"IMPROVING ENGLISH THROUGH THE HISTORY OF ENGLISH": UMA PROPOSTA DE MATERIAL DIGITAL EDUCACIONAL

IMPROVING ENGLISH THROUGH THE HISTORY OF ENGLISH: A DIGITAL EDUCATIONAL MATERIAL PROPOSAL

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ABSTRACT: This paper contextualize the material "Improving English through the history of English", which is the result of a work produced for the subject "Digital literacy and critical approach: the use of technological tools for English Language Teaching" and its consequent updating as a project developed for this course's Final Paper. Aiming to develop a work that can contribute to digital literacies, the main purpose of the material is to include technology as a necessary and participatory tool in the teaching and learning process. Therefore, the referred Digital Educational Material uses the "History of the English Language" as content, specifically the Scandinavian influences (or Vikings) in the British Isles. The union of the medieval, through content, and contemporary, through technology, proposes to promote the autonomy of students in the teaching and learning process of the English language. Thus, this paper initially presents the historical contextualization of the theme on the material, then brings the theoretical basis for Hypertext and Digital Literacy and ends with the description of the structure of the material.

KEYWORDS: Digital Educational Material; History of English; technologies and teaching

RESUMO: O presente trabalho contextualiza o material "Improving English through English History", resultado de trabalho produzido para a disciplina "Letramentos Digitais e Abordagem Crítica: o uso de ferramentas tecnológicas para o Ensino de Língua Inglesa" e sua consequente atualização como projeto desenvolvido para este Trabalho de Conclusão de Curso. Em busca do desenvolvimento de um trabalho que contribua para letramentos digitais, o principal objetivo do material é incluir a

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tecnologia como uma ferramenta necessária e participativa no processo ensino-aprendizagem. Por conseguinte, o referido Material Educacional Digital utiliza um recorte da "História da Língua Inglesa" como conteúdo a ser trabalhado: as influências escandinavas (ou *vikings)* nas ilhas britânicas. A união do medievo, por meio do conteúdo, e do contemporâneo, por meio da tecnologia, propõe promover a autonomia dos alunos no processo de ensino-aprendizagem da Língua Inglesa. Este artigo apresenta inicialmente, portanto, a contextualização histórica do tema do material, para então trazer o embasamento teórico relativo aos Hipertextos e Letramentos Digitais e finalizar com a descrição da estrutura do material produzido.

PALAVRAS-CHAVE: Material Educacional Digital; história da língua inglesa; tecnologias e ensino

Introduction

This paper aims to present the contextualization of the material "Improving English through the History of English", regarding its production and theoretical contribution that we use as analysis. In this sense, this article is organized in three main sections, which perform an explanation for the contents regarding the theme and the production of the material: a historical contextualization of the theme, the theoretical part related to the Technology and Education, and at least, the presentation of the production context and structure of the material.

The brief historical contextualization outlined in the section "Between Anglo-Saxons and Scandinavians" is the ground of the content of the Digital Educational Material here produced. Such material was the final work for the subject "Digital literacy and critical approach: the use of technological tools for English Language Teaching[1]" from the Graduate Certificate Program in English Language Teaching of the State University of Northern Paraná (UENP) (2018-2019). Motivated by a research on the History of Medieval England during my Undergraduate Program (UTFPR) and my Master's Degree (UNICENTRO), I tried to build a Didactic Material capable of promoting the teaching and learning process of English while leading the learners to

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[1] Original name, in Portuguese: *Letramentos Digitais e Abordagem Crítica: o uso de ferramentas tecnológicas para o Ensino de Língua Inglesa.*

know a significant part of the History of English Language, specifically concerning the Viking Age.

In the section "Technology in English Teaching", we bring the theoretical framework that underlies the production of the Material. Based on Vilaça (2009) and Whyte (2017), we present a definition for Digital Educational Material. Then, we briefly define the "Hypertexts", as the research by Pires (2016) reveals. The importance of mentioning Hypertexts lies on the web pages and applications brought by the material as mechanics of use and study.

Finally, the last section describes each unit of the material. Besides presenting the lessons, the purpose of this section is, briefly and contextually, to suggest a path that students and teachers can take when using the material. In addition, we justify the choice of some activities based on the assumptions of Digital Literacy.

Between anglo-saxons and scandinavians

This section aims to present a historical contextualization of the presence of the Vikings in England. In addition, it is clear to explain and understand how these people influenced the English Language.

In this way, there are two subsections. The first one, "British Territories on Fire" introduces the arrival of Vikings in England. Then, the second one, "The Formation of English Language between Old English and Old Norse", explains the process of formation of English Language taking into account the influences from the language and the culture of the Vikings.

British Territories on Fire

The history of England sets a territory filled with invasions, disputes, and battles. England is a part of Great Britain, an island that belonged to the Roman Empire for approximately four centuries. Before the first Roman invasions, British lands were inhabited by different Celtic tribes, which spread throughout the territory. Later, many

reasons have caused the Fall of Roman Domain, facilitating the entrance of different Germanic tribes, from the North of Europe.

Each tribe settled in a different region in the British lands. According to Drout (2006), "[…] the Angles settled the north of England, the Saxons settled the south, and the Jutes settled in Kent, to the east. Each of the three tribes spokes *Old English*, but of a different dialect" (p. 61). The term "Anglo-Saxon" refers to the outcome of the mixture of these different Germanic peoples, who shared similarities in their languages, customs, and beliefs.

Currently, the Scandinavians are inhabitants of the region located in the extreme north of Europe, which comprises Denmark, Norway, Sweden, Finland, and Iceland. Moreover, this term also refers to the ancient Germanic peoples who inhabited the regions that comprise only where today is Denmark, Norway, and Sweden. Another term for these folks, which we use as a synonym for Scandinavians, is *Norsemen*. It is also important to mention the existence of the term *Viking*, which refers primarily to piracy that was practiced by some groups of Scandinavians, associated with navigation, invasion, and plundering. Nowadays, through a series of cultural appropriations, the term became popular, both Viking and Scandinavian then had the same meaning. These northern groups had pre-Christian beliefs, similar to the ones from the ancient Anglo-Saxons, who worshiped several gods.

It is important to highlight that Anglo-Saxons and Scandinavians were peoples from the same Germanic group. In other words, it can be said that there was a certain kinship between them. Borges (2006) maps some considerations regarding the "Germanics" and some of their influence upon the English language:

> They shared similar mythologies, from which only the Scandinavian had been preserved, at the furthest point in Europe: Iceland. We know from this mythology saved in the Eddas some correspondences: for example, the Scandinavian *Odin* was the German *Wotan* and the English *Woden*. The names of the gods remain on the days of the week, which were translated from Latin into *Old English*: "Monday," *lunes*, day of the "moon"; *martes*, the day of Mars, is "Tuesday," the day of the German god of war and glory; *miércoles,* the day of Mercury, was assimilated to Woden in "Wednesday"; the day of Jupiter, *jueves*, gave "Thursday", day of Tor, with the Scandinavian name; the day of Venus is "Friday", the German Frija, Frig in England, goddess of beauty; "Saturday" is the day of Saturn; Sunday, the day of the

Lord - something that is seen in Italian, "domenica" - was like the day of the Sun: "Sunday". (BORGES, 2006, p. 3-4, our translation)

A great difference between Anglo-Saxons and Scandinavians is regarding five hundred years of history, ever since the Anglo-Saxon formative groups (Angles, Jutes, Saxons, and others) left their regions migrating to Britannia territories and creating a new culture. However, what distinguishes them, in their particularities, which is a consequence of this period of migrations, is the consolidation of Christianity in England. Religion has turned them into practically opposite groups in the historical context that we analyze. Nonetheless, as Borges (2006) states, there are remnants of his closeness that persist until nowadays, exceptionally through the English language itself, as shown by the days of the week.

The Formation of English Language between Old English and Old Norse

The Anglo-Saxons and the Scandinavians maintained significant cultural relations, since both had the same descent, from Germanic tribes. Consequently, Old English, the language spoken by Anglo-Saxons, and Old Norse, the Scandinavians language, also shared lexical and grammatical connections that facilitated communication among their speakers (MARTINI; SOARES, 2016). Drout (2006) explains this relationship:

> […] the language of the Vikings was a North Germanic language and possibly was understandable to the people who spoke the Anglian dialect of *Old English* — a West Germanic language. Most of the English in the Danelaw were Anglian speakers. (DROUT, 2006, p. 77)

However, some Germanic languages share more highlighted features, dividing their family into specific groups: West Germanic, North Germanic, and East Germanic. While linguists consider *Old English* as a truly West Germanic language, Old Norse is classified as a North Germanic origin. West Germanic still has two branches: High West Germanic, which evolved into Modern German, and Low West Germanic, which

spawned many other languages, including Modern Dutch. It is believed that Old English evolved into Middle English and finally into Modern English (MARTINI; SOARES, 2016). According to the origin of Modern English, Emonds and Faarlund (2014) complement:

> *Modern English* is unquestionably Germanic by virtue of its phonological history, its core vocabulary, and its morphosyntactic system. But nothing in what has been said implies that it is descended from the language of the Anglo-Saxons, and rightly so, since they were not the only Germanic-speaking immigrants from across the North Sea. Within the Germanic sub-family, the question of the genealogical descent of English remains open. (EMONDS, FAARLUND, 2014, p. 22)

The authors assume that *Modern English* has Germanic origin. In contrast, they question the particularities of this progeny: does *Modern English* really belong to the *West Germanic* branch? They believe that the involvement of *Old Norse* in the process of English language evolution was not simply related to influences and borrowings. In this sense, the authors suggest that the fusion of the languages spoken in British territory occurred only about 1300 AD, long after the Norman invasions, forming the called *Middle English*. However, there is controversy among researchers and linguists about the development process for Middle English, as Emonds and Faarlund present:

> a. *Middle English* developed from *Old English* (a commonly accepted view). *Old English* under-went many fundamental grammatical changes, incorporated much *Norse* vocabulary (over two centuries), and became *Middle English*.
>
> b. *Middle English* developed from *Norse* […]. *Norse* underwent essentially no grammatical changes […], incorporated somewhat more *Old English* vocabulary (over four centuries), and became *Middle English.* (EMONDS & FAARLUND, 2014, p. 44)

Traditional linguistics claims that *Middle English* evolved from *Old English*, with some Scandinavian influence. On the other hand, for the researchers Emonds and Faarlund (2014), Old English practically extinguished and the *Norse* originated the *Middle English* receiving many influences of the *Old English* during its evolutionary process in the British Islands (Anglicized Norse). Other scholars, such as Poussa (1982), sustain the idea of "creolization", or in other words, a balanced mix between

Old English and *Old Norse*. Despite the divergence between theories, the contribution of the old Scandinavian language to the formation of the English language was undeniable, as well as their relations as part of the same linguistic family facilitated the interaction between the different peoples who shared the same territory (MARTINI; SOARES, 2016).

Technology in English teaching

This section presents the theoretical part that surrounds the material. Firstly, it is important to clarify what is a "Digital Educational Material". Bearing in mind that the material "Improving English through the History of English" works with a variety of websites, we also bring a explanation for "Hypertexts".

The Digital Educational Material

According to Salas (2004), quoted by Vilaça (2009), a didactic material is anything that can be used to facilitate the learning process. In this sense, we can consider that didactic resources are all the objects around us as long as they are used for teaching and learning practices.

This definition presents a wide and general idea. However, Vilaça (2009) highlights its importance to understand "[…] the existence of a wide range of didactic material, which goes beyond the restricted conception of textbooks and published materials as the only forms of didactic material" (p. 5, our translation). In this perspective, it is important to place the "didactic materials" in our current context regarding the digital technologies.

It is undeniable that digital technologies have helped in the creation of a new way of sharing knowledge. For that reason, teachers of English as a foreign language need to improve their way of teaching in order to catch attention from the students. Through a variety of communicative and interactive activities, the effective use of technology can help foreign language learners strengthen their linguistic skills and learning attitude, as well as build their self-instruction strategies and self-confidence. In the age of networking and relationships, it is necessary to see and value the student

as the digital native he/she supposes to be: a creator and cooperator (AZZARI; CUSTÓDIO, 2013). Bearing that in mind, we have a new kind of didactic material: the digital ones.

Broadly, digital didactic resources are "[…] materials for teaching and learning that can be used with computers or mobile devices" (WHYTE, 2017, p. 3). There are several types of digital didactic resources, "including texts, images, audio and video" (WHYTE, 2017, p. 3). Furthermore, they may mix one or more of these types. The type of digital didactic resource helps us to develop the content of a class or course according to the target group we have and the subject.

Whether in a traditional face-to-face classroom or online courses, choosing digital learning resources is a challenging task. Should we, as teachers, use prompt materials or build ours? Or should we modify the materials already available on the internet? There are many doubts surrounding the process planning a lesson. It is undeniable that a material produced by the teacher has its value. In this way, the teacher can explain with her/his unique language and bring his/her point of view.

The teacher can build a lesson in different ways, inserting the most diverse resources, produced by her/himself or available on the internet. Varying the media type of the materials posted in the digital material is an interesting strategy to foster student engagement. In this sense, we have a new conception of text, which instigates the teaching and learning process in a perspective with the students improving their own discovery and autonomy.

Hypertexts

About this new way of "text", Rojo (2012) asserts that it presents many "languages" demanding practices and abilities of comprehension and production to create meaning: the "multiliteracies". According to Lemke (2010 apud ROJO, 2012), now the text is simultaneously a database. Based on this assumption, Pires (2016), quoting Xavier (2002), explains that:

> From the conception of text as a way of social cognition that systematizes and constitutes knowledge, it can be verified that, due to the evolution of new digital technologies that allow the reduction of time and distances for the

interaction between producers and text readers, the digitization of these texts seems to make way for hypertext (PIRES, 2016, p.50, our translation)

Varying resource media in student interaction with texts in a digital material is a practice that does not propose a predetermined routine. Within this context, in addition to media such as texts and audios, it is possible for the teacher to add videos, simulations and even games related to the content. The hypertexts, therefore, encourage the student to explore the most diverse "links" referring to the content that is under study. Xavier (2002) defines hypertexts as:

> [...] multimodal and semi-linguistic digital "textual" devices (endowed with verbal, imagery and sound elements) that are online, namely, those that are indexed to the internet, cross-linked to each other and that have a URL domain or electronic address in World Wide Web. (XAVIER, 2002, p.26 apud PIRES, 2016, p.50, our translation)

In this perspective, the author believes the hypertext is a flexible form of language, which dialogues with other interfaces and conditions of texts (XAVIER, 2002 apud PIRES, 2016). Consequently, students can read this "new kind of text" in different ways.

Koch (2007 *apud* PIRES, 2016) claims that the hyperlinks break the linearity of the texts into blocks of information. According to the author, the hyperlinks may be fixed or mobile and perform important functions, such as deictic, cohesive and cognitive.

> […] the links have a deictic function, as they monitor the readers' attention, leading them to certain subjects, making them able to deepen their reading, as well as treat it from various angles that may be convergent or divergent (KOCH, 2007). In addition, cohesive hyperlinks are those that agglutinate information, linking it coherently (XAVIER, 2002). [...] Therefore, in order to perform the cognitive function, hyperlinks must contain loads of meanings, and the producer must strategically build these links so that they are able to trigger models that lead the reader to infer what is behind of each of them, being able to formulate hypotheses about what he/she will find if following them. (PIRES, 2016, p. 51, our translation)

Pires (2016) concludes that hyperlinks are tools that guide readers to read and to interpret the text. Therefore, hyperlinks are *traces of authorship* that the producer

leaves as a suggestion for reading and "[…] even if the reader does not accept the map given to him, he knows of its existence" (PIRES, 2016, p. 51, our translation).

Improving English through the History of English

This section contains three subsections, which discuss the context of production of the material. The first subsection presents the elaboration of the material, and then, the second highlights important considerations that surround it. The third subsection shows the structure of the material, organized in four parts according to each Lesson of the material.

Elaborating the material

This Digital Educational Material was produced as a final work for the subject "Digital literacy and critical approach: the use of technological tools for English Language Teaching"[2] from the Graduate Certificate Program in English Language Teaching of the State University of Northern Paraná (UENP) (2018- 2019). Inspired by my researches on the History of Medieval England during Undergraduate studies (Letras - UTFPR) and Academic Masters (Letras - UNICENTRO) trajectory, I sought to build a material capable of promoting the teaching and learning of English while leading the apprentices to explore a significant part of English Language History, specifically regarding the Viking Age.

According to Gilster (1997 apud FREITAS, 2010), dealing with the digital world is "[…] learning to deal with ideas, not memorizing commands" (p. 338, our translation). Thus, there are competences that make up the "Digital Literacy" process: the critical evaluation of digital content, the hypertextual reading, the association of information from different sources, and the search skills through the "virtual library".

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[2] Original name in Portuguese: "Letramentos digitais e abordagem crítica: o uso de ferramentas tecnológicas para o Ensino da Língua Inglesa".

Therefore, to elaborate the material, we sought to use the most diverse educational tools available in the digital environment, such as *TedED, LyricsTraining* and *Kahoot!*, and other virtual utilities that do not have educational purposes, but can be adapted and used as teaching and learning tools, for instance *YouTube* and *Google* devices. In this sense, by presenting the content through a variety of digital tools, the material is committed to going beyond functional knowledge of technologies, developing in students the reflective and critical ability about how and why they use such tools.

Important notes

It is important to mention that there was the concern to make explicit all the references used to produce the material, such as texts, websites, videos and images. All the used imagery is the result of searches by *Creative Commons* and we properly cite them in the final pages of the material.

"Improving English through the History of English: between Anglo-saxons and Scandinavians" is available for download on my profile at *Academia.edu*[3]. As the material aims at educational purposes, the product has a *Creative Commons* license that allows its free sharing and possible adaptations, exclusively for non-commercial endings.

Presenting the material

The cover of the material "Improving English through the History of English" anticipates that its proposal is for those who want to improve their English language skills. Moreover, going beyond language abilities, it offers students an interesting topic that takes up some of the history of English language. In this sense, the target public

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[3] Available at:
https://www.academia.edu/40287398/Improving_English_through_English_History_Between_Anglo-saxons_and_Scadinavians_For_Upper-intermediate_Students_B2_-C1 Accessed on: Set, 9th, 2019.

is composed of those who speak and study English as a Foreign Language and have a level beyond Upper-intermediate and to whom want to know the English language more thoroughly.

In addition, the material aims the independence of teaching-learning process of students by encouraging them to use technology through different virtual tools. The material is structured in four lessons, presenting a plurality of hypertexts. Activities, texts, images, videos, and games are organized in each lesson to guide the process of teaching and learning language and content.

However, bearing in mind the flexibility of a hypertext as proposed by Xavier (2002 *apud* PIRES, 2016), it is also understood that students, as well as the teacher who will mediate the class, they have the freedom to read, reread and work in different ways with this material penetrated by a variety of hyperlinks. In this sense, it is important to warn that even if the material is structured in a linear way, this does not indicate that it is the only possible way to work and/or study it.

In this sense, the next topics of this paper will describe the activities proposed in each lesson of the material following the sequence as thought by the author.

Old Norse Influences on English Language

The first lesson, "Lesson 1 - Old Norse Influence on English Language", raises awareness on the students about the influences from the Old Norse, an ancient language spoken by the Scandinavian people, upon the English language.

To this end, it includes as a first activity a hyperlink to the *TEDEd.com* platform, which features a short video about the history of the origin of some English words, such as "window", contextualizing the relations between the Anglo-Saxon and Scandinavian peoples. Therefore, the video explains kenning, a kind of metaphor which is very common in Germanic Medieval Literature. The material suggests that the student watch the video and perform the activities that are in sequence on the page.

However, as mentioned, students and teacher are free to decide how to proceed with the exercise.

Then, in the same lesson, another hyperlink is available. Now for an article in *Babbel.com*, which discusses the *Old Norse* influences in the English language and presents 139 words originating from that fact. In order to deepen the reading, the material proposes some questions for reflection and discussion, inciting the readers to do a research on the Internet.

Anglo-Saxons and Scandinavians on TV

The ideas brought in the first Lesson introduce what comes next. In this second lesson, the students will deepen their knowledge through *Youtube* videos. The focus is to reflect on how the process of the contact between Old English and Old Norse is presented on TV, specifically by the *Vikings* series.

"Lesson 2 - Anglo-Saxons and Scandinavians on TV", exposes the television series Vikings (2013), including some of its scenes, by *Youtube* videos that manifest the Old English and Old Norse languages and contrast the relationship between the two cultures. The main purpose of the exercise is to provoke a possible reflection on cultural and linguistic exchanges that happened during history as well as it still happens today.

This thinking activity considers students' own opinion, that is very important according to the proposals of Critical Literacy, since "[...] the language education, which we, English teachers, are devoted to, needs to involve the critical component, so that our students could be well equipped with the language skills of CL " (ZHANG, 2015, p. 1318).

Critical Literacy (ZHANG, 2015; CIRÓN GARCIA, 2015) is concerned with getting students to read critically and creating new questions about current ideologies in order to promote social transformations. Learning to read and to write in a foreign language presupposes that learners develop their skills in social practices with their language and culture, which contributes to their citizenship. In this perspective, the

reading process, in any language, goes far beyond decoding, since it involves participation, use and analysis by the students about the language materialized in the text.

Despite the concern to insert the technological tools in the educational environment, it is necessary to use them in order to both students and teachers use the language as social practice. In other words, it is necessary to develop activities that take advantage of the condition of interaction, which technological means provide. In short, this shows that the unit has a proposal quite coherent with Critical Literacy, which aims at students to learn not only "[…] vocabulary, grammar and discourse; but they are also learning new ways to structure their thoughts" (CIRÓN-GARCÍA, 2015, p. 72).

At the end, the lesson proposes a research, analysis, and production activity that should be developed from a *Youtube* video showing the "Lord's Prayer" in three languages: *English, Old English, Old Norse*, and *Icelandic.* It is recommended that the student organize on a table in a document in *GoogleDocs* (there is a model available in the hyperlink), a comparative analysis focusing on similar words between English and Old English and / or between English and Old Norse.

Viking world on current Music World

The third lesson brings the world of music to continue the theme. However, the focus is only on the Scandinavian world. In this Lesson, the students will manage *YouTube* and *LyricsTraining* platform to play with their colleagues. The lesson also proposes reading and writing activities.

In "Lesson 3 - Viking World on Current Music World", the student is induced to meet the Folk Metal band Leaves' Eyes, which produces music and music videos about Norse mythology and Viking Age history. The material suggests two songs from the band as object of study: "My destiny" and "The waking eye". The first dynamic proposes a playful work of Listening through the online platform LyricsTraining.com: learners should choose one of the songs, access the page, choose the level (the

material recommends Intermediate) and play. The practice is to complete the lyrics as the student listens.

The second part of the lesson presents two fragments taken from the "Ragnars Saga Lodbrokar". The goal is to read them by carefully focusing on the *kennnings*. Then, a production activity is proposed. Students will watch on *YouTube* the same video clips used in the previous activity, pay attention to each story, and choose one of the two options to develop their writing. The material determines the writing of a Short Story based on the story of the chosen music video. In addition, students should use at least two *kennnings* (referring to Lesson 1) and look for images to illustrate their tales. The material suggests that students share their *GoogleDocs* productions with their peers to exchange comments and suggestions, thus promoting collaborative work to enhance their rewrite process, considering that:

> […] *GoogleDocs* is a free virtual online collaborative writing environment where […] it is possible to host a document and allow its editing to be open to the public or a restricted group of contributors. The contributors may modify the content initially exposed as often as necessary. The tool organizes all versions chronologically and can be stored and retrieved at any time by any contributor.
> (AZZARI, CUSTÓDIO, 2013, p. 87-86, our translation).

By combining this tool with the writing activity, which proposes collaborative work in order to contribute to the reflective process of rewriting, the student is able to achieve the skills needed to use information critically and strategically. According to Freitas (2010), all these competences define Digital Literacy, presenting itself "[…] in multiple formats, coming from various sources and presented through computer-internet" (2010, p. 339) and which the goals are "[…] often shared socially and culturally" (2010, p. 340, our translation).

What did you learn from this Medieval World?

"Lesson 4 - What did you learn from this Medieval World?" is the last unit and its main goal is to review and deepen the theme by *Kahoot!* platform. The students will

put all the knowledge they have gained into practice to learn more. Three quizzes are available for students to choose in order to play with their peers and/or teacher: 1. Kenning, 2. Old English and 3. Vikings.

> Kahoot is an interactive online digital platform that uses elements of the games from which it is possible to create an educational game with multiple choice questions including videos, images, diagrams etc., which can serve as a basis for the activity. […] It is possible to play the games created on the Kahoot platform in pairs or groups and the platform allows the creation of three types of activities: *quiz, discussion* and *survey*. The *quiz* typology consists of multiple choice questions that can range from questions of text interpretation (oral or written) to vocabulary review, grammar, concepts etc. In this typology, feedback is immediate because it presents the right answer after all players click on their respective options. (GAZOTTI-VALLIM; GOMES, 2017, p. 7, our translation).

The inclusion of games in this lesson, not only enabling the review of content as the ending part of material but also it is a way to promote conditions for the teaching and learning process to be something motivating and enjoyable. Alves (2014) argues that "[…] the insertion of games in the educational context and the use of its elements of mechanics, aesthetics and thinking (working together) can provide the possibility of producing engaging experiences" (*apud* GAZOTTI-VALLIM; GOMES, 2017, p. 3, our translation).

Conclusion

This work presented the conception and elaboration of the material "Improving English through the History of English", which is the result of the final activity for a subject and its consequent updating as a project developed for this Final Thesis.

Using a part from the "History of the English Language" as content, the Scandinavian influences on the British territory, the material promotes the union of the medieval through content and the contemporary through the technology. Therefore, it aims at the autonomy of the students by the process of teaching and learning of the English Language. In this sense, inserting the concepts of Hypertext and Digital Literacy was essential to base and contextualize the production of the material.

Ready and available on the Internet, we can consider the exposed Digital Educational Material as the beginning of a project that aims to enhance the English Language and convey its history.

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