicar sus conocimientos de gramática y vocabulario en un contexto real para crear sus propios resúmenes o comunicarse con sus compañeros; y por supuesto, saber sobre otras civilizaciones y los comienzos del inglés.

Palabras clave: anglosajón – vikingos – inglés antiguo – *Beowulf* – runas – acertijos – enseñanza del inglés como lengua extranjera – 1º de Bachillerato

INTRODUCTION

Methods in education have changed a lot in the last decades and if we concentrate on the English teaching, we can find many differences. It was very common that English, in the past, was focused on learning grammar and vocabulary and the development of other skills were not always well developed; of course with some exceptions. Over time, oral and listening skills were getting importance when teaching English. And nowadays other important aspects such as cultural ones are also tackled.

That is what I am going to develop in this work; the importance of teaching and learning cultural issues and how to make students get into the language in a real context using their grammar knowledge, learning new vocabulary and improving their oral and listening skills.

As this work is designed to teenagers that are studying in the First Year of Non Compulsory Secondary Education, I believe that they know a lot about English modern culture due to the fact that now they have more opportunities to travel to other countries and also the use of new technologies has given them a wider knowledge about other societies and customs. Considering this, I have decided that a new an attractive cultural topic could be the Old English period with where Anglo-Saxons and Vikings took part. Why? Because apart from the reasons I have mentioned before, it is useful for students to learn the origins of a civilization and a language, and it is not something that students are used to seeing.

Firstly I will introduce the theoretical framework in which I will talk about important historical points related to Anglo-Saxons and Vikings, the language that they spoke and how they influenced the English language. Furthermore I will develop the importance of encouraging students to learn about other cultures and periods when we are studying a language and how it can benefit them.

Finally, in the second part, a didactic unit has been designed to explain how teachers can carry out a lesson based on the Old English period dealing with the education laws. Contextualization, contents, objectives, activities, assessment, etc are developed in this section.

1. THE ORIGINS OF THE ENGLISH LANGUAGE

Firstly the language can be defined as a system composed by different signs that human beings use to communicate with others. Pyles and Algeo (1992:1-22) define the terms *system*, *signs*, and *communication* with the following words: system is ‘the rules or patterns that relate the words to one another’; sign is ‘merely something that stands for something else –for example, a word like apple, which stands for the familiar fruit. But linguistic signs are not words alone, they may also be either smaller or larger than whole words’; and communication is ‘the purpose of a language, whether with others by talking and writing or we ourselves by thinking’.

1.1. The Background of English

At the very beginning the language that was spoken from Europe in the west to India in the east was called Proto-Indo-European (or Indo-European). The language where all languages we know nowadays were derived from was located in this territory. In the following images (image 1 and 2) I will show you a tree where we can see the different branches that emerge from the Proto-Indo-European language.

Image 1

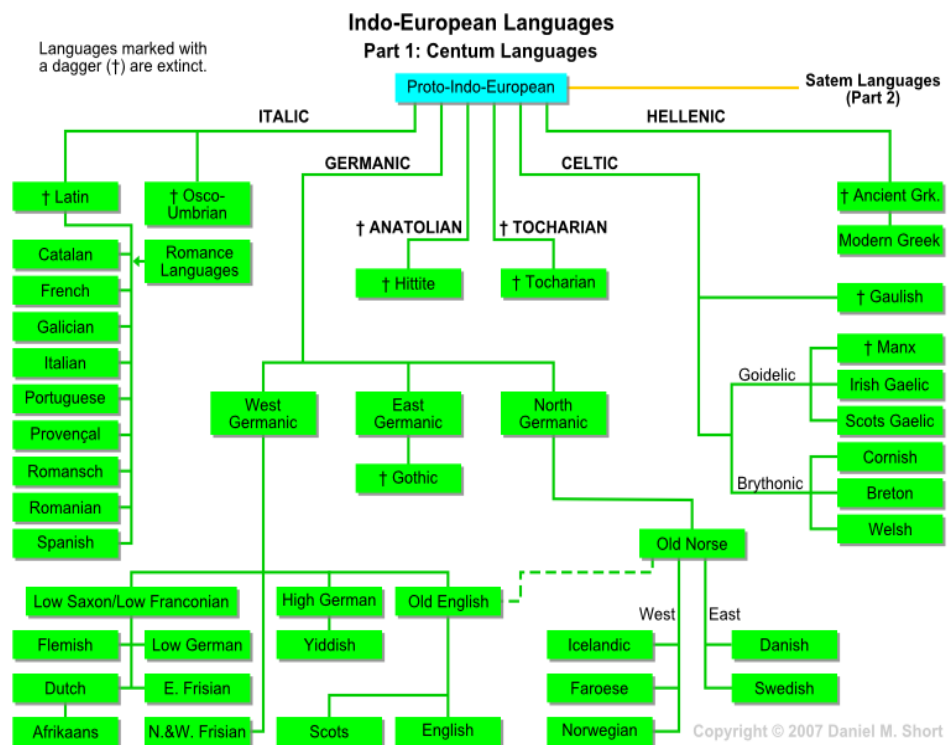
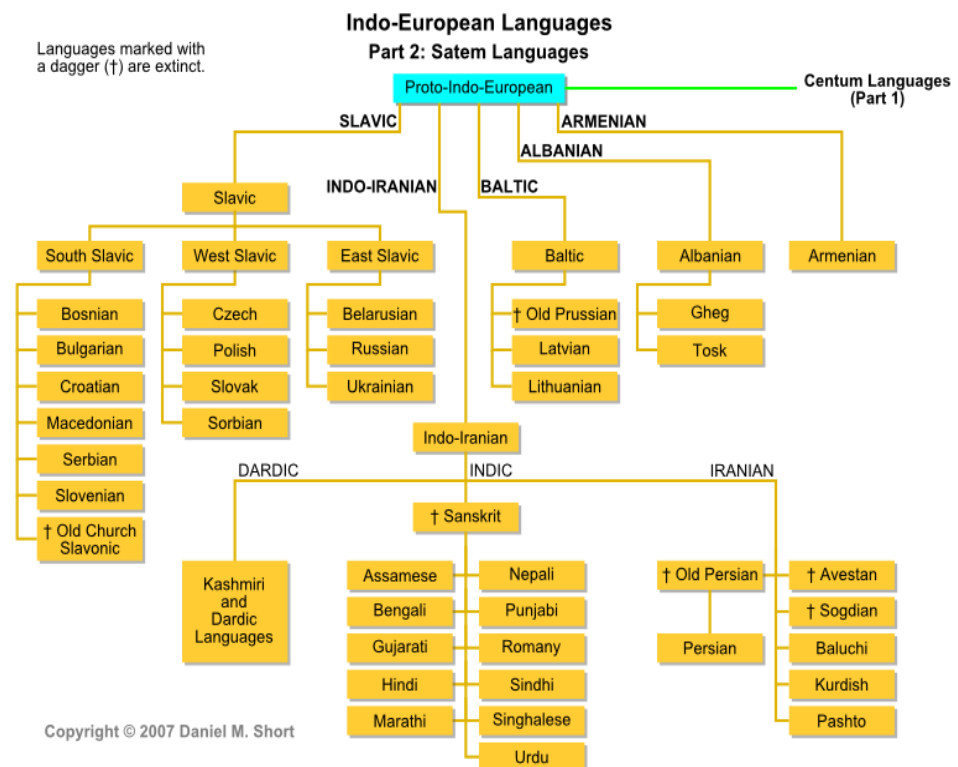


Image 2



As we can see in image 1, English comes from the Germanic branch, specifically from the West Germanic branch which developed into Old English and later, into English and Scots.

Although Germanic languages are considered as the root of English, the Celtic languages were used before the Christian era and before the Germanic people arrived. Romans did not prevent the Celts from using their own language, but after the Anglo-Saxon invasion the Celts were more threatened. However, this language was preserved and it was spoken by the Picts in the northwest part of Britain (Scotland and Ireland).

Romance languages also played their role in the development of the English language. With the Roman Conquest Latin was spread in Britain while in some places native people continued speaking their language (Celtic). Besides, French dialects (Norman French) were introduced in Britain with the Norman Conquest.

1.2. Old English

The Old English language was used during the Anglo-Saxon period (5th century – 1066) which is developed in the following sections regarding literature and civilization. The earliest written English system was based on the use of runes (signs which were devised in wood or stone by the Germanic peoples). Below, in image 3, a runic alphabet (Futhark) is displayed, although it has been modified over time.

Image 3



Until the 10th century English was not a unified language, different dialects were spoken due to the fact that England was not a united nation. It was divided into seven different kingdoms: Essex, Sussex, Wessex, Kent, Northumbria, Mercia and East Anglia (Heptarchy). But as it is said by Freeborn (2006:41) that ‘they were able to communicate with each other, since dialects are generally, varieties of a language that differ in details of pronunciation, vocabulary or grammar, but usually not enough to prevent understanding’.

After many years of war with the Danes or Vikings (who had created the Danelaw in the north of England), King Alfred of Wessex defeated them. The Danelaw was a territory that belonged to the Danes and was extended by the north and east of England. This occupation had important effects in the English language. Old Norse (ON) was the language that Vikings spoke, another Germanic language.

It seems likely that the two languages were similar in vocabulary for OE speakers to understand common ON words, and vice versa, so that the English and Norsemen could communicate. An Icelandic saga says of the 11th century,

‘there was at that time the same tongue in England as in Norway and Denmark’. But speakers would simplify their own language when talking to the other, and OE dialects spoken in the Danelaw in time became modified in ways which were different from the Wessex, West Midland and Kentish dialects. Present-day Northern and East Anglian dialects show ON features, particularly in vocabulary. (Freeborn 2006:52)

All the examples below of Modern English words that are reflexes of both OE and ON have been retrieved from Freeborn (2006:53).

<i>Bake</i>	OE <i>bacan</i>	ON <i>baka</i>
<i>Dauther</i>	OE <i>dohtor</i>	ON <i>dōttir</i>
<i>Father</i>	OE <i>fæder</i>	ON <i>faðir</i>
<i>Lamb</i>	OE <i>lamb</i>	ON <i>lamb</i>
<i>Mother</i>	OE <i>mōdor</i>	ON <i>mōðir</i>
<i>Nut</i>	OE <i>hnutu</i>	ON <i>hnot</i>
<i>Oven</i>	OE <i>ofen</i>	ON <i>ofn</i>
<i>Wash</i>	OE <i>wæscan</i>	ON <i>vaska</i>

As can be perceived above, both OE and ON are very similar, and although there are some differences, both languages could have been mutually understood.

English and Norse communities were in contact and we can find a large number of proper names of Scandinavian origin in late OE.

In time, the communities merged, Norse was no longer spoken, but the English dialects spoken in different parts of the Danelaw had been modified – in pronunciation, in vocabulary, and to some extent in grammar. The earliest evidence in writing, however does not appear until much later, during the Middle English period, because most late OE was written in the standard West Saxon dialect. The long term effects are still with us in the present-day dialects and accents of East Anglia, the Midlands, northern England and southern Scotland. (Freeborn 2006:54)

Old English also has some loans from Latin. Although OE comes from the Germanic branch, Germanic people were in contact with Romans who were Latin speakers. There are not written records from this language process so the evidence lies in the analysis of sound changes made by experts.

1.3. Dialects

A dialect might be considered as a variety on the speech of language, usually marked by the region where it is spoken or by social features. Toon 1992:410) remarks that

the speech patterns we acquire early (of course) include markers of regional and social dialect. That is, our speech contains pronunciations, words choices, styles and convey information about our gender, our nationality, our region, our ethnicity, our socio-economic class. We are able to change these patterns only with considerable overt effort, or under strong external pressure (...). Linguistics consider that all the speakers of English have a dialect, or better, control a whole range of dialects which include many registers and styles.

Traditionally, the study of dialects has been focused on the geographical distribution as regards pronunciation, word choice or sentence structure. In Anglo-Saxon England four principal dialects were principally spoken: Kentish (in Kent by the Jutes), West Saxon (in the south of the Thames exclusive of Kent), Mercian (from the Thames to the Humber exclusive of Wales) and Northumbrian (in the north of the Humber). Mercian and Northumbrian have some characteristics in common that differ from West Saxon and Kentish; these last two are sometimes grouped as Anglian. However, West Saxon was the most visibly distinct variety as it was isolated geographically from invaders.

The best attested of all Old English varieties is the standard literary language associated with the West Saxon hegemony of the last tenth century and onwards until the Norman conquest. That is the language of the majority of the Anglo-Saxon texts (...). Several early texts can be related to the southeast (mostly of the subkingdom of Kent), but none of these texts exhibits the same sort of regularity as found for the Mercian, the Northumbrian or especially the later texts from Wessex. (Toon 1992:426)

In the map included (image 4), we can see clearly the several dialects that divided the Old English area of influence.

Image 4



www.helsinki.fi

2. OLD NORSE IN MODERN ENGLISH

By the 16th and 17th centuries English was spoken mainly in England, and by some speakers in Wales, Ireland and Scotland. This has been since the language was brought to Britain in the 5th century. But nowadays English is an international language.

In this section I will give a brief explanation on how Old Norse has influenced our Modern English (MnE) considering the most relevant vocabulary and giving some examples of it. Fridriksdottir (2014:9) states that

it has been estimated that an educated English speaker has a vocabulary of 20,000-30,000 words. Studies have revealed that about 400 words in English are incontestably Scandinavian in origin and are still in daily use in standard, literary English (Geipel, 1971, p.69). Although 400 words are a mere fraction of those 20,000-30,000 words it must be acknowledged that most of the ON terms left behind by the Vikings are the very bedrock of English lexicon and the most frequently occurring words in spoken English. Geipel also takes this further and states that if rural dialects are added the number goes quickly from 400 to 2,000 items, enough to allow a person to carry on a simple conversation using entirely ON terms.

The major difference between ON and MnE is the inflection in the words. In MnE the function of a word could be deduced by its position in the sentences. On the other hand, in ON the word could change in a sentence without changes in meaning because its meaning depended on the inflection. Apart from this and pronunciation, OE and MnE have lots of similarities. Most of the borrowed words from ON are related to fauna, natural and topographical terms, Norse Mythology and negative terms.

There many words related to fauna, although in some cases the meaning has been shifted. But the most important terms connected with fauna are those which refer to birds. Birds were really important in Norse Mythology and are common in personal names. All the examples included here have been taken from etymonline.com (Harper 2013).

swallow, ON svala OE swealwe

hawk, ON haukr, OE hafoc

thrush, ON þröstr, OE þyrsc

sparrow, ON spörr, OE spearwa

starling, ON stari, OE stærlinc

rook, ON hrókr, OE hroc

stag, ON steggr, OE stagga

Another considerable influence of ON can be seen in topographical terms concerning names of elevations, depressions, bodies of water and forest.

The next examples have been retrieved from etymonline.com (Harper 2013).

brink, ON brekka

fjord, ON fjörðr

floe, ON flói

sky, ON ský

Norse people were pagans and believed in many gods and have had a strong influence in cultural areas such as comics, television and video games. Furthermore their names have contributed to creating the names of the weekdays as cited in Fridriksdottir (2014:14)

The Scandinavian languages (except for Icelandic) also have weekdays which draw their names from Norse gods; Danish/Norwegian *tirsdag* Swedish *tisdag* (Tuesday) *onsdag* (Wednesday) *torsdag* (Thursday) *fredag* (Friday).

As Vikings have been considered as vandals who arrived to England and destroyed and stole everything they found, this might be the reason why we can find several negative terms or words from that period. The following examples have been obtained from etymonline.com (Harper 2013).

angry, ON *angr*

awkward, ON *öfugr*

clumsy, ON *klumsa*

dirty, ON *drit*

ill, ON *illr*

rotten, ON *rotinn*

ugly, ON *ugga*

weak, ON *veikr*

wrong, ON *rangr*

Taking all these linguistic loans from ON into account, it might we could easily declare that most all the terms were mainly informal words that English people use currently in their daily lives. The reason for this is the Viking's lives. They were farmers and sailors so nature was vital for them. Mythology is also an important aspect of the Norse civilization because of their religious beliefs. And finally, negative terms could be an issue that is related to their behaviour in their conquest of the north of England.

3. ANGLO-SAXON LITERATURE

According to Demetriou et al. (2010:4),

when we allude to literary language we are referring to two different aspects of language. On the one hand, to the language that is used in literature, that is, the language of fiction. But by literary language critics also understand the language that is used in a way that is aesthetically pleasing. It is a discourse that aims at attracting the reader's (or listener's) attention to itself for what it is.

In this section we will study the different types of literary texts of the Anglo-Saxon period. It must be said that before the Christianization, all the epic

narratives were transmitted orally. For this reason there is little poetry nowadays.

Poetry characterizes itself for having regular -and sometimes not so regular- rhythmical patterns divided into feet, hemisticks, unaccented and accented syllables, etc. A varying number of lines make verses or stanzas. English poetry usually presents two key elements: rhyme (by which the sounds of the last syllable of a verse is made to coincide with the last syllable of another line) and alliteration (by which a set pattern of consonants are rhythmically repeated in stressed syllables within a line). Both rhyme and alliteration are resources used by the poet to add to the formal beauty of the poem. However, we must not forget that some modern poetic categories like free verse may count on alliterative effects, but not on rhyme. (Demetriou et al. 2010:5)

The poetry that we can find in the Anglo-Saxon period is called epic (a long poem in a formal style, usually about heroic events or great adventure). Epic poems such as *Beowulf* and others have a strong alliterative pattern and are the most representative poetry of this period. *Beowulf* is poem of about 3,000 lines that tells the story of a Germanic warrior who fights dragons and monsters to save his people; even so I would go more deeply with this work onwards.

Before the Christianization, the most relevant poems apart from *Beowulf* are “The Seafarer”, “The Wife’s Lament” and “The Wanderer” among others that are contained in the Exeter Book.

The Exeter Book is the largest extant collection of Old English poetry. Copied c. 975, the manuscript was given to Exeter Cathedral by Bishop Leofric (d. 1072). It begins with some long religious poems (...). Following these are a number of shorter religious verses intermingled with poems of types that have survived only in this codex. All the extant Anglo-Saxon lyrics, or elegies, as they are usually called—“The Wanderer,” “The Seafarer,” “The Wife’s Lament,” “The Husband’s Message,” and “The Ruin”— are found here. (...) In addition, the Exeter Book preserves 95 riddles, a genre that would otherwise have been represented by a solitary example. (Luebering 2011:46-47)

When Christianization arrived most of the Anglo-Saxon poems survived due to the fact that monks started to write them in Latin. Moreover the Germanic ideals and heroes were adapted to the Christian version. In the Anglo-Saxon Christian poetry, the most representative poems are “Caedmon’s Hymn”. Caedmon is the first Christian poet.

His story is known from Bede’s *Ecclesiastical History of the English People*, which tells how Caedmon, an illiterate herdsman, retired from company one night in shame because he could not comply with the demand made of each guest to sing. Then in a dream a stranger appeared commanding him to sing of “the beginning

of things,” and the herdsman found himself uttering “verses which he had never heard.”When Caedmon awoke he related his dream to the farm bailiff under whom he worked and was conducted by him to the monastery at Streaneshalch (now called Whitby). The abbess St. Hilda believed that Caedmon was divinely inspired and, to test his powers, proposed that he should render into verse a portion of sacred history, which the monks explained. By the following morning he had fulfilled the task. At the request of the abbess, he became an inmate of the monastery. (Luebering 2011:35)

And “The Dream of the Rood”, which

is an Old English lyric, the earliest dream poem and one of the finest religious poems in the English language, once, but no longer, attributed to Caedmon or Cynewulf. In a dream the unknown poet beholds a beautiful tree—the rood, or cross, on which Christ died. The rood tells him its own story. Forced to be the instrument of the saviour’s death, it describes how it suffered the nail wounds, spear shafts, and insults along with Christ to fulfill God’s will. Once blood-stained and horrible, it is now the resplendent sign of mankind’s redemption. The poem was originally known only in fragmentary form from some 8th-century runic inscriptions on the Ruthwell Cross, now standing in the parish church of Ruthwell, now Dumfries District, Dumfries and Galloway Region, Scot. The complete version became known with the discovery of the 10th-century Vercelli Book in northern Italy in 1822. (Luebering 2011:46)

Apart from these lyrical texts, I have to mention another very important text that is written in prose (a form of language that exhibits a grammatical structure and a natural flow of speech rather than a rhythmic structure). This text is *The Anglo-Saxon Chronicle*.

The *Anglo-Saxon Chronicle*, a chronological account of events in Anglo-Saxon and Norman England, is a compilation of seven surviving interrelated manuscript records that is the primary source for the early history of England. The narrative was first assembled in the reign of King Alfred (871–899) from materials that included some epitome of universal history: Bede’s *Ecclesiastical History*, genealogies, regnal and episcopal lists, a few northern annals, and probably some sets of earlier West Saxon annals. (Luebering 2011:40)

Finally, as it has been mentioned in one of the previous quotations, the Exeter Book contains 95 riddles which are defined by the *MacMillan English Dictionary* as “questions that seem impossible or silly but have a clever or funny answer.” They were very popular in the Anglo-Saxon culture. The Anglo-Saxons played riddle-poem games as a social activity.

3.1. Beowulf

Beowulf is an epic poem that is believed to have been composed between 700 and 750 AD, although it did not appear in print until 1815. At the beginning this work was untitled but then it was named after the Scandinavian hero that appears in the text, Beowulf.

The poem is divided into two parts. The first part begins in Heorot, Denmark, where King Hrothgar has been visited by an evil monster called Grendel who devours his warriors. Without prior notice, Beowulf, prince of the Geats of southern Sweden, offers himself to free Heorot from Grendel. The King welcomes Beowulf and leaves him in charge. During the night, Grendel appears and fight with Beowulf who leaves him terribly wounded. The next day everybody is joyful. However, Grendel's mother comes at night to avenge her son killing one of Hrothgar's men. In the morning Beowulf finds her in a cave and kills her. After the farewell in Heorot he returns to his land.

In the second part, Beowulf becomes King of Geats and fights against a dragon that destructs his land. During the fight, Beowulf is mortally wounded although he has achieved to kill the dragon. The poem ends with his funeral and a lament.

According to Luebering (2011:44),

'Beowulf belongs metrically, stylistically, and thematically to the inherited Germanic heroic tradition.(...) The ethical values are manifestly the Germanic code of loyalty to chief and tribe and vengeance to enemies. Yet the poem is so infused with a Christian spirit that it lacks the grim fatality of many of the Eddic lays or the Icelandic sagas.(...) Many critics have seen the poem as a Christian allegory, with Beowulf the champion of goodness and light against the forces of evil and darkness. His sacrificial death is not seen as tragic but as the fitting end of a good (some would say "too good") hero's life. That is not to say that *Beowulf* is an optimistic poem. The English critic J.R.R. Tolkien suggests that its total effect is more like a long, lyrical elegy than an epic.'

Beowulf is suitable for high school students because adolescent readers will enjoy its action and adventure. Also, lower-ability students should be able to read and understand *Beowulf* with the help of plot summaries and class discussions. All students will benefit from learning about Anglo-Saxon customs and values through the study of this early poem in a modern European language. Furthermore, they can compare and transfer many of the features to other heroes or even to our current days.

4. THE ANGLO-SAXON CIVILIZATION

The Anglo-Saxons were people who came mainly from Germany, Holland and Denmark and the language spoken in that period was Old English (OE) as it has been mentioned in previous sections. The Anglo-Saxons were a mixture of some Germanic societies that we can group or classify into Saxons, Angles and Jutes principally; although there were some Frisians too. All of them spoke the same language and their customs were also very similar. In England they set different kingdoms called The Anglo-Saxon Heptarchy (Essex, Sussex, Wessex, Kent, Northumbria, Mercia and East Anglia) and the Celts had to move to Ireland, Wales and Scotland. The Anglo-Saxons were also rivals among their kingdoms. The most important king was Alfred the Great from Wessex who managed to unite the southern kingdoms to fight against the Vikings.

Regarding society, they were organised in families where a chief or king assumed the control and was seen as a hero. Demetriou et al. (2010:20) support this idea by saying that:

characteristics assumed in hero-kings: do better than anyone else in sailing a ship through a storm, swimming a river or a bay, taming a horse, choosing the appropriate campsite, setting defenses, building a hall or ploughing a field, but above all, mastering the art of war and fighting.

Men had the most important role in society. The king had his warriors who would fight for him and he compensated them with riches found in battles. Women's work was centred on the home and they kept their lands and did farm works when men went to fight in battles.

The early Anglo-Saxons were pagans so they believed in many gods. From the name of many of their gods comes our days of the week. Anglo-Saxons were superstitious. When Anglo-Saxons died, their bodies were either cremated or buried in a grave. Their belongings were buried with the dead persons, for use in the next life and provide evidence of the jobs people did. After the Romans left Britain, Christianity continued in places where the Anglo-Saxons did not settle, such as Wales and the west of England. In 597 AD the Pope in Rome decided it was time for the Anglo-Saxons in southern Britain to hear about Christianity. King Ethelbert of Kent was the first Anglo-Saxon king to convert to Christianity. Over the next 100 years, many Anglo-Saxons converted to Christianity. New churches and monasteries were built. The monk called Bede became a historian and wrote a book in Latin about the history of the Anglo-Saxons, called *Ecclesiastical History of the English People*.

5. WHY STUDY CULTURE AND LITERATURE IN AN EFL CLASSROOM?

Studying cultural issues is an attractive way to encourage students to study a foreign language. There are many different methods to introduce students in an unknown culture and in this project they will be brought into the English culture and its beginnings by means of the language and the literature. Furthermore as Brogger (1992:68-69) points out:

The telling of stories also plays an essential part in everyday cultural life. Narratives pervade people's daily lives as well as the affairs presented on television, in newspapers and in magazines (...). The structural and thematic implications of popular narratives in a culture have received far too little attention in culture studies. What people choose to focus on in their own lives and in the lives of other people is an important testimony to their mode of thinking. Every culture embodies collective myths, prominent story formulas which, in various versions, are told over and over again.

The concept of culture is not easy to define. There are several authors who have their own definition of what culture is. For instance, as cited in Yildirim (2012:137):

Brown describes culture as a way of life; the context in which humans exist, think, feel and relate to others. In Bates and Plog's definition, shared beliefs, values, behaviors, traditions, customs, views, and artifacts, and other concepts belonging to the society people live in are the main components of culture. People learn these during the period of socialization and they are transmitted from one generation to the next. Peterson and Coltran's is a more elaborate and comprehensive definition of culture. It is explained as a complex and interrelated pattern of human behavior including all the thoughts, communication strategies and systems, languages, beliefs, values, customs, rituals, manners, of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group.

On the other hand, Kramersch (1995:83) defines culture from two different branches, humanities and social science:

The first definition comes from the humanities; it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and reservation through history. The second definition comes from the social sciences: it refers to what educators like Howard Nostrand call the 'ground of meaning,' the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community.

Literature as has been defined in a previous section is an important element within culture. Literary texts help us to understand what happens in different periods and civilizations, their people's beliefs and customs. Thus, in the following sections I will develop the value of teaching culture and literature in an EFL classroom.

5.1. Students' Motivation

Motivation and attitude are two very close concepts. Motivation is a feeling of enthusiasm or interest that makes people determined to do something; meanwhile attitude is a feeling usually shown by people's behaviour. For learning a foreign language successfully, students must have a strong motivation and a good attitude towards the new concepts introduced in a classroom. There are two types of motivation to be distinguished: extrinsic motivation and intrinsic motivation.

According to Bazo (1996:59), 'extrinsic motivation is described as an individual's desire to learn certain behaviours or embrace certain attitudes and values that are considered important for effective functioning in society'. This is an idea which is more related to adults than teenagers or young adults. This is because as far as the learning of English is concerned, in this case, adults' motivations are more focused on utilitarian goals and purposes i.e. to get a better job.

On the other hand, with regards of adolescents or young adults, we must think of another type of motivation that has got a more internal meaning for the students. It is activity motivation,

defined as young learners' sustained desire to use the foreign language as a means of discovering the meaning potential of the world around them for self-expression and self-realization (...) It is closely related to the concept of intrinsic motivation which is defined as an individual's innate wish to be effective in dealing with his or her environment. (Bazo 1996: 59-60)

If we are trying to teach literary texts in an EFL classroom, we should try to bring the students' intrinsic motivations out so as to know what kind of texts are the best to encourage them to read and work with or which cultural matters they might be most interested in. We should discover students' feeling and interests for choosing the most suitable topics.

In my opinion, the Old English period is a good topic to develop with young adult students owing to the fact that it is not well known by them. It might be interesting for the students to know how the English culture has

changed and developed, which is something that is not usually taught in an EFL classroom.

In addition, regarding literature, the fact of selecting the appropriate texts for the students is not necessary an extremely difficult task to do. We just have to select topics which students can feel identified with. The main themes of the young adults' interests are their relationship with their peers, drugs, sex, violence, human rights, the struggle against injustice and many other idealistic issues.

Before continuing with this topic, I am going to make a point of introducing a definition of young people from a literary point of view:

(...) "Young people" are included in the meaning of "children". However, there are two considerations to take into account:

- Young people gradually mature enough to be able to read adult's books, and sometimes the border between adult and child is blurred. Young people are also made to become adults from legal point of view fairly soon in their lives (in fact, in most western countries and adult is officially a person over eighteen years old). In pre-literary societies children were considered as pre-adults, as potential warriors or as potential bedmates for warriors respectively, depending on the child's sex. During the Middle Ages there was hardly any sense of a generation gap between parents and children. It was not until 1658 that we find a turning point in the consideration of children as having different needs to adults: Comenius, a Moravian educator, published *Orbis Sensualium Pictus* ("The World of Pictures"), a picture book that embodied a new concept of "child": children's reading should be different to that of adults, as childhood should not be considered as an underdeveloped phase of adulthood.
- Some legally-considered adults still find it pleasant and enriching to read children's books, perhaps because they may not have matured enough mentally to pass on to adult's books, or perhaps because they still feel like children at heart, although they may be capable of reading, understanding and enjoying adult's books. (Demetriou & Ruiz Mas 2009:9)

Beowulf, for instance, is a good example of a struggle against injustice and idealistic issues that can be transferred to the present day. Although the story has a lot of imaginary elements, the character of the hero is something which the students can feel identified with. The searching of oneself as an individual is one of the most important thoughts from puberty to maturity, so 'a good story allows us to see people as individuals

in all their complexity. Once we see someone as a person in all their humanity, then we've reached beyond the stereotype' (Glasgow 2001:54). Furthermore, riddles constitute another way to encourage students to read because they are like a challenge that students have to overcome and youngsters enjoy challenges.

Although the learning of literature and culture might not be seen as very attractive by the students at the beginning, they will be able to find out that they are assimilating new words or vocabulary and grammar structures without the need of doing the typical exercises that we usually see in most textbooks. I consider this highly motivating because it may seem that they do not do much effort from their perception, but as a matter of fact they do. As Kramsh (1993:1) states 'it is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them'.

5.2. Advantages

Culture has an important part in the learning of foreign languages due to the fact that cultural aspects connected with the language usually run parallel to the study of the language. It can help the students to understand the target language and how it has been formed.

Stern (as cited in Yildirim 2012:137) asserts that 'learners should be exposed to the culture of the speakers of a language in the process of language learning.' He argues that 'linguistic competence is not possible without a thorough understanding of the culture. Hence, culture in language teaching cannot be added to the language teaching program such a skill as speaking, listening, reading, and writing.' It is true that culture is not a skill that the learners can develop like speaking, listening, reading and writing; but it can facilitate students to assimilate all these skills and it is also a significant knowledge to transmit to our students in the English language that they are learning.

Literature and culture are useful to build a communicative classroom considering that the students can discuss about the differences between civilizations, express their ideas on literature or interpret written texts, or even perform of stories. As Yildirim (2012:3) points out,

Literature can be regarded as a rich source supplying a good sample in an ELT context for culture-specific issues such as history, traditions, religion, male-

female relationships. In addition to raising cultural awareness, literature offers many contributions to the language teaching and learning environment. It is certainly possible to expand learners' language awareness and develop their competences through authentic literary texts.

In addition, the literary language allows the students to concentrate in a unique text, so they can work with the different competences together and not in an isolated manner. It facilitates the learning process due to the fact that learning linguistic competences is much easier if we put them in a context. Students will be able to guess the meaning of many words by deduction and they will remember these words more effortlessly owing to the contextualization of the vocabulary.

Regarding grammar points, it should be observed that students are able to understand grammar structures when they work with them in a text. The same occurs with vocabulary. Pronunciation, moreover, can be practised by just simply reading the texts or extracts aloud after a model (the teacher, the audio, the recording, etc.).

Another aspect to bear in mind is sociolinguistic competence in which the concepts, ideas and opinions are expressed in the text by means of language. It implies what the author wants to transmit and communicate to the reader; his/her thoughts, emotions, notions, etc. The diverse techniques used with words and structures will bring the students some clues to guess the real meaning of the text.

Besides a large number of texts or books may help not only students to open their minds about cultural aspects, but also in many other social issues and values i.e. gender equality, violence, socio-economic discrimination and so forth. Youjin Ruan & Xiang-Yun Du (2013:47-48) claim that 'In a classroom setting, learners will gain knowledge about the target culture as well as develop cultural awareness and understanding through reflecting upon their experiences' and that 'the link between theory and real-world practice is presumed to be of help to the students' cultural awareness and motivation.' The youngsters are encouraged to learn about other aspects in societies, to have other viewpoints and be critical; and look for the reasons and consequences of the actions of the civilizations.

6. CULTURE AND LITERATURE TEACHING

Culture teaching in an EFL classroom is an issue that may be not easy to tackle for teachers. One of the reasons could be that this is a very wide field so we should think about what the most suitable area to encourage our students to

learn culture is. This will not only depend on their age, intellectual maturity, motivations and likes or dislikes, but also on the way in which we introduce the topic and the materials and method that we use to convey the message and the knowledge. According to Seelye (1997:25) the first step is to identify appropriate instructional goals such as:

Goal 1 – Interest: The student shows curiosity about another culture (or another segment of subculture of one’s own culture) and empathy toward its members.

Goal 2 – Who: The student recognizes that role expectations and other social variables such as age, sex, social class, religion, ethnicity, and place of residence affect the way people speak and behave.

Goal 3 – What: The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.

Goal 4 – Where and When: The student recognizes that situational variables and convention shape behaviour in important ways.

Goal 5 – Why: The student understands that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.

Goal 6 – Exploration: The student can evaluate a generalization about a given culture in terms of the amount of evidence substantiating it, and has the skills needed to locate and organize information about a culture from the library, the mass media, people, and personal information.

This means that we can help our students to develop their interest in culture. It is not necessary that we focus the culture teaching on the habits and customs of the 21st century; these six goals could be applied to any other period of the history in which they are interested in. In this case it would be applied to the Old English period. Moreover, students should be able to discover who lived in that period, what they did, where and when things occurred and why people behaved in the way they did.

Teaching literature is not an easy task either. Brumfit and Carter (1986:23) believe that ‘none of us teaches anything worthwhile directly to students: we simply create the conditions for successful learning’ and ‘the teacher must provide the model towards which the students work – but not only in general terms: we are not expecting students to replicate our responses in detail, only to develop their own’. It is not about giving students some books or extracts and leave them to read on their own and reach conclusions by themselves

without any sort of guidance. Firstly, we as teachers should take into account our students' motivations in order to choose a suitable text that may be attractive enough to encourage them with the reading. Furthermore, another aspect to bear in mind is the problems or difficulties that our students might find during the reading such as the text structure or the content or the language itself. And finally, the methods that are going to be employed in our EFL classroom so as to accomplish a proper comprehension of the text and fulfil the aims and objectives that we have set up for our classroom, as well as avoid the students' difficulties mentioned before.

The students of this project are to work with both cultural aspects and literature, although literature is to be seen as a part of the culture, as I mentioned before. According to this, we should consider that we will have to deal with difficulties that teaching both culture and literature may cause, and also mix these two issues and use methods which cover one as well as the other.

6.1. Student's Difficulties

When teachers are teaching cultural topics (leaving the literature behind by now), the difficulty that the students could find might be related to the fact that they are being given a large amount (or excess) of information. As Brogger (1992) points out, there are four pitfalls which he calls the *institutions syndrome*, the *information syndrome*, the *social engineering syndrome* and the *minority syndrome*. We are going to focus our attention mainly in the first two syndromes because they are most related to the teaching of the Old English period to youngsters, especially the second one.

The "institution syndrome" is pertaining to the fact of concentrating all our attention on teaching the different ways in which a society is organized, the institutions or government that formed it, and to some extent even political subjects. On the other hand, I believe the "information syndrome" is the most common one: it explains the way in which teachers usually provide a large amount of data to the students such as dates, names or statistical information. They are facts that require having a good memory and actually, in my opinion, not all the numbers or names are indispensable to understand a culture. It may cause a loss of interest in the subject.

Studying or reading literary texts entails some difficulties to our students in an EFL classroom as far as the comprehension of the text is concerned. Yet, when the teacher has taught the students several grammatical

expressions, vocabulary, difficult words, the historical context and the author, they still may have some problems of understanding, a fact that causes their mistakes. These problems concern the text structure, the content and the language.

According to Muros (1996:455-456), students 'are able to understand the text content but they have difficulties when summarizing the text idea or writing about the text using their own words'. He continues with the idea that students have high marks regarding grammatical aspects so 'teaching is mainly centered on the study of grammatical structures'; and, considering vocabulary issues, it is known that 'students should learn more active and passive vocabulary through reading'. Finally he assumes that when teachers ask them about the text style, we discover negative results; and they 'suggest that little work on literary language has been done in the classroom'.

If we consider these results and consequences during the reading process or after reading a literary text, it is obvious that our students are not used to dealing with these types of texts. They obtain good grades when the tasks and the activities are about grammar. Perhaps it is caused because grammar structures are what teachers have been mainly teaching and working with their learners. It does not mean that grammar is not important and that we should avoid it altogether, but it could be beneficial if we sometimes use other techniques to introduce the grammatical structures.

As for learning vocabulary, this has been a task that students have not traditionally been able to accomplish totally. We teachers have tried to introduce new words to them, but some methods might not have been the appropriate ones. Principally, vocabulary has been taught in an isolated way, -making students learn word lists, or without a proper context. In other words, students are in trouble when they have to remember words because they find this task complicated if they are not in a context that makes them easier to understand and retain in their memory. This is the reason why I believe that teaching literature in a cultural context could have positive effects on young learners of a foreign language.

To conclude with this section, it must be said that one of the most difficult issues for our students to deal with is the style of the text, generally about literary figures and resources. They are usually unfamiliar with these terms even in Spanish language, so it is really hard for them to be able to find

metaphors, alliterations, irony, etc. in a literary text. And the reason is the same as I mentioned for vocabulary.

6.2. Methods

For the acquisition of knowledge it is essential to create a suitable methodology. In this section I will try to explain which different methods could be used in an EFL classroom to teach English culture and literature. According to Ryffel (1997:30),

the two main concerns regarding culturally sensitive activities are choosing and then adapting and using them as appropriate to a given context. Let us first consider choice. Choice of an activity should depend on the following considerations:

- Logistic: that is, time constraints, space limitations, and materials required.
- Aims and nature: for example, the objectives, the topic, the risk level, and the balance with other types of activity planned.
- The students: their language level, stage of cultural adjustment, the preferred learning style(s), expectations for the classroom, and level of trust among the group and with the teacher.
- The teacher: the relationship with students, comfort level with culture learning activities, and expertise and experience.

Once we have chosen the activities regarding these criteria, the next step is to know how to adapt and use them correctly. Continuing with Ryffel (30-31), there are several criteria to be considered such as: instructions, pacing, teacher participation or intervention, grouping, student participation, learning preferences, discussion, students as a source of information and teacher as a source of information.

1. Instructions: we should be as clear as possible when giving instructions, use a clear language either oral or written providing examples.

2. Pacing: we ought to try to avoid anxiety by working step-by-step, slowly and setting routines.

3. Teacher participation or intervention: sometimes it is helpful to let the students be the guides of their own learning by asking them when they consider it necessary or by letting them have their time in silence to assimilate the concepts.

4. Grouping: there are some cases in which making groups might be an uncomfortable activity for some students, for example when we organize them either arbitrarily or using any specific criteria. Thus, sometimes it is better to let them organize the groups on their own.

5. Student participation: it may be a good idea to allow the students organize an activity because it is a way of motivation; but also it can be something risky too. To try to avoid the risk it is better to make a small group of students responsible rather than an individual.

6. Learning preferences: based on the idea that not all students have the same preferences regarding activities, it is an appropriate option to mix different sorts of activities such as oral, reading and writing tasks. Or making them work in group and individually.

7. Discussion: it is a suitable activity to encourage them to use the English language orally and express their opinions. So in this case we should avoid yes/no questions.

8. Students as source of information: to make students be aware of their importance in class, we could write their ideas in pieces of paper and work with them in class.

9. Teacher as a source of information: at the beginning, teachers should be seen in a more traditional way as a guide and offering inputs. Later, we can introduce them in a more participatory context.

In addition, I believe that it is extremely encouraging to use competition activities with youngsters because at this age they are usually very competitive and culture is a subject that can be easily adaptable to create games, quizzes or any other type of competitions. Activities like these are developed in my didactic unit.

Creativeness is a skill to be widened in our students. Using literature is a good method to open their minds. As Demetriou and Ruiz Mas (2001:22) state, 'the idea is to arouse the student's curiosity for the classics of English literature and to encourage them to read, a difficult task in this age of television and internet.' It does not mean that we teachers cannot use new technologies or forbid students to use them, though. We should encourage learners to use the internet or other devices also to find and read literary texts.

One of the most attractive tasks when working with literature is to perform stories: 'The performing of the plays included is a task that we recommend

to everyone as our own experience both as actors and “directors” of school productions in English and Spanish have been particularly rewarding’ (Demetriou & Ruiz Mas 2001:22). They continue saying:

We believe that the theatre is a great tool for language teachers to take advantage of, as it is well known that students respond to it with a great amount of involvement and motivation. Theatre is also for many students one of the few chances they have of practising oral English. For some students it is even a useful way of leaving aside their natural shyness and of using spoken English. They may feel motivated to hear themselves uttering lines what sounds like fluent English. (22-23)

I strongly believe that using role plays in an EL classroom by means of literature is one of the best activities to encourage students to read texts, understand them and practise their speech.

6.3. Assessment

To assess our students, one of the principal concepts that we should bear in mind is the level of predisposition and participation that the learners have. Very close to this is the effort that they put into the activities and the level of comprehension of the lessons and the literary texts. Other aspects to assess is the correct use of linguistic issues, either written or oral, the presentation of the activities and the originality in some of them. And finally, whether they are able to be also constructively critical with their classmates’ works.

PART 2: DIDACTIC UNIT

1. LESSON PLAN

DIDACTIC UNIT: The beginnings of the English language
Level: 1st Year Non Compulsory Secondary Education (NCSE)
Sequencing: 2nd term
Number of sessions: 7
Final task: Gymkhana's Day

2. TOPIC AND JUSTIFICATION

This lesson plan is focused on the beginnings of the English language and its cultural aspects namely the Viking and the Anglo-Saxon cultures. Students are used to learning English by doing grammar and vocabulary exercises as well as by developing their oral and listening skills in modern English. In this didactic unit they are expected to develop all these skills but they are also encouraged to learn other cultural issues related to the target language.

Teenagers, nowadays, are in full contact with English in its more modern version because of new technologies. It is very common that they watch videos, TV series and movies with subtitles so that they can improve their language skills, mainly listening and reading. This is usually a very attractive way of learning languages.

On the other hand, new technologies can also be used to teach students topics that they might find boring and old-fashioned such as the origin of the English language. Students do not know much about this topic but I believe that it might appeal to them as it is something new and quite unknown for them.

Apart from using new technologies, this didactic unit is focused on creative leaning processes such as producing comics or making performances which, in my opinion, are really appealing to young students.

But, as I mentioned before, the main purpose of this lesson plan is to involve students in a new cultural ambiance: the diachronic and historical development of the English language. Of course we must bear in mind that although students are assimilating cultural issues they must continue developing their linguistic skills and go on learning English grammar and new vocabulary. Therefore the activities are not only based on cultural issues and on the improvement of the student's imagination, but also on teaching the different functions of the target language.

Finally, it is extremely useful to teach languages and culture hand in hand. Students do not learn the language in an isolated way but in real situations. Furthermore, they should be aware of the importance of languages as a means of communication in the course of history.

3. CONTEXTUALIZATION

This didactic unit is designed for the First Year of Non Compulsory Secondary Education (NCSE) of a state high school. It has been a bilingual school for eight years so nowadays both teachers and students have a good level of English.

Moreover students are encouraged to put into practice an autonomous learning process and therefore every student is encouraged to express their views. All members of the educational community must feel part of the learning process, they are valued and respected equally in an atmosphere of freedom and respect. Active participation in social and cultural life is also promoted as well as solidarity and peace-oriented education, where there is no discrimination whatsoever at any level.

The classrooms in this school are not overpopulated; particularly the one we are going to work with is made up of 20 students who are usually sitting in group or in pairs. Furthermore, the students are highly motivated and well disposed to discuss in class and put into practice a cooperative learning attitude.

Although the English level of this group is B1, there are three students who need additional activities due to the fact that they study English in an Official Language School and their level is higher. On the other hand, there are two students that need reinforcement activities as some of the tasks provided may take them too much time and effort to do. In general, the level of this class is homogeneous so this didactic unit is expected to be accomplished properly.

Regarding the tools that we can use in class, the school is well equipped with state-of-the-art technology such as interactive boards, updated computers, a

good internet connection, projectors, etc. Apart from this, the English material to be used in class has been created mainly by the teachers in order to build a more personal type of education and to have the possibility of adapting it better to their students.

4. OBJECTIVES

The objectives of this lesson plan have to be developed according to the education laws and decrees in Spain. For this reason, according to the LOE 2/2006 and the Royal Decree 1467/07 (RD), the Objectives of the Stage in a Non Compulsory Secondary Education (NCSE) in Andalusia are the followings:

- a) To exercise a democratic citizenship from a global view point and to acquire a responsible civic awareness inspired by those values in the Spanish Constitution and by human rights so as to foster the joint responsibility for creating a fair and equitable society, one which favours sustainability.
- b) To strengthen their social and personal maturity so that they can act responsibly and autonomously and in order that they can develop their critical awareness. To foresee and resolve personal, familiar or social conflicts peacefully.
- c) To boost the genuine equality of both rights and opportunities between men and women, analysing, critically assessing present-day disparities and favouring the principles of true equality and non-discrimination of disabled people.
- d) To consolidate the reading habit, that of showing effort and that of becoming responsible in one's studies, recognizing these as necessary variables to succeed in their learning and as a means of personal growth.
- e) To deepen into the knowledge of both the oral and written mediums of the Spanish language. The same would apply in the case of another official language in the particular Autonomous Region.
- f) To comprehend and produce accurate and fluent messages in, at least, one foreign language.
- g) To utilize the new technologies of information and communication reliably and responsibly.
- h) To get to know and critically assess the realities of our contemporary world, their background and the reasons for their evolution. To take part jointly and severally in the development and improvement of their social environment.
- i) To master scientific and technological knowledge and the basic skills within the student's discipline as well as their applications and incidence upon the physical, natural and social world.

- j) To understand the essential elements and key procedures of investigation and scientific research. To recognize and appraise the contribution of science and technology to the changes in life conditions and also to consolidate their sensitivity and respect for the environment.
- k) To strengthen their enterprising spirit by means of creativity, flexibility, initiative, teamwork, self-confidence and critical awareness.
- l) To develop artistic and literary sensibility as well as their aesthetic judgement as sources of educational and cultural enrichment.
- m) To use physical education and sports to favour one's own personal and social growth.
- n) To consolidate preventive and respectful attitudes within the field of road safety education.

The Objectives of the Stage in a NCSE are also regulated in Andalusia by the Decree 416/08 (D):

- a) To develop skills in order to act autonomously whether within the family or the social groups to which they belong, showing tolerant and supportive attitudes, rid of inhibitions and prejudices.
- b) To appraise autonomous learning as well as teamwork and also to assess with critical awareness those inequalities extant, favouring the principle of genuine equality between men and women.
- c) To be able to apply scientific research techniques to face the very many different situations they might come across whilst developing the curriculum.
- d) To know and appraise the different peculiarities of Andalusian talk in all its possible varieties and to understand linguistic and cultural diversity as a right and values of peoples and individuals in our ever-changing and global world.
- e) To get familiarized with, assess and respect Spain's and Andalusia's natural, cultural and historical heritage, promoting its preservation and improvement.

We must also take into account the Foreign Language (FL) Objectives in a NCSE according to Royal Decree 1467/07:

- 1) To be able to produce and take part in oral exchanges not only spontaneously, comprehensibly and respectfully but also fluently accurately, making use of those strategies required by the communicative situation.

- 2) To extract global and specific information out of oral texts and to be able to follow the thread of present-day subjects when offered within everyday communicative contexts or by the media.
- 3) To produce different types of written texts, deploying both a clear and well-organised structure and a style which fits the prospective readers as well as the communicative intention.
- 4) To comprehend distinct kinds of written texts on a range of general and specific issues with the idea of assessing them critically, making use of the reading strategies needed for the resolution of tasks; identifying the essential elements in the text; and grasping its function and discourse organization.
- 5) To be able to read texts aimed at diverse purposes and which appeal to students' interests and needs with growing autonomy, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.
- 6) To use their knowledge about the linguistic system and the rules of language use in order to understand oral and written texts, first, and then produce them accurately and coherently; and to reflect upon the way in which the foreign language works for the purpose of communication.
- 7) To acquire and develop a number of learning strategies –including the new technologies of information and communication-, and utilize all possible means at their reach in order that the foreign language is used with growing autonomy and so that progress in its learning is obtained.
- 8) To get to know the major socio-cultural traits of the foreign language for a better understanding and interpretation of cultures different from their own and also of the language under study.
- 9) To appreciate the value that a foreign language has as a tool to gain access to other types of knowledge and cultures, appraising its importance as a means for communication and international understanding in an intercultural world where similarities and differences between the different cultures can be observed and identified.
- 10) To consolidate self-evaluation strategies for the acquisition of communicative competence in the foreign language, showing initiative, self-confidence and responsibility while in the process.

The objectives in this didactic unit follow the Stage Objectives of LOE 2/2006 and the Royal Decree 1467/07 (RD), and the Decree 416/08 – for Andalusia (D) and the Foreign Language (FL) Objectives of the Royal Decree 1467/07- as can be appreciated in the following chart:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES		FL OBJECTIVES
	RD	D	
To develop reading skills and comprehension by means of literature	d	a	4, 5, 9
To develop social awareness	a, b	b	5, 8
To evaluate and be positively critical with their classmates' work	b, k	a, b	1, 4
To extract and summarise important information from texts on the Internet	d, f, g	c	3, 4, 5
To acquire knowledge about the beginning of the English language and culture	h	c	8, 9
To perform role plays created by themselves	k, l	a, b	1, 6, 10
To create written texts such as riddles or dialogues	f, k, l	a, b	3, 6

To learn new vocabulary related to literature and past cultures	f	c	8, 9
To apply grammatical structures in both written and oral texts	f	a	3, 6

5. CONTENTS

Contents are divided into four different groups in connection with the objectives already mentioned. All the contents will be developed in more detail in point 11, which is the lesson plan explained step by step.

a. Listening, speaking and interacting

- Exchanging information with their classmates.
- Performing role plays.

b. Reading and writing

- Reading information and summarizing it in order to be understood by their classmates.
- Guessing and creating riddles.
- Creating dialogues in comics.

c. Linguistic awareness and reflection upon the language

- Functions

Talking about actions that occurred in the past in relation to the Viking and the Anglo-Saxon cultures as well as getting to know traditional folklore and epic stories from that period (*Beowulf*).

- Grammar

Using grammar appropriately when writing the texts, dialogues and summaries. All grammatical aspects necessary to carry out this didactic

unit are assumed to have been accomplished between the previous term and this one.

- Vocabulary

Using the vocabulary already acquired in the written and oral material and activities and tasks that students have to carry out.

- Phonetics

Speaking using a correct pronunciation, stress, rhythm and intonation when they perform their role plays.

d. Sociocultural aspects and multicultural awareness

Reading and studying about other cultures and other periods in history help students to be open-minded and understand how languages and societies change.

6. CROSS-CURRICULAR ISSUES

Moral and civic values must be present in a classroom at all times. In this didactic unit these values will be encouraged in the form of cross-curricular issues:

- Coeducation: students will have to work in mixed teams or in pairs most of the time where no sex discrimination is allowed.
- Multicultural education: the cultural manifestations of different countries are encouraged in this didactic unit, with the purpose of widening the student's cultural knowledge.
- Moral and Civic Education (rights and duties of democratic societies): students will work in teams in many occasions and have to respect their peers' rights and opinions and learn how to work together in order to achieve an aim.

7. INTERDISCIPLINARITY

This didactic unit also cooperates with other subjects so as to create the so called interdisciplinarity. One of them is History, considering that students will learn how English and its culture developed during the Viking and Anglo-Saxon periods especially. Besides we are going to work with the area of Art as the production of some creative activities such as a comic, a poster or a role play will be encouraged.

8. TEMPORALIZATION

This didactic unit is divided into seven sessions, one per week, except sessions two and three, which are to be put into practice within the same week. Since this didactic unit is focused on applying the student's knowledge of grammar directly by doing the different activities, we will use the rest of the classes of the week for revising some grammar points or for explaining new ones. Sessions take between 50 and 55 minutes, with the exception of the last day in which a gymkhana will be carried out and we will need between 1 and 2 hours.

9. ATTENTION TO DIVERSITY

Reinforcement and extension activities

As most of the activities are done in pairs or in groups I do not think there will be a lot of problems for advanced students or for those who need more attention. The only thing we must take into account is how to make homogenous groups or pairs. In case students need some reinforcement activities related to grammar or vocabulary, they will be provided accordingly for homework.

10. MATERIALS

- Sheets of paper
- White or interactive board
- Projector
- Cardboard, a bone spoon, panpipes, a pair of leather shoes, a Thorn's hammer pendant, a deer antler comb, a cow horn, an axe and a wooden bowl (Gymkhana's day).
- Computers

11. LESSON PLAN

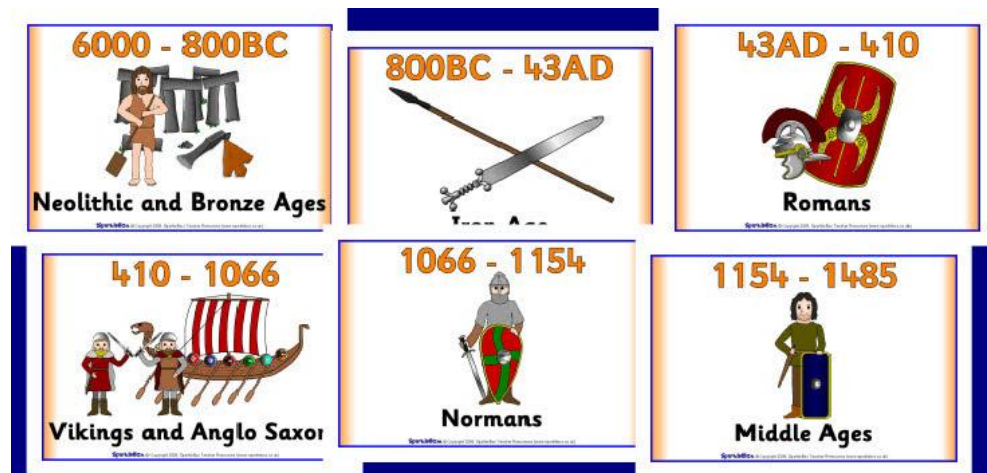
DAY 1: Brief Introduction to British history

- **Activity 1:** The students will be taken to the computer room in order to use the following interactive page in order to find the necessary information for creating a poster.

http://www.bbc.co.uk/history/interactive/timelines/language_timeline/index_embed.shtml

In the poster they will have to explain very briefly the history of Britain since the Anglo-Saxons until our days. They will work in pairs and due to the fact that in this web page British history is divided into ten different periods, each couple will be assigned one period. (15')

- **Activity 2:** After having collected all the information, the students will have to create a poster using a computer programme in which they will summarise the ideas of the period they have been assigned and make it attractive. (30')



- **Activity 3:** Once the students have finished their posters, we will revise them to correct any grammatical mistakes and they will upload the posters to a virtual platform specially created for this didactic unit. In this web the rest of the pairs can vote for the best poster so that the winner will get 0.5 points in the final evaluation whereas the rest will be evaluated by the teacher up to 0.5 points. (15')

DAY 2: Introduction to the Anglo-Saxon and the Viking Periods

- **Activity 1:** We will use a Power Point presentation (Annex 1) to introduce the main ideas about Anglo-Saxons' language, life and culture. Before the explanation, I wish to make sure that the students understand the following words: *settle, raid, battle, axe, bow, shield, council, barley, wheat, crop*, etc. They are required to listen to the oral presentation in parts. After every five or ten minutes I will stop to make sure that they are following my explanation. I will ask them several feedback questions such as: *What did I say just now?, Can you rephrase what I have just said?, Can you explain this in your own words?, Are there any words that you did not understand?, Can you summarise this idea?*, etc. The students are encouraged to take notes. (35')

- **Activity 2:** In four groups of five, students will answer the questions of a brief quiz to see if they have assimilated the ideas of the presentation. Each group will be given a sheet with ten multiple choice questions and will have ten minutes to answer them. Then the groups will say their answers aloud and the teacher will write down the points for each group. By doing it this way we make sure that the students do not feel tempted to change their options or any sort of confusion. Each correct answer gives them 0.1 point, and those who have obtained the highest number of correct answers will get 0.5 points in the final evaluation. (20')

The quiz is the following:

1. What was built to protect Roman Britain?

- A) The Forts of the Saxons Shore
- B) The Cinque Ports
- C) The Martello Towers

2. Who arrived in Britain in AD 449 to fight for King Vortigern?

- A) Romulus and Remus
- B) Spartacus
- C) Hengist and Horsa

3. Who lived to the north of Hadrian's Wall in Roman times?

- A) The Irish and the Scots
- B) The Picts and the Scots
- C) The Scots and the Franks

4. What happened in Britain in around AD 410?

- A) Hadrian's Wall fell down.
- B) Rome sent an army to invade Britain.
- C) The last Roman soldiers went away.

5. Where did the Anglo-Saxons originally come from?

- A) Norway, Sweden and Russia

B) Germany, Holland and Denmark

C) France, Spain and Portugal

6. What did Vikings drink from?

A) Glasses

B) China and pottery cups

C) Drinking horns and wooden cups

7. Why did farmers kill some of their animals in the autumn?

A) To please the gods.

B) Because they thought that having too many animals was bad luck.

C) Because they couldn't feed all their animals through winter.

8. Which of these beverages did Vikings drink?

A) Tea

B) Buttermilk

C) Lemonade

9. What did Vikings use to make bread?

A) Flour made from rice

B) Flour made from bananas

C) Flour made from rye or barley

10. Which of the following was a typical Viking house?

A) A round house with lots of rooms

B) A square house with lots of rooms

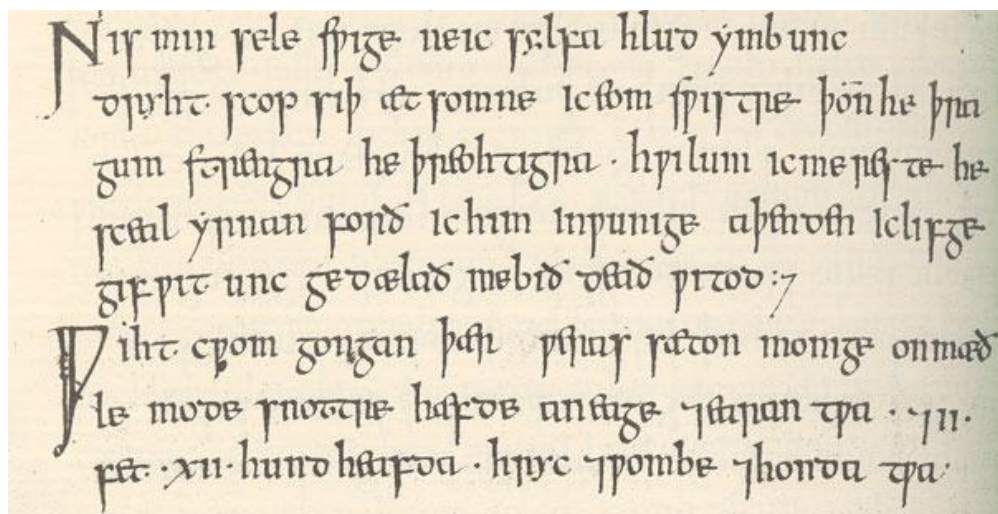
C) A square house with only one room

- **Activity 3:** To finish the class we will write a riddle on the board that students will have to solve for the next day introducing, in this way, one of the topics of the next lesson. (5')

Riddle: *Wonder formed in waves, water becomes bone, what I am?*

DAY 3: Guess the Riddle

- **Activity 1:** At the beginning of the class, the students will be asked for the solution of the riddle which the teacher wrote on the board in the previous class. (5')
- **Activity 2:** Organised in groups of four, students will be given some riddles to guess, one per group. These riddles are related to the Anglo-Saxon period and will provide the students with a wider range of vocabulary due to the fact that most words that appear in the riddles are unknown for them. They have been taken from several web pages which appear on the reference list. (15')



Riddle 1

I am lonely, hacked with steel, wounded by weapons; the toil of battle has wearied me, swords have worn me out. Often have I seen war, the rage of battle; nor do I hope for rest from strife before I die. Hammered swords have struck me; hard and sharp of edge, the wrought swords have bitten me; and even more deadly feud I shall endure. I can never find a leech to heal my wounds with herbs, but only more mortal blows and deeper wounds each day and night.

Answer: A shield

Riddle 2

Our world is lovely in different ways, hung with beauty and works of hands. I saw a strange machine, made for motion, slide against the sand, shrieking as it went. It walked swiftly on its only foot, this odd-shaped monster, travelled in an open country without seeing, without arms, or hands, with

many ribs, and its mouth in its middle. Its work is useful, and welcome, for it loads its belly with food, and brings abundance to men, to poor and to rich, paying its tribute year after year. Solve this riddle, if you can, and unravel its name.

Answer: A Viking ship

Riddle 3

The sea suckled me; the wild waves washed me; I was rocked by breakers in my restless cradle. Footless but fixed, I opened my wordless mouth to the life-giving floods. But soon some man will come to consume me, slip the point of his knife savagely into my side, slide it down, ripping the flesh from my bones, then slurp me in raw, smiling as he sucks me down.

Answer: An oyster

Riddle 4

How many men are so knowing, so wise, that their tongues can tell who drives me into exile, Swells me brave and strong and fierce, sends me roaring across the earth, wild and cruel, burning men's homes, wrecking their palaces? Smoke leaps up, gray like a wolf, and all the world crackles with the sounds of pain and death. When I shake forests, uproot peaceful Groves, clouds cover me; exalted powers hurl me far and wide. What once protected the world, sheltered men, I bear on my back, bodies and souls whirled in the mist. Where am I swallowed down, and what is my name?

Answer: A storm

Riddle 5

A thing came marvellously moving over the waves, comely from the keel up. It called out to the land, loudly resounding. Its laughter was horrible, awful in its place. Its edges were sharp; hateful it was, and sluggish to battle, bitter in its hostile deeds. It dug into shield-walls, hard, ravaging. It spread mischievous spells. It spoke with cunning craft about its creation: "Dearest of women is indeed my mother; she is my daughter grown big and strong. It is known to men of old, among all people, that she shall stand up beautifully everywhere in the world.

Answer: An iceberg

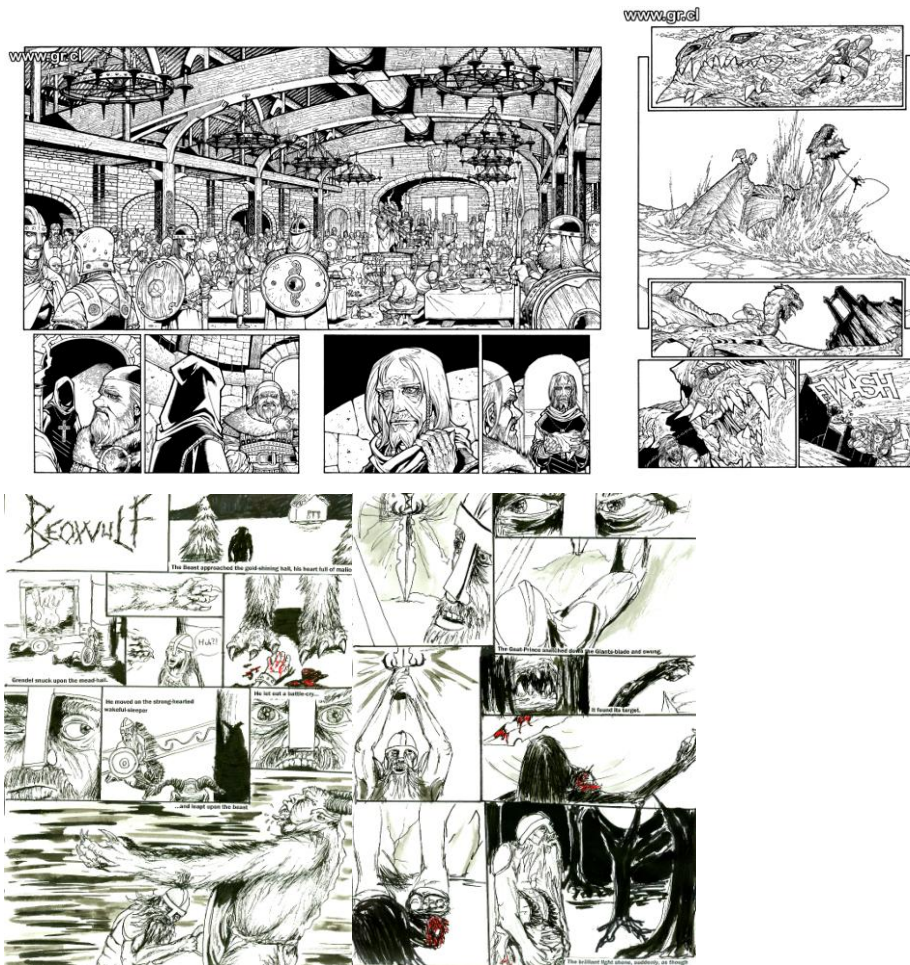
- **Activity 3:** After having done these activities, in pairs, students will create a riddle which will have to be uploaded to the platform I have mentioned

before in other activities, so that their classmates may try to guess the riddles. This task develops their writing skill and imagination. Once they finish their riddles, these will be shown to the teacher and he/she will upload them at that moment from his/her laptop. (20')

- **Activity 4:** To conclude the lesson, when we have all the riddles done (10 in total), these will be shown to the class and all of them together will try to get the right answers. (15')
- **Activity 5 (homework):** By means of an app on mobiles (Whatsapp) we can create a talking group and encourage students to send new riddles they find or make up.

DAY 4: Beowulf Manga

- **Activity 1:** To begin with, we ask the students to consider what the word *epic* means when applied to films or TV miniseries. What qualities do they expect to find in a movie or miniseries that people call *epic*? Then, they brainstorm a list of these characteristics. Students are encouraged to take notes and to ask for doubts after the presentation. (5')
- **Activity 2:** After the brainstorm, we introduce the story of *Beowulf* in a brief presentation in Power Point (Annex 2). The teacher tells the story while the slides are shown since the slides contain brief information. (10')
- **Activity 3:** Now, students will be encouraged to create a comic page using *Beowulf* as a model. In the story Beowulf faces different situations of our everyday life, current social problems or any trouble he can solve. For this activity, they are going to work in pairs and when they finish the comic page, it will be displayed on a board in the classroom. Thus, the rest of classmates can read all the comics and choose their favourite one, which will be exhibited on all the school's boards. (40')



DAY 5: Other Traditional Stories

- **Activity 1:** The students will be taken to the computer room and will sit together in groups of four. In this activity they have to look up one or more traditional epics, sagas, and hero tales of a different culture or period. Each group might read all or part of a longer work and/or several shorter works. Students should also research the works' significance to the culture that produced them. Once the students have chosen one story, they will work on it in order to perform it during a class storytelling festival which is set for the following week. The performances are totally free which means that the different groups can recite, sing or do whatever they want with their selection in ten minutes. If students do not finish this task in class, they must continue it at home so as to have it prepared for the storytelling festival day. (55')

DAY 6: Storytelling Festival

























- **Activity 1:** Students are ready to do their performances. Each group is going to present their pieces of work in front of the class for ten minutes. Depending on their skills (mainly oral ones) carried out here I will assess the students individually up to 2 points. In addition, students must pay attention to their classmates' work owing to the fact that the next day will be a gymkhana's day and one of the tests will be related to the different tales they have told today. (50')

DAY 7: Gymkhana's Day

The gymkhana is composed of five different tests that students will have to get over to reach the end. (Firstly, the teacher will need to borrow one hour more from other teachers, which will be given back when they consider appropriate. The reason is that we cannot estimate exactly when this activity may come to an end, but it will take approximately between 1 and 2 hours.) The gymkhana has five different tests or stages that will be explained to the students once they get them. Finally, the class is divided into four groups of five people and the race can start now!

- **Stage 1:** For the first stage I will have hidden eight different objects related to the Anglo-Saxon and Viking cultures in the classroom. Each group has to get right which two objects they must take when they solve the runic message. The teacher will show the students a runic alphabet with the translation to Latin letters (image 1). The teacher has to explain that they are going to work with this alphabet as an encrypted text. Besides, some copies of the runes and their translations as individual Latin letters will be given to the students; and also, the first clue to start the gymkhana. Only one of the members of each group can run around the classroom to find the objects. In order to get the second clue they must have found the first object. The first group who takes the two objects more quickly wins and can start the next stage; and so, one by one. The objects are: *a bone spoon, panpipes, a pair of leather shoes, a Thorn's hammer pendant, a deer antler comb, a cow horn, an axe and a wood bowl.*

Image 1

A l f a b e t o r ú n i c o							
 f	 u	 th	 a	 r	 k	 g	 w
 h	 n	 i	 j	 ae	 p	 z	 s
 t	 b	 e	 m	 l	 ng	 d	 o

The first group is given the following messages to look for their objects: “Used to take the stew from the bowl” (በኑሚ ሰጋ ሰጥረ ስሙ ናሰሞሆ የሥጋ ስሙ ይጋራ) and “You can play a tune on it” (ፍጋስ ሃሳብ ገጥሞ ስ ሰጥረ ጋት ሰጥ).

For the second group the clues are: “It keeps your feet warm” (ሰጥ ርሞራ ና ፍጋስ የሞሰ ሆራ) and “Amulet to bring you good luck” (የሞሰ ሰጥ ሰጥ ይገባ ስሙ ስሙ).

The messages for the third group are the followings: “Use it to tidy your hair with” (በኑሚ ሰጥ ሰጥ ሰጥ ፍጋስ ስሙ ስሙ) and “You can drink mead from it” (ፍጋስ ሃሳብ ስሙ ስሙ የሥጋ ስሙ ሰጥ).

The fourth group has the following clues: “It is used to split firewood” (ሰጥ ሰጥ ሰጥ ስሙ ስሙ) and “You use it to put the stew in it” (ፍጋስ በኑሚ ሰጥ ሰጥ ስሙ ስሙ ሰጥ ሰጥ).

- **Stage 2:** I have prepared a question regarding each performance. Each question is in an envelope and the groups have to choose one randomly. As they finish the first stage, they can take the envelope they prefer. If the question is related to one of the students of the group, he/she will not be able to answer or help his/her team mates; in other words, if a group chooses an envelope and the question is connected with a performance that one or more of the members have done the day before, only those

who did not participate in it can answer it. Once they have the correct answer they can continue with the third stage.

- **Stage 3:** In this stage there are four sheets of paper for each group with four different paragraphs in disorder (in English) regarding the story of *Beowulf* that each group will have to translate into Spanish and put in order. The paragraphs are well differentiated because they speak about the four main phases of this story: Beowulf's arrival to Heorot, the fight against Grendel, Grendel's mother's death and Beowulf's death. The group who finishes first goes on to the next stage.
- **Stage 4:** On a piece of cardboard there some pieces drawn in order to be cut and create a Viking ship. The first team who manages to do it properly goes on to the next and last stage.



- **Stage 5:** Finally, students will answer 5 different questions (1 point each) related to all things seen in this unit. The team who arrives first to this stage will get 2 extra points in this test. Now the teams stop working as a group to work individually.

12. EVALUATION

This section is divided into two parts. The first one is about the evaluation criteria which are used to know the objectives that the students have to reach. These objectives appeared in section 4. The second part describes the methods which are used to assess the student's work according to the evaluation criteria.

Evaluation criteria

According to the Royal Decree 1467/07 and Decree 416/08 for NCSE, the evaluation criteria are the following ones:

- 1) To extract global and specific information from oral texts on every day issues; general interest matters; or related to either their specific area of knowledge or to sociocultural aspects associated with the foreign language when issued by speakers in face-to-face interactions or by the different mass media, and whenever offered with clarity; within the standard variety of the language; and as long as explicit markers to facilitate discourse are used.
- 2) To be fluent and show an adequate pronunciation, rhythm and intonation when in the course of improvised conversations or narrations, expositions, argumentations and debates prepared beforehand, making use of the communicative strategies needed and the linguistic variety which fits the situation in which the language is brought into play.
- 3) To be able to understand the information offered in different kinds of written texts -correspondence, web pages, newspapers, magazines, literature, reference books...- and referring to current affairs, culture, our students' interests or even their present education or future specialization.
- 4) To produce clear and detailed written texts aimed at different purposes, showing, first, reasonable linguistic accuracy, cohesion and coherence; and using the register required; and, second, acknowledging how important it is for their correct production to plan and go over the texts.
- 5) To make a conscious use of their linguistic, sociolinguistic, strategic and discursive knowledge but also to vigorously apply self-evaluation and self-correction mechanisms intended to increase their learning autonomy.
- 6) To recognise, illustrate with examples and spontaneous and autonomously use both the different learning strategies acquired and any possible means at their reach –including the new technologies of information and communication— to assess and identify their linguistic skills.
- 7) To analyse –by means of authentic printed, digital or audiovisual documents- relevant geographical, historical, artistic, literary or social aspects of those countries whose language is under study, enriching their knowledge with the information students have of other languages and cultures.

Regarding the evaluation criteria of the Royal Decree 1467/07 and Decree 416/08, we are going to compare the objectives mentioned in section 4 and adapt them to our own criteria bearing in mind the activities created to achieve these aims. Our students must be able to:

- Develop reading skills and comprehension by means of literature; which is fulfilled when doing activities such as collecting information to create a poster, reading riddles and different stories for the role play.
- Develop social awareness; which is accomplished with the majority of activities, mainly the gymkhana's day.
- Evaluate and be critic with their classmates' works; carried out when students must choose the best poster or the best comic.
- Extract and sum up important information from texts on the Internet; which is accomplished when creating the posters.
- Get knowledge about the beginning of the English language and culture; firstly introducing this in a presentation and later, testing the students with a quiz or with the gymkhana.
- Perform role plays created by the students.
- Create written texts such as riddles or dialogues.
- Learn new vocabulary related to literature and past cultures; which is carried out during the reading of riddles or the stories students look up on the internet to produce their performances.
- Apply grammatical structures in both written and oral texts; which is done during the whole didactic unit since grammar is necessary to complete the different activities.

Instruments of evaluation

Finally, in order to assess the criteria mentioned before, it is necessary to be aware of the evaluation instruments or methods that we are going to use in this task. In fact, these instruments will be helpful to give the marks to the students and most of them are activities which students have completed in class.

- Create a poster: as this activity is done in pairs, the two students whose poster has been chosen as the best one by the rest of the class will get

an additional 5% of the total mark. The rest of students will be assessed by the teacher up to 5% of the total mark.

- Anglo-Saxon and Viking Quiz: the total quiz is 10% of the final mark. In addition, the team who has answered all the questions correctly will get 5% extra.
- Role play: this activity will be worth the 20% of the total.
- Gymkhana: those students who finish the gymkhana first, in other words, the winners, obtain 20% of the final mark and the rest can get up to 50%.
- Participation will be assessed with 15% of the total.

If we count all the percentages we may realise that 100% is exceeded, and it is due to the extra points in some of the activities. In these cases I will give the students 100% of the final mark.

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ANNEX 1

<h2 style="text-align: center;">OLD ENGLISH PERIOD</h2> <h2 style="text-align: center;">ANGLO-SAXONS AND VIKINGS</h2>	<ul style="list-style-type: none"> • The Romans invaded Britain in AD43. • For 400 years southern Britain was part of the Roman world and accepted Roman ways. • Most people in Roman Britain were Christians. • The Picts and Scots, who lived north of Hadrian's Wall, remained outside the Roman world. • In the AD400s, towards the end of Roman rule, Britain was being attacked by invaders from the north and from the sea. The Romans had built forts along the coast to fight off the sea-raiders called the 'Forts of the Saxon Shore'. • About AD410, the Roman emperor ordered the last Roman soldiers in Britain to leave. The Britons would have to defend themselves as best they could. • The last Roman soldiers left Britain in AD 410, and then new people came in ships across the North Sea. 		
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• AT HOME:

- Some people had special skills: The smith, woodworkers, potters, shoemaker and jewellers.
- Sons and daughters were equally important, but girls' work centred on the home and boys learnt their fathers' skills.
- A few boys and girls learnt to read and write.
- The only schools were run by the Christian Church, in monasteries.
- Women didn't often marry men of a higher rank than themselves. Family ties were very important. Women could own land and leave wills.

• ALFRED THE GREAT:

- The most famous of all kings is Alfred, the only king in British history to be called 'Great'.
- Alfred was born in AD 849 and died in AD899. His father was king of Wessex, but Alfred became king of all England.
- He fought the Vikings, and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.
- Alfred became king in AD 871. Alfred's capital was Winchester. In AD 886, his army captured London . By now Alfred was called 'King of the English' on his coins.
- King Alfred was advised by a council of nobles and Church leaders. The council was called the witan. Alfred made good laws. He had books translated from Latin into English, and translated some himself. He told monks to begin writing the *Anglo-Saxon Chronicle*.

• LAWS:

- Each group of Anglo-Saxon settlers had a leader or war-chief. Each king ruled a kingdom and led a small army. There were many quarrels and wars between kings, to see who was the strongest.
- The Anglo-Saxons didn't have prisons. Guilty people were either executed or punished with fines. If they ran away, they became 'outlaws'. If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long quarrels or 'blood feuds' between families.
- Most people in Anglo-Saxon society were either freemen or slaves. A freeman owned land and slaves. A slave owned nothing and couldn't leave their owner unless they were sold or set free. The most powerful freemen were the thanes who helped the king rule the land.

• AT HOME:

- Most people lived on farms. They grew oats, barley and wheat, and ground the grain to make flour, porridge and ale. In autumn, farmers killed some animals because there wasn't enough food to feed them all through winter.
- Houses built of wood, stone or blocks of turf . Most houses had just one room for a family to share. In a Viking town, houses were crowded close together along narrow streets.
- Clothes were made from wool, linen and animal skins.
- Viking bread was made from rye or barley flour. They used milk mostly to make cheese and butter, then drank the buttermilk left over.
- At a feast, guests drank ale and mead (a strong drink made from honey). People drank out of wooden cups or drinking horns (made from cow-horns).

• AT HOME:

- Some people had special skills: boat-builders, potters, leather-workers and smiths.
- They looked after the children, made the family's clothes and cooked the two meals a day most families ate. On the farm, women milked the cows and made cheese.
- Babies were given little Thor's-hammer charms, to protect them from evil spirits and sickness. A boy usually took his father's name too - so Eric, son of Karl, became Eric Karlsson. Girls often took the same name as their mother or grandmother.
- Viking children didn't go to school. They helped their parents at work, and learned Viking history, religion and law from spoken stories and songs.
- A young Viking man might go off on a trading voyage, or become a raider.
- Some people were slaves. Slaves did the hardest, dirtiest jobs.

• AT SEA: TRADE AND EXPLORATION:

- The Vikings built fast ships for raiding and war ('dragon-ships' or 'longships'); slower passenger and cargo ships and small boats for fishing or short trips.
- Viking longships could sail in shallow water. So they could travel up rivers as well as across the sea. Vikings sailed close to the coast whenever possible, watching for landmarks. Out of sight of land, they looked for the sun. They invented a kind of sun compass to help find their way. At night they watched the stars.
- The Vikings traded all over Europe, and as far east as Central Asia. Everywhere they went the Vikings bought and sold slaves.
- The Vikings were brave sailors and explorers. Vikings settled in Britain, but also sailed out into the north Atlantic Ocean and south to the Mediterranean Sea. They sailed to the Faeroe Islands, Iceland and Greenland.
- Vikings from Norway sailed to Iceland in the late 800s. In 930, the Vikings living in Iceland. One of the Iceland Vikings was Eric the Red, and in AD 983 he sailed off west to Greenland.
- A Viking called Bjarni Herjolfsson 'discovered' America by accident in the year 985. But after fights with the local Native American people, the Vikings gave up their settlement.

- Both Anglo-Saxons and Vikings were pagans and believed in many gods and goddesses: Odin, Frigg, Balder, Freyja, Freyr, Thor or Loki. The old stories they told about gods, giants and monsters are known as Norse myths.
- Anglo-Saxons liked to listen to songs, poems and stories. They loved tales about brave warriors and their adventures. A favourite story told how *Beowulf*.
- The Anglo-Saxons liked to play with words. They amused themselves by telling riddles.
- Early Anglo-Saxons wrote using letters called runes. They believed runes had magical powers.
- A dead person was buried or burned with some of their belongings, to take into the next world. Vikings believed that a warrior killed in battle went to Valhalla.
- Viking stories told how people lived in Midgard . The gods and goddesses lived in a sky world called Asgard, linking Midgard and Asgard with a rainbow bridge.
- These old pagan customs died out after they became Christians. However, some Vikings continued to follow their old religion at the same time.

- After Alfred the Great, English kings gradually recaptured land from the Vikings. Alfred's son Edward won control of the Danelaw. Alfred's grandson Athelstan pushed English power north as far as Scotland.
- In 954, English kings drove out Eric Bloodaxe, the last Viking king of Jorvik. After Eric was killed in battle, the Vikings in England agreed to be ruled by England's king.
- After King Edgar, things went downhill for the English kings. Ethelred the Unready tried to pay off invading Vikings with gold and land. It didn't work and he had to flee to France.
- A Dane called Cnut became king of England in 1016. He ruled well, but left much of the government in England to noblemen. After Cnut died in 1035, two of his sons Harold and Harthacnut were each king in turn.

- In 1042 there was a new king of England. He was Edward, son of Ethelred the Unready.
- When Edward died in 1066, the English witan chose Godwin's son Harold as the next king. Harold had a rival, Duke William of Normandy.
- In 1066, England was invaded twice. First, Harald Hardrada's army landed in the north. Three days later William's Norman army landed in Sussex. Harold hurried south and the two armies fought the Battle of Hastings. The Normans won, Harold was killed, and William became king. The Anglo-Saxon period of English history was over.

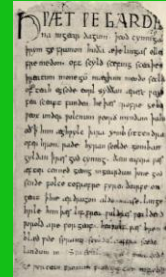
ANNEX 2

Beowulf

OE bêo = bee
OE wulf = wolf

Type of Work

- An epic, a long poem telling a story about a hero and his exploits.
- Consists of 3,182 lines written in vernacular Old English (native language of the author's time and place).
- Composed between 700 A.D. and 900 A.D. The place of its composition was probably Northumbria.
- Anonymous author



MAIN CHARACTERS

Beowulf: Illustrious warrior from the land of the Geats in Sweden. When a monster terrorizes a Danish kingdom, Beowulf sails across the sea to come to the aid of the beleaguered Danes. Beowulf possesses enormous strength and courageously confronts the monster in hand-to-claw combat.

MAIN CHARACTERS

Hrothgar: King of a Danish realm terrorized by a monster. He presides at Heorot, a great mead hall.

Wealththeow: Hrothgar's wife and queen.

MAIN CHARACTERS

Grendel: Monster that terrorizes Heorot.

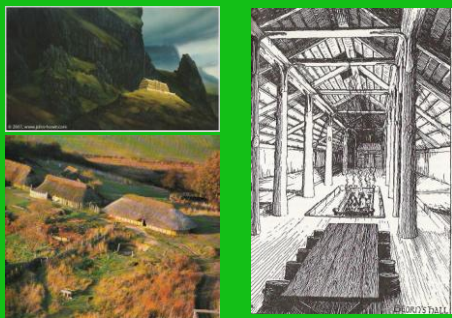
Grendel's Mother: Monster that retaliates after Beowulf defeats Grendel.

MAIN CHARACTERS

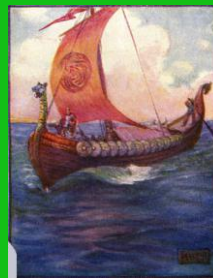
Dragon: Monster that goes on a rampage in the land of the Geats.

Wiglaf: Warrior who helps Beowulf fight the dragon.

Heorot



Beowulf sets forth



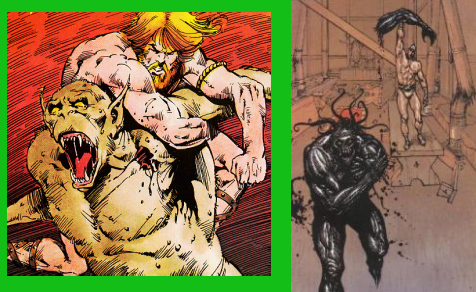
Hrothgar welcomes Beowulf



Grendel pays a visit



Beowulf fights Grendel



Grendel goes home to Mommy



Beowulf seeks out Grendel's mother in her lair



Beowulf fights against Grendel's mother



Beowulf kills her



The Dragon (50 years later)



The dragon's wrath



Beowulf against the dragon



Beowulf gets a little help



Beowulf dies

