



The FanTALES project: how fans can make interactive multilingual stories in the language classroom

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Frederik Cornillie – KU Leuven



Shannon Sauro – Malmö University



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Once Upon a Time



Eythynen
31

Llana
25

Astranaar

Quest Log

Quests: 19/25

All Track Quest

- Ashenvale
 - Elemental Bracers
 - The Lost Chalice
 - Velinde Starsong
 - Never Again!
- Blackfathom Deeps

VELINDE STARSONG
Speak with Thyn'tel Bladeweaver at the Warrior's Terrace in Darnassus.

DESCRIPTION
Velinde Starsong was my predecessor here in Ashenvale Forest. At first it seemed she had the situation in Felwood under control, but little by little her efforts faltered. One day, she simply disappeared.

I was sent here to continue her work. I'm afraid I know nothing of the priestess, however. Perhaps Thyn'tel Bladeweaver, one of the commanders of the Sentinels, knows further details of her disappearance that I was not a

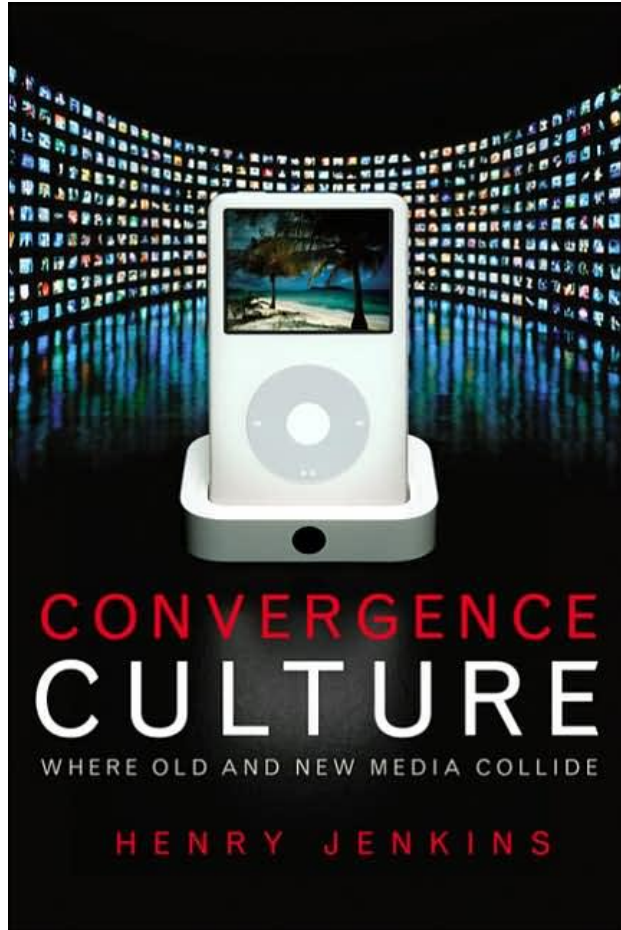
Abandon Quest Share Quest Exit

53. Zomn: :) .. dont u mind if i add u to friend list ?
54. Zomn: yeah :)
55. Meme: go ahead, i'll add you too and we can group again sometime
56. Zomn: sure :))
57. Zomn: nice too meet u //
58. Meme: you too, I forget how to spell goodbye in russian, dasvidania?
59. Meme: Is that sort of close?
60. Zomn: it is right ... or ... just 'poka'
61. Meme: alright, thanks
62. Meme: see ya

Thorne, S. L. (2008). Transcultural Communication in Open Internet Environments and Massively Multiplayer Online Games. In S. S. Magnan (Ed.), *Mediating Discourse Online* (pp. 305–327). Amsterdam: John Benjamins.



When fans become *prosumers*



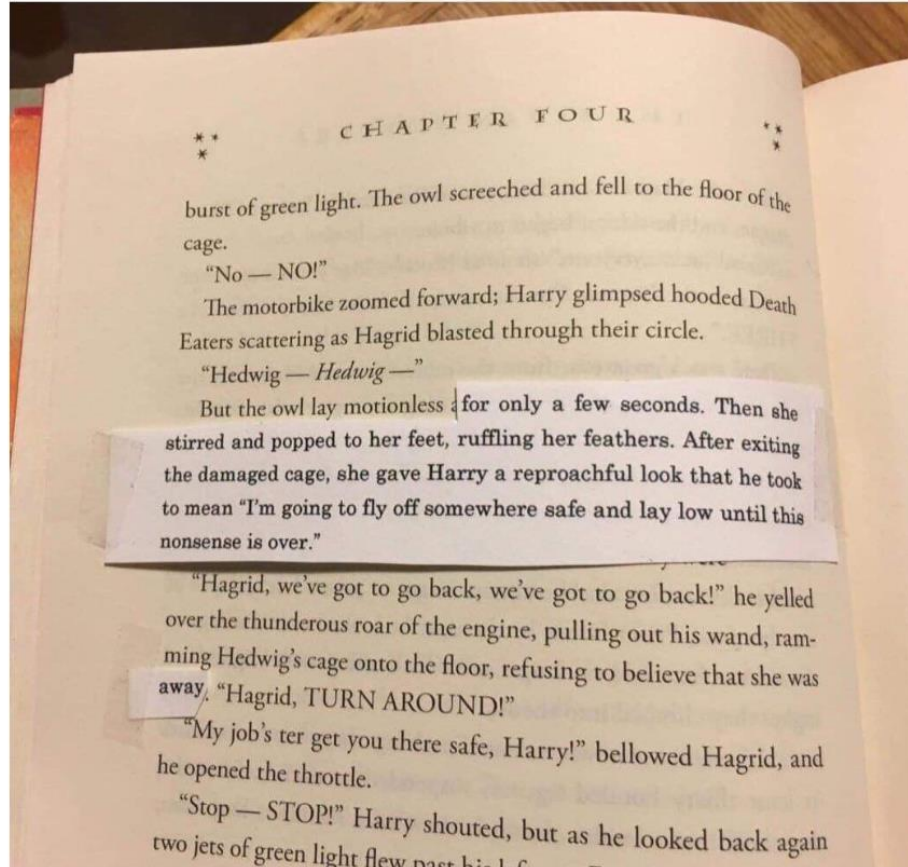
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Storytellers now think about storytelling in terms of creating openings for consumer participation.

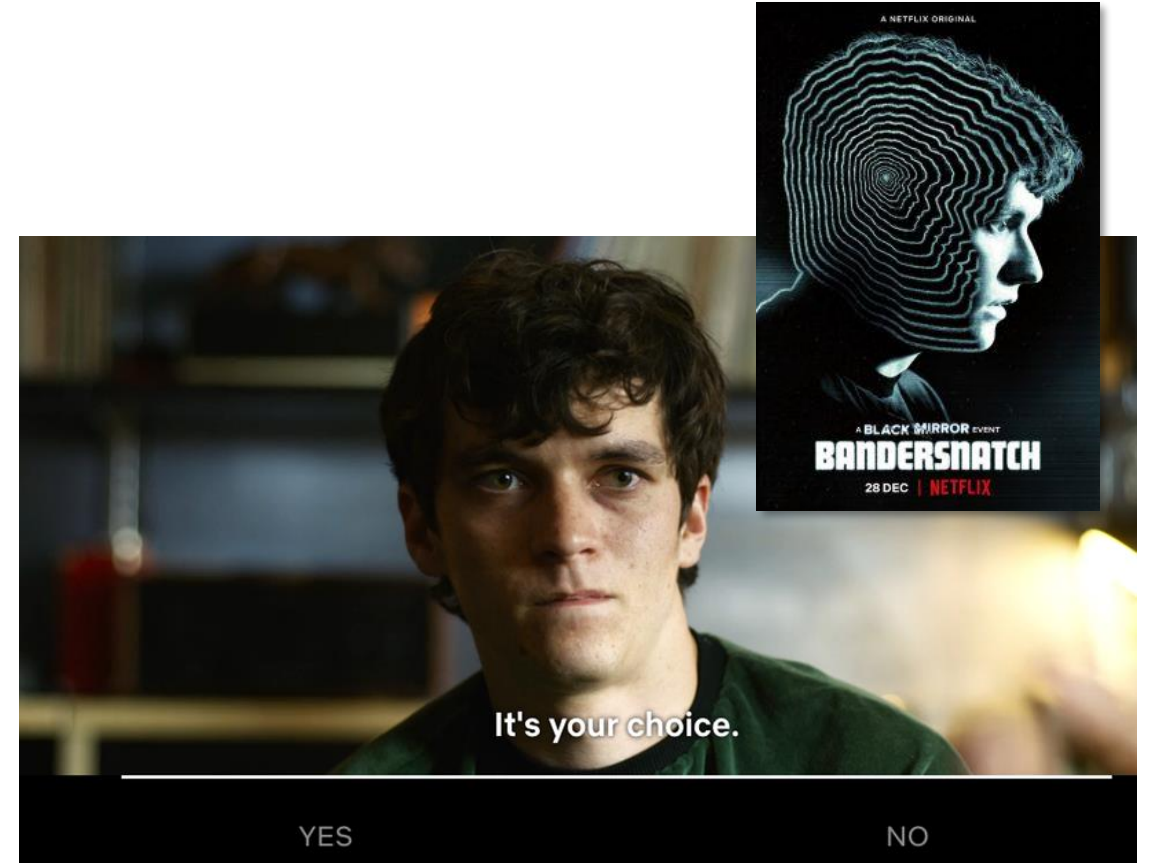
At the same time, consumers are using new media technologies to engage with old media content, seeing the Internet as a vehicle for **collective problem solving, public deliberation,** and **grassroots creativity.**

”

Forms of participatory storytelling

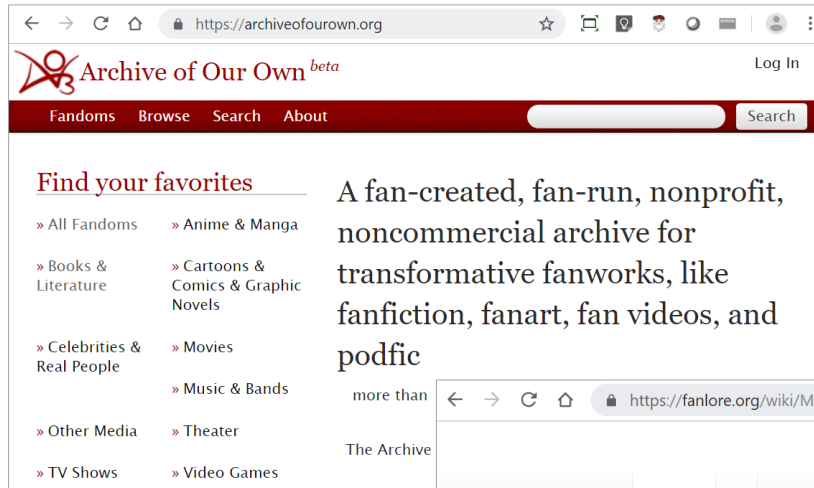


FAN FICTION



INTERACTIVE FICTION

Maker spaces for participatory (digital) storytelling



Archive of Our Own *beta* Log In

Fandoms Browse Search About

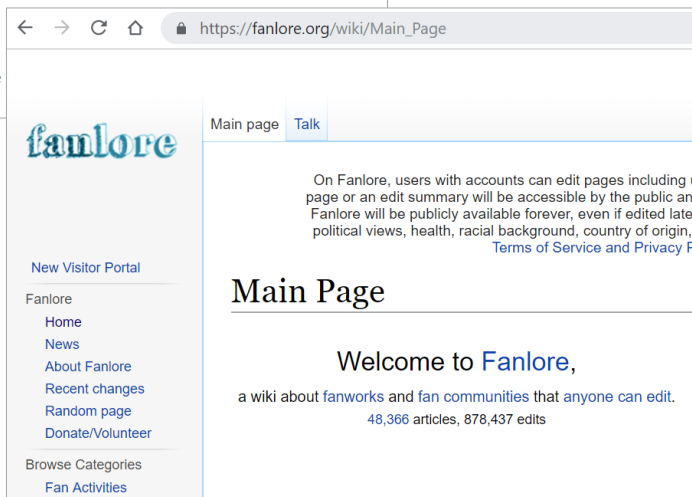
Find your favorites

- » All Fandoms
- » Anime & Manga
- » Books & Literature
- » Cartoons & Comics & Graphic Novels
- » Celebrities & Real People
- » Movies
- » Music & Bands
- » Other Media
- » Theater
- » TV Shows
- » Video Games

A fan-created, fan-run, nonprofit, noncommercial archive for transformative fanworks, like fanfiction, fanart, fan videos, and podfic

more than

The Archive



fanlore

Main page Talk

On Fanlore, users with accounts can edit pages including user pages or an edit summary will be accessible by the public and Fanlore will be publicly available forever, even if edited later for political views, health, racial background, country of origin, or other reasons. [Terms of Service and Privacy Policy](#)

Main Page

Welcome to Fanlore,
a wiki about fanworks and fan communities that anyone can edit.
48,366 articles, 878,437 edits

New Visitor Portal

Fanlore

- Home
- News
- About Fanlore
- Recent changes
- Random page
- Donate/Volunteer

Browse Categories

- Fan Activities



FAN FICTION



The Interactive Fiction Database

IFDB the Interactive Fiction Database

Home | Profile - Edit | Your Page | Your Inbox

Welcome to IFDB! [Site News](#) | [RSS Feed](#)

The Interactive Fiction Database is an IF game catalog and recommendation engine. IFDB is a Wiki-style community project: members can add new game listings, write reviews, exchange game recommendations, and more. [Tips & More Info](#)

Find

- Advanced Game Search
- Find a Recommended List
- Find a Poll
- Create a Poll
- Find a Competition
- Find a Club
- Look Up a Member



INTERACTIVE FICTION

When these two spaces collide



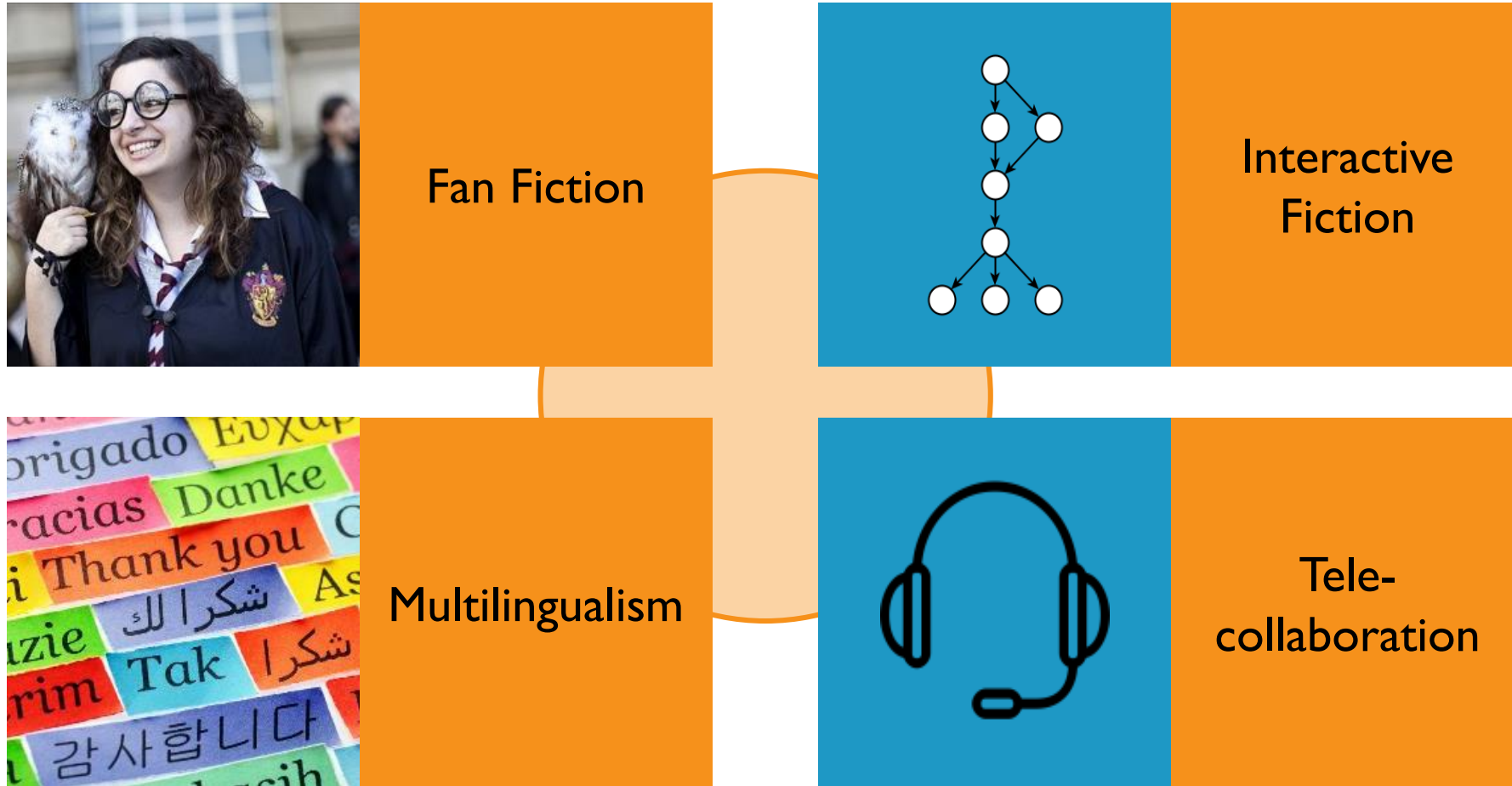
The screenshot shows the Inklewriter interface. At the top left, the logo 'inklewriter BETA' is visible. At the top right, there are logos for 'future colleges' and a small character icon. The main content area is a white box with a 'Start again' button in the top right corner. The title 'The Sorting Hat' is centered at the top of this box. Below the title, the text reads: 'THE LAST THING YOU SEE BEFORE THE HAT drops over your eyes is the Hall full of people craning to get a good look at you. Next second you are looking at the black inside of the hat. You wait. 'Hmm,' says a small voice in your ear. 'Difficult. Very difficult. Plenty of courage, I see. Not a bad mind, either. There's talent, oh my goodness, yes - - and a nice thirst to prove yourself, now that's interesting... So where shall I put you?' You grip the edges of the stool and think, 'Not Slytherin, not Slytherin.' 'Any house will do.'

On the left side of the interface, there are three promotional cards. The top card is for 'Steve Jackson's Sorcery!' with a book cover image and the text 'An epic journey through a magical land'. The middle card is for 'Frankenstein' with an image of a man and the text 'Guide Victor Frankenstein through Mary Shelley's classic story'. The bottom card is the 'inkle' logo.

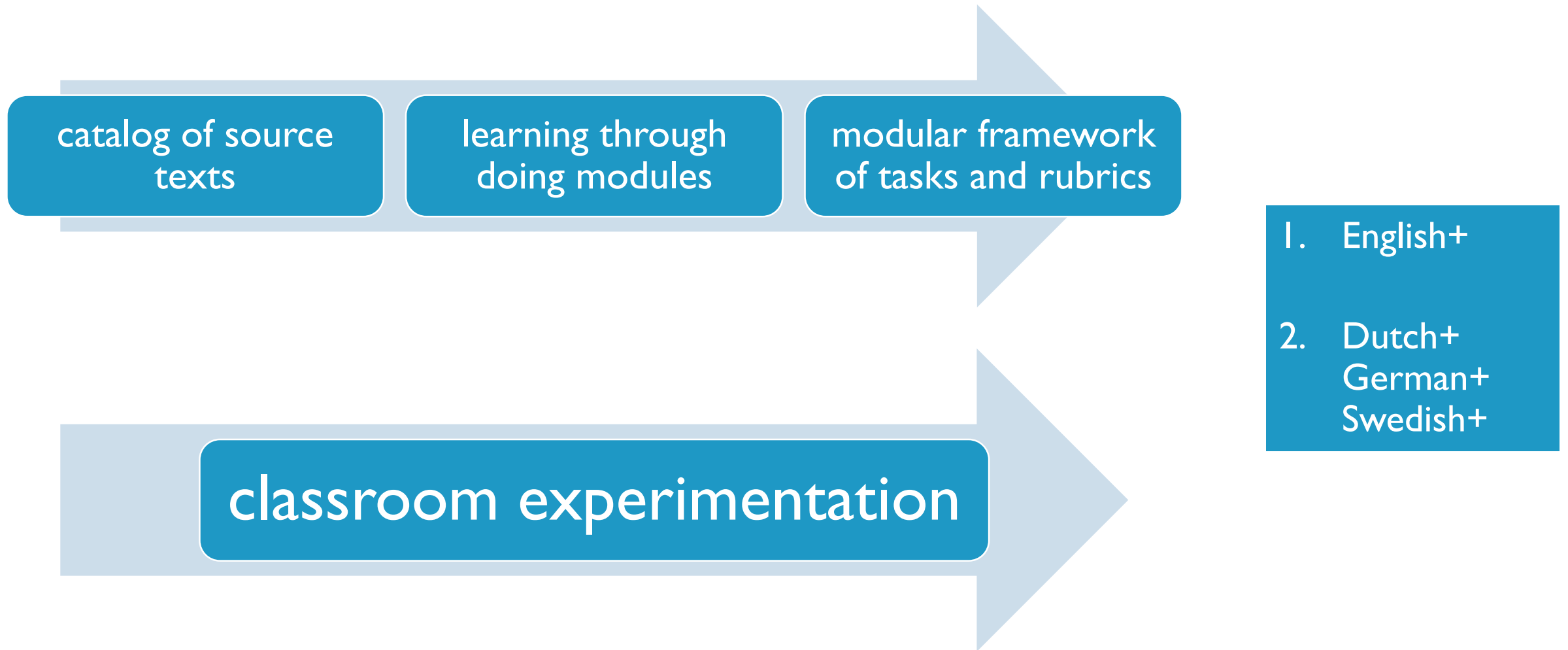
At the bottom right of the interface, a status bar shows 'Window size: 1366 x 768' and 'Viewport size: 1366 x 768'.

The FanTALES approach

Co-funded by the
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FanTALES process



Catalog of source texts (English)

- Based on learner survey ($N = 351$)
- Books, games, films, etc. related to the target language & of **interest to target group**
- Includes relevant information for teachers, e.g. summaries, text samples, potentially problematic content, etc.
- To serve **as a guide for teachers interested in developing language learning tasks based on media** that secondary school pupils may already be familiar with (in the target language).

Media (ranked by frequency)	BEL	GER	SWE
Harry Potter	Y	Y	Y
Game of Thrones	Y		Y
Gossip Girl	Y	Y	Y
Pretty Little Liars	Y	Y	Y
Riverdale	Y	Y	Y
Call of Duty	Y	Y	Y
FIFA	Y	Y	Y
Stranger Things	Y	Y	Y
Grand Theft Auto	Y		Y
Orange is the New Black	Y	Y	Y


Searchable Catalog of Source Texts

The searchable catalog of source texts will provide teachers with information about texts, movies, digital games, tv shows and other media that lend themselves to fanfiction-based projects.

fanTALES Digital stories from fans in the multilingual classroom

Search for source texts ▾ media types ▾ genres ▾ content

- [select / deselect all]
- action
- adventure
- children's literature
- comedy
- crime
- drama
- dystopia
- fantasy
- horror
- life simulation
- mystery
- romance
- satire
- science fiction
- simulation
- sitcom
- sports
- thriller
- tragedy
- travel
- young adult

 **Harry Potter book series** by J. K. Rowling (writer)

A seven book series of children's/young adult novels. The first introduces by his aunt and uncle after the death of his parents in a car crash when H magical abilities and that he is the only survivor of an attack by a powerful return to power and take over the wizarding world. Each book follows Ha magical boarding school, Hogwarts, where Harry faces challenges that a return to power. At the same time, Harry learns more about his past, the v friendship, fitting in, growing up, and even romance. The books move fro threat to darker more young adult-themed with the fourth book. Harry's c threats around him grow increasingly severe and dire. The final book reta hope.

GENRES [fantasy](#) [children's literature](#) [young adult](#) [dystopia](#)

KEYWORDS child abuse - major character death - racism - torture -

CONTENT WARNINGS profanity: mild - violence: yes - sex: no

LANGUAGES English

LENGTH 223 pages to 766 pages

SOURCE MATERIAL [\[excerpt\] From Harry Potter and the Sorcerer's Stone \(US English version\). Chapter 10: The Vanishing Glass](#)

RELATED WORKS The Harry Potter films

AVAILABILITY OF FANFICTION More than 100,000 entries on [Archive of Our Own](#), [FanFiction.Net](#), [fan specific](#)

Learning through Doing Modules

- For teacher and student training
- Hands-on activities
- Provide future teachers with the experience and knowledge needed to implement IF, fan fiction, multilingual storytelling in their classrooms.
- Available from www.fantales.eu.



Modular Tasks

- **Modules** for the major components of these complex tasks.
- General task instructions + more specific instructions tied to a particular text (e.g. Sherlock Holmes)
- Instructors can **combine and build an assignment** that meets their students' needs and abilities.

Fanfiction 6A. Fix-it Fic (General Instructions)

Fix-it fic is fanfiction which fixes something in the source material that a fan did not like. For instance, it is common for fix-it fic to bring a beloved characters back to life, to fix or explain an inconsistency in a character's behavior or to fix a hole in the plot. For this option, you will identify something in the source text you do not like and write a story where you fix-it and explore what happens as a result.

Category 4: A language problem

Language itself is at the heart of the plot: A language has to be learned, a letter from a distant place has to be translated, a character has to mediate for two other characters who don't share a language. E.g. a misunderstanding happens because of a difference in languages

Example: Write a Sherlock Holmes story that is based on a misunderstanding of a word that means very different things in different languages (e.g. "Gift": a present in English

poison in
[If you w
e.g. "gift"

IF 4. Ethical choice, combined with cause and effect choices


In stories, a character (typically the hero) often has to make tough choices that involve some kind of moral dilemma and that have a big impact on the world around them, on the other characters they relate with, or on their individual lives. In a favourite story of yours, think about such an ethical choice and the series of events that lead up to it. Also make a character sheet that lists the major values of your character and his or her backstory. Now imagine that your character makes a different choice. What events would inform that choice? What motivations does your character have for making that choice? Write an outline for an interactive fiction story in which the different events and motivations would result in your character making a different ethical choice.

(Note: this is advanced stuff to implement, and would require knowledge of variables and delayed branching.)

Rubric Framework

- Comprised of different components for evaluating the fanfiction, multilingualism and IF elements of each task.
- Includes separate peer-evaluation scales.

	3	2
Fictional Writing	The fanfiction includes many characteristics of fictional writing such as plot, setting, character, conflict, dialog, imaginary events, and point of view that are w...erated into	The fanfiction includes many characteristics of fictional writing such as plot, setting, character, conflict, dialog, imaginary events, and point of view to tell a fictional story.
Meets Expectations		
Originality		



Classroom experimentation: preliminary results

- Upper secondary school learners in Belgium ($N = 20$)
 - Age: 17-18
- Approach
 - Creative writing project
 - End goal: write an interactive fanfiction story with multilingual elements
 - 5 groups
 - High degree of freedom

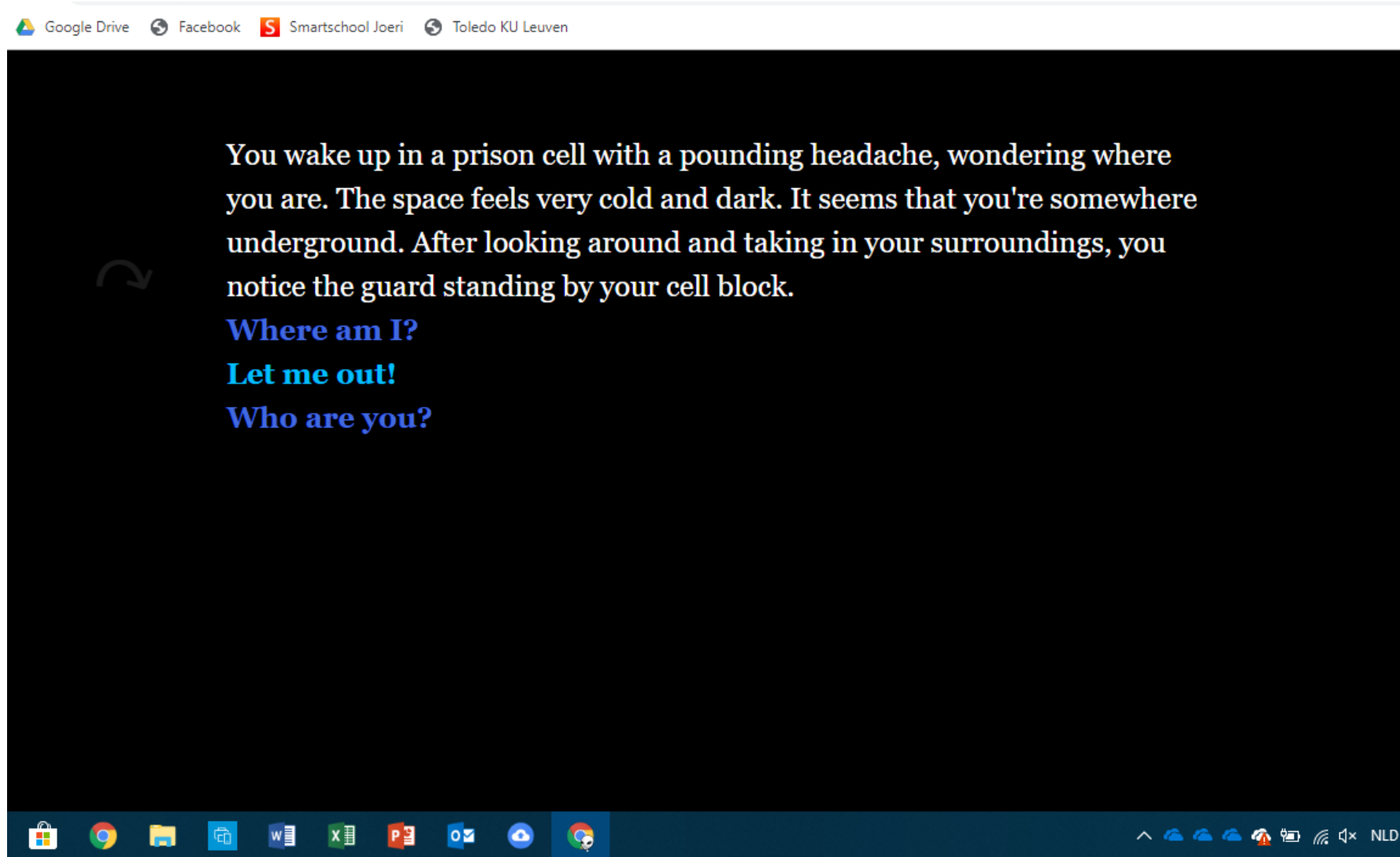


Process

- Preparation
 - Class pick a common universe
 - Assassin's Creed
 - Groups pick a main character, location and time
 - Basic training in Twine
- Guided group work in class
 - Brainstorm – write – revise
- Presentation for peers and for FanTALES team
- ~ 25 hours of classroom time



First draft





The guard doesn't appreciate you being this freaking annoying and loud, so he leaves. Great, now you're on your own. You need to figure out where you are and what you're here for...

COME BACK



WIG, the guard understood and came back, this time someone's with him.

Shut up and listen

I WANT AN EXPLANATION

WHO IS THIS NOW??

Teacher intervention ...

Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

Albus Dumbledore didn't seem to realise that he had just arrived in a street where everything from his name to his boots was unwelcome. He was busy rummaging in his cloak, looking for something. But he did seem to realise he was being watched, because he looked up suddenly at the cat, which was still staring at him from the other end of the street. For some reason, the sight of the cat seemed to amuse him. He chuckled and muttered, 'I should have known.'

Second draft

 Google Drive  Facebook  Smartschool Joeri  Toledo KU Leuven

The Russian connection

Oliver wakes up in a dark prison cell with a pounding headache, wondering where he is. His limbs are feeling numb, like he's been sleeping for a while. The space feels very cold and dark. When he tries to remember what he's been doing or even where he was during the last 24 hours, he can't remember a thing. Maybe he was sent on a mission? It seems that he is somewhere underground. So far for guessing in what country he even is.

After looking around and taking in his surroundings, just the bed he's sitting on and something that looks like a plate with bread crumbs on, he finally notices someone standing by the door.

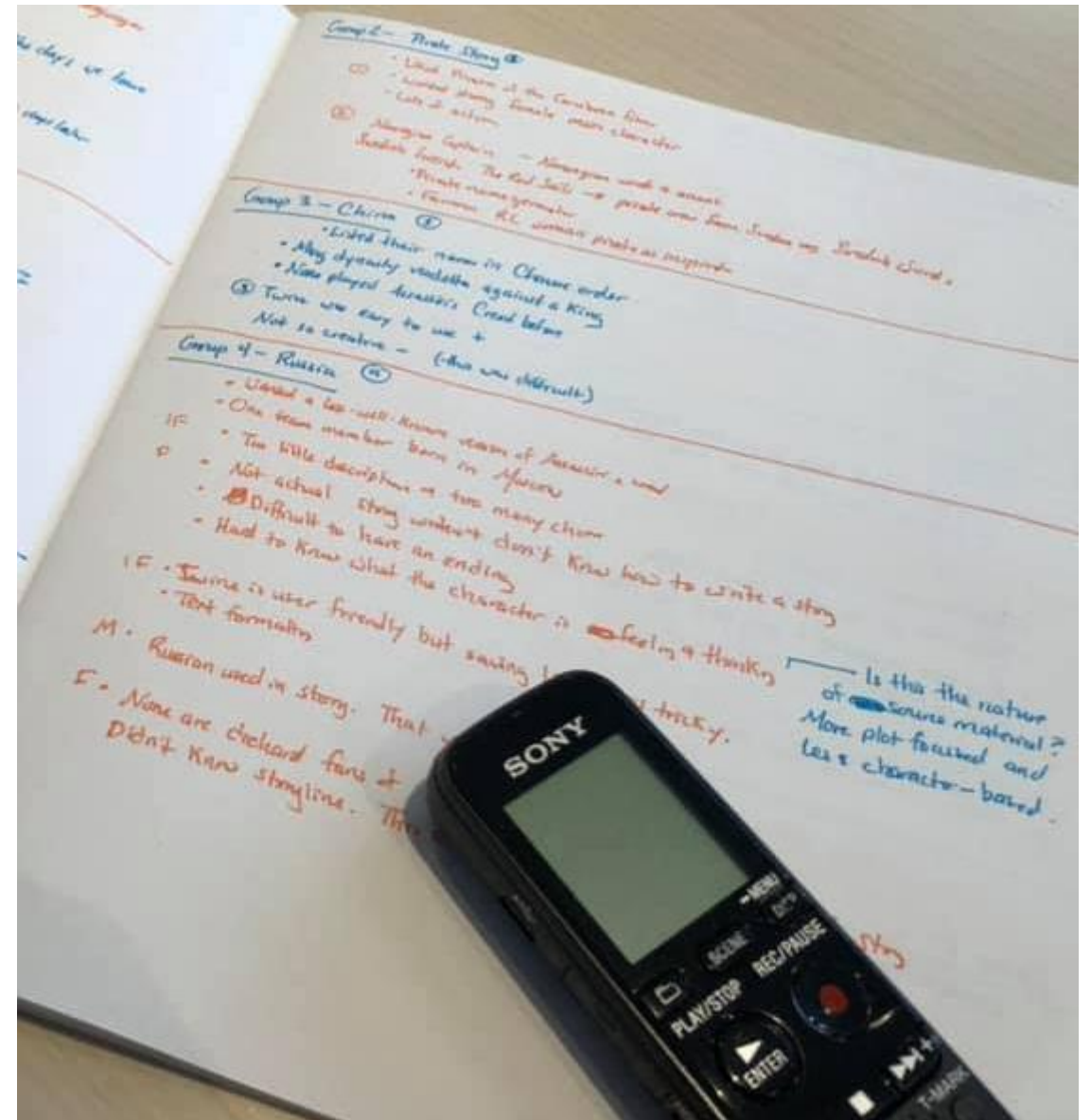
-Hey man, where am I and what am I doing here?

-Hey you, can you let me out of here!

-Who are you, man? Oliver asked.

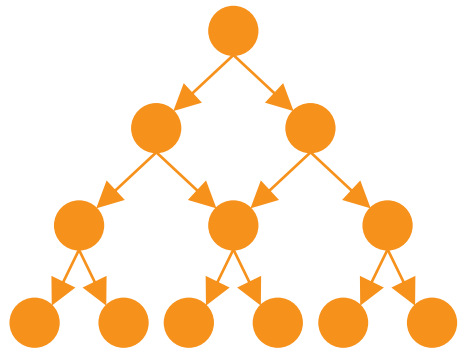
Focus group sessions

- Focus group interviews held with small groups (6 to 9 students) on each of the three major task elements: Fanfiction, Multilingualism, IF
- To gather input on the **students' perspective regarding such complex tasks**



Key Observations: IF

combinatorial explosion



designing good choices



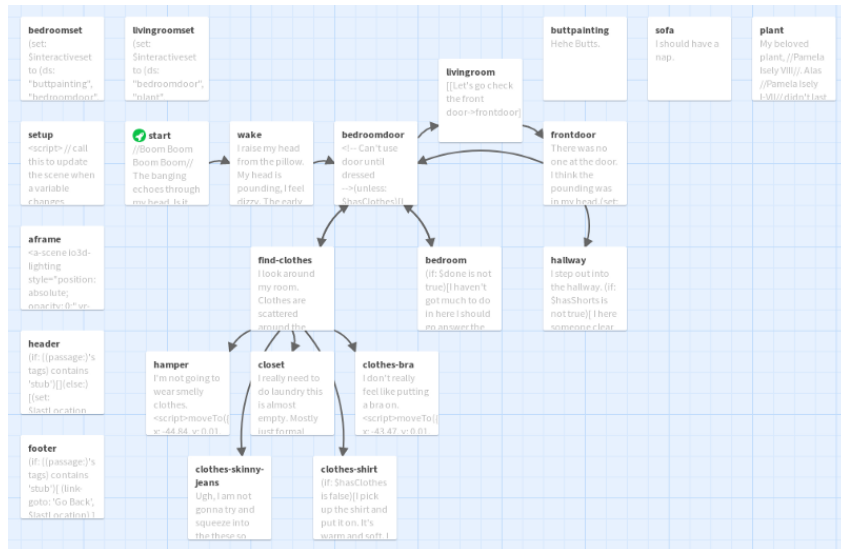
When you had a choice, a choice you had to find another story for that choice and then **go on and go on and go on**.

It was also **difficult to say OK this is the end**, I'm not going to go further.

I think too much choices, too much [sic] ideas. And then **choosing what is the best idea**. The idea that I can do the most with. That was difficult for me.

Key Observations: IF

authoring interface interferes with creative writing process



I think it was good that you could see the different choices – it was **like a mindmap actually**, and then you could write in these different choices.

But what was not so good is that you had to write [...] two signs and then the title of your choice **and then you stop that, and that slows down the writing process**, because you could be writing, like very fast, you have a good idea, you write a lot. And then you're like, wait, now I need to make another choice. And you have to write the code. **You have to also make these boxes every time**, you have to make sure they're linked.

Key Observations: Multilingual Storytelling

- Tension between multilingual task and **school policy on language use**
 - Other languages at school not allowed (e.g. on playground)
- Difficult to implement other languages in meaningful ways **that added to the story**
 - But also **interesting and fun**



Key Observations: Multilingual Storytelling

- Awareness of varied approaches to multilingual storytelling:
 - Languages should create an **authentic atmosphere**
 - Russian was used for **side characters** but did not play a role in the plot.
 - **Think about languages first** and then create a story around that.



Benefits of Writing Fanfiction

- **Being free** to write your own story.
- Improved English skills
 - Vocabulary
 - Being able to describe and use detail for people, landscape, structures and places.
 - Learning to use longer and better sentences with **varied sentence structure**.
 - No starting every sentence with “He did this” or “He did that”.
- Incorporating **things they knew or were interested in**:
 - 13 Reasons Why
 - Historical women pirates
 - Growing tensions between US and Russia



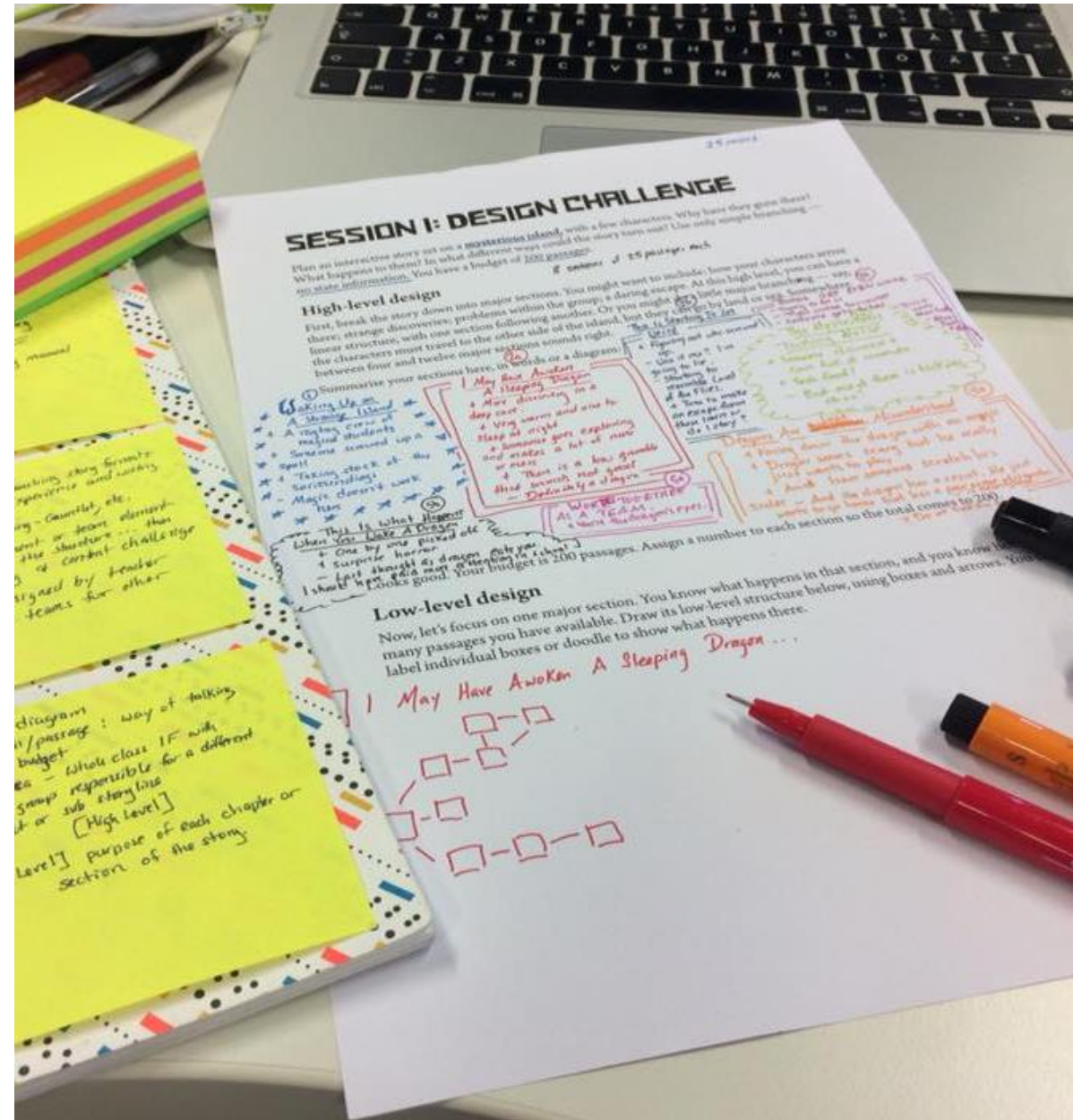
Challenges of Writing Fanfiction

- Being **creative**.
- Using extensive **vocabulary**.
- Not knowing what to expect and what level writing like this would look like.
- **Too much freedom** and not enough responsibility.
- Finding a way to end the story.
- Writing about something most students didn't really know much about: **the Assassin's Creed game**
 - Wrote a story about a non-existing Assassin's Creed, the future, and lost track of the Assassin's Creed aspect, which is about murdering people.
 - It was difficult to combine the movie (Blue Lagoon) and TV series (13 Reasons Why) with Assassin's Creed together because they were totally different stories.



Next Steps

- Identifying Source Texts for Dutch, German and Swedish.
- Developing sample tasks for Dutch, German, and Swedish
- Making English materials available in Dutch, German and Swedish.
- Integrating the above into an Online Gamified Writing Assignment Platform
- Developing a teaching handbook.





www.fantales.eu



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