



Managing the complexity of fanfiction-based multilingual interactive storytelling in the European classroom

EuroCALL 2019, 28 August 2019, Louvain-la-Neuve

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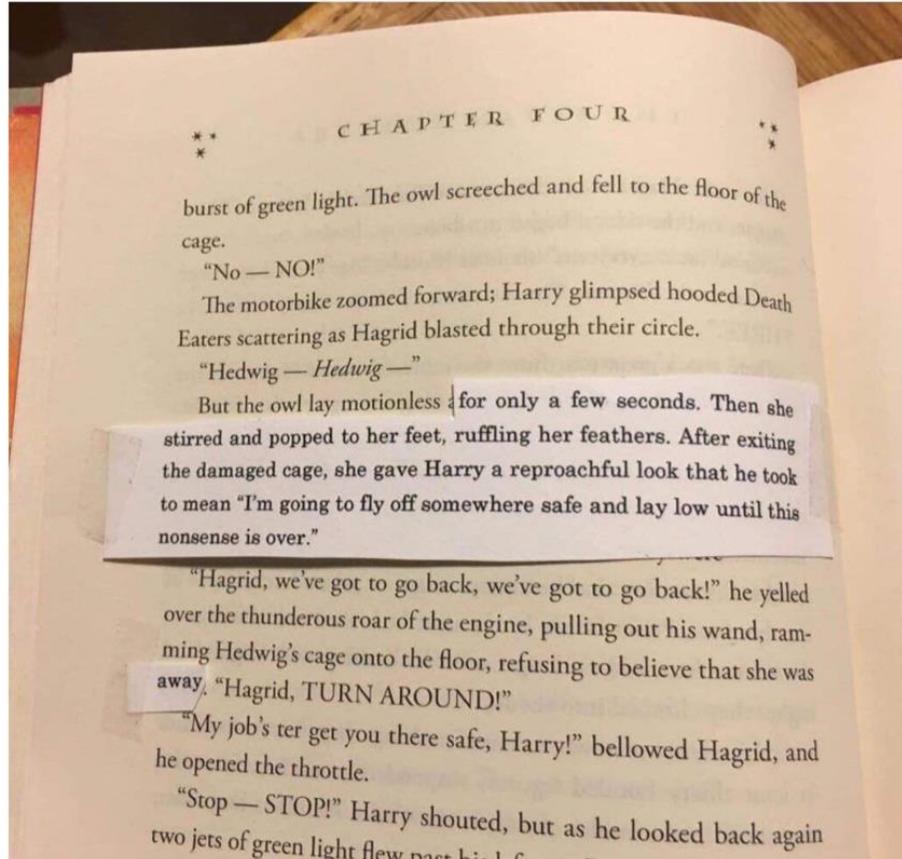
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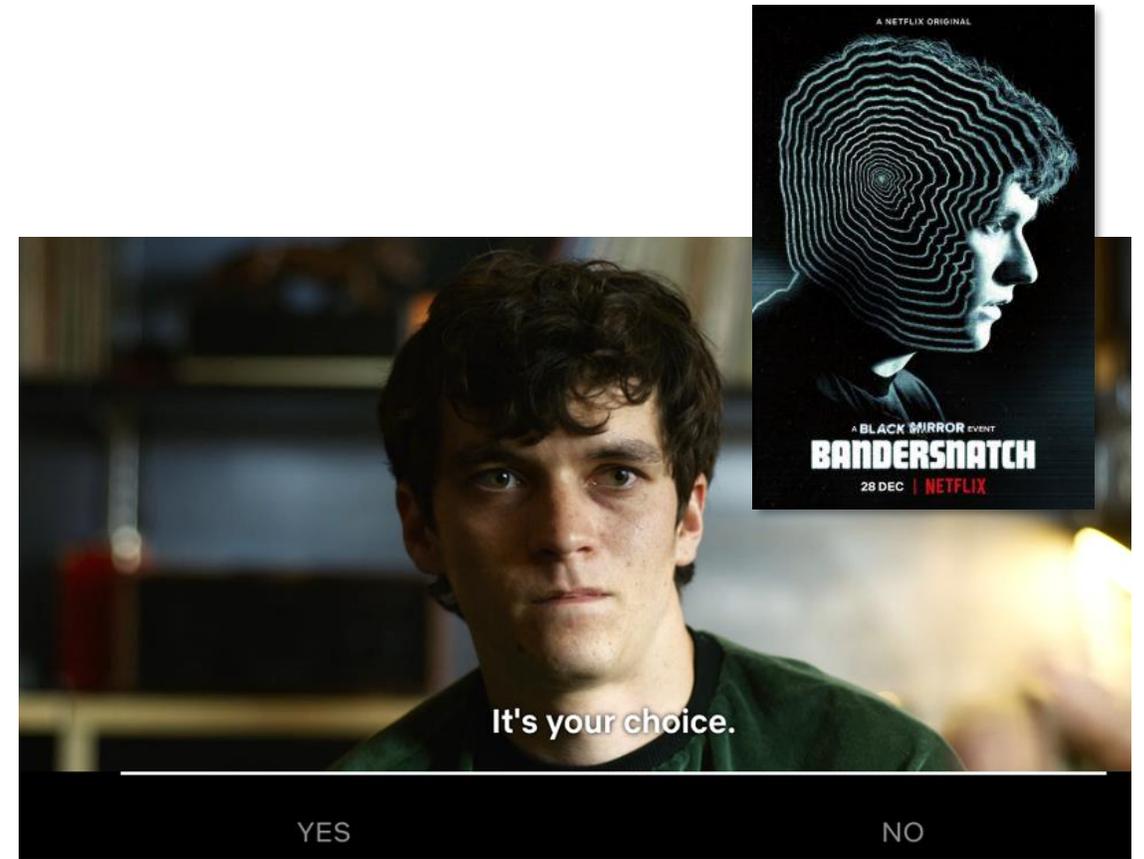
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Participatory storytelling

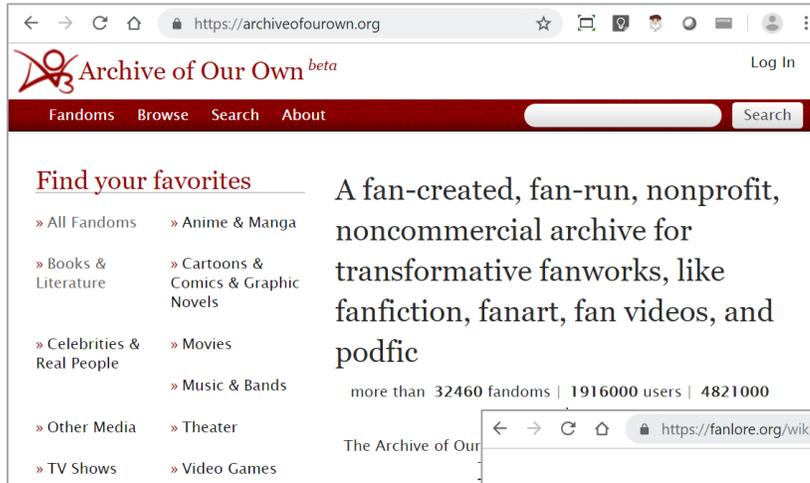


FAN FICTION



INTERACTIVE FICTION

Participatory storytelling in the digital wilds



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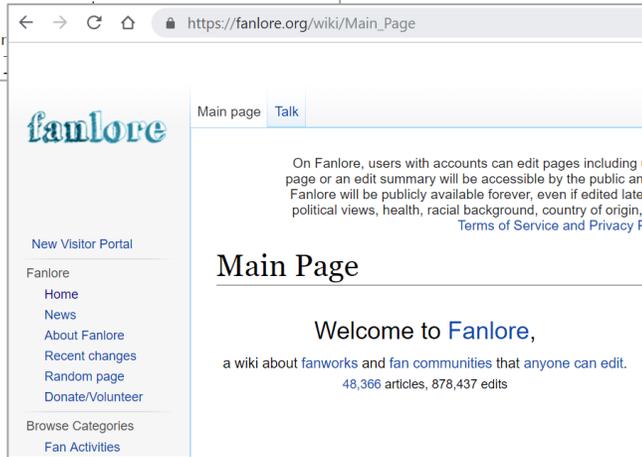
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FAN FICTION



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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

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The Interactive Fiction Wiki

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INTERACTIVE FICTION



Multilingual storytelling and identity

The Importance of Knowing Languages

CaptainOfTheKryptonSpacemarines

Summary:

When Fleur asked for the bouillabaisse, she wasn't expecting an answer in French from a beautiful English girl with unruly hair.

"Vous parlez français?" Harry knew next to nothing of French but he figured out the Beaubaxtons student had asked Hermione if she could speak French, knowing at least the word 'Français' from all the movies he'd watched; what stood out more to him was the way she had asked, more surprise than actual question and how pleasantly surprised the French Witch looked at Hermione.

"Une petite peu, je ne le parle pas beaucoup" Hermione paused and gesticulated with her hands as she spoke, seemingly picking her words *"Je... ne l'ai personne pour... avec qui le pratiquer, mais je comprends"* Hermione giggled nervously as she went on *"J'espère vous me le comprendre"* Hermione seemed to have answered like she had been stuttering her way through it but Harry didn't really know given he was blank as to what his friend had actually said but it must have been something the other girl found incredible because the Beaubaxtons student smiled fondly and offered her hand to Hermione.

<https://archiveofourown.org/works/16914975>



shark (Leeviathan) on Chapter 1 Wed 12 Dec 2018 12:30PM EST

I feel very left out xD if we're talking lesbianism I wanna be in on their conversations! You can still describe onlookers being confused, but keep us with Fleur and Hermione personally. Good job tho

[Reply](#) [Thread](#)



CaptainOfTheKryptonSpacemarines on Chapter 1 Wed 12 Dec 2018 03:29PM EST

That's kinda the idea: To make you see how left out others are.

Don't worry, all the important things to properly identify the lesbian behavior will be in English (with one major exception around chapter 8)

In this chapter all you need to keep in mind are that lipbite at the end and the handshake observation

Thank you for reading! Hope to read more of you as the story advances

Last Edited Wed 12 Dec 2018 03:29PM EST

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From the digital wilds to the language classroom

“by drawing upon tenets of TBLT, in particular the design and sequencing of sub-tasks to align with student learning needs and course goals, fan fiction and fandom activities can be integrated into an **EFL course to support literary and language learning**”

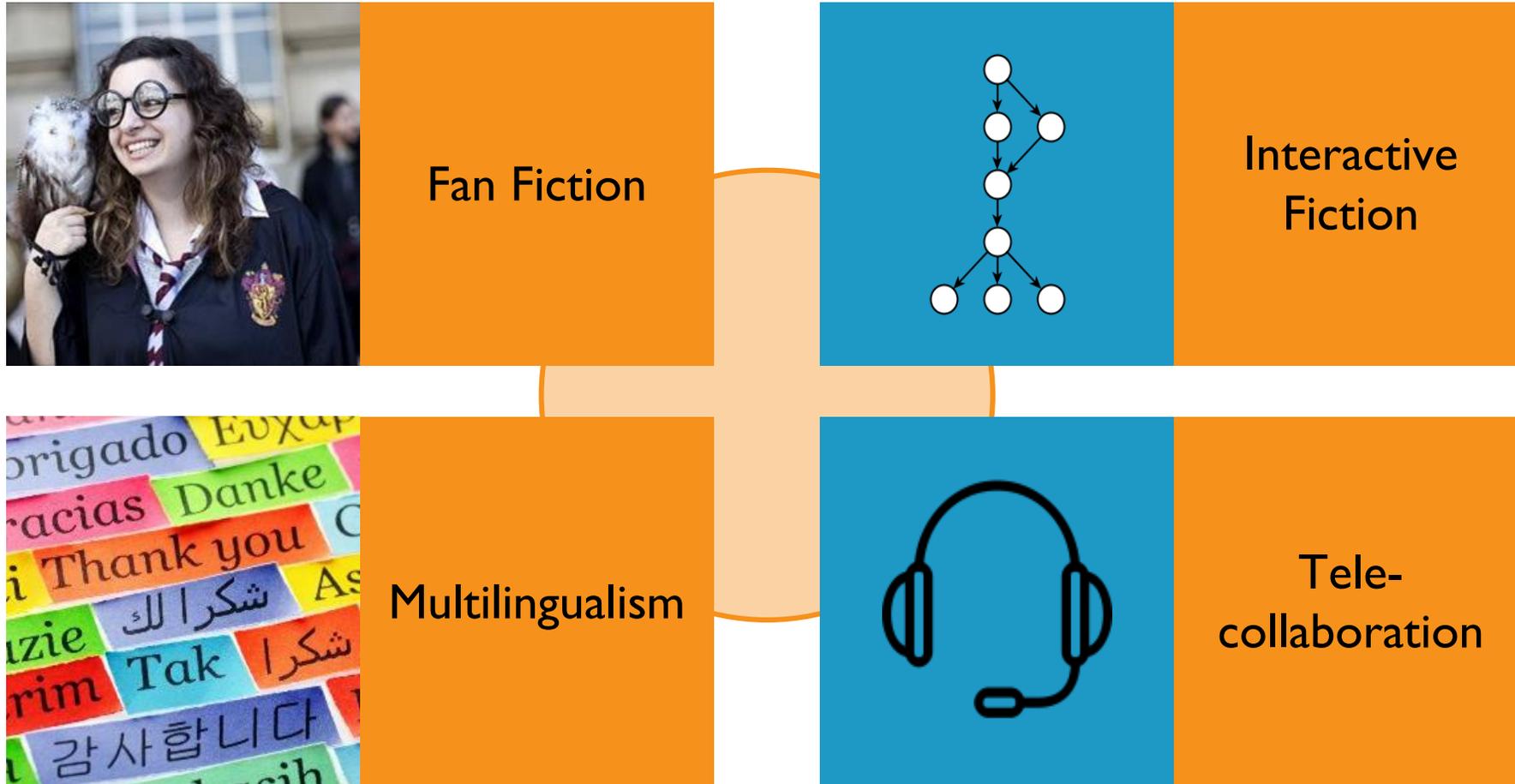
Sauro, S., & Sundmark, B. (2016). Report from Middle-Earth: Fan fiction tasks in the EFL classroom. *ELT Journal*, 70(4), 414–423.



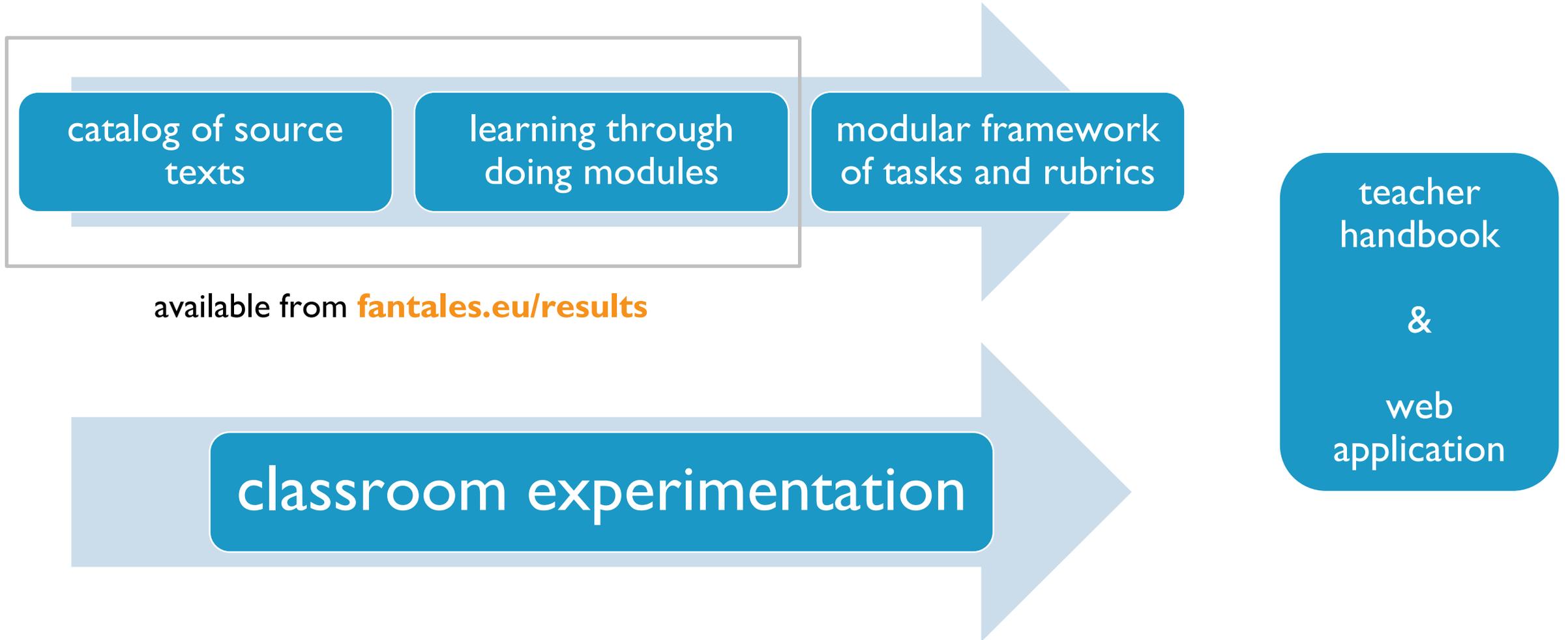
Picture: Shannon Sauro

FanTALES

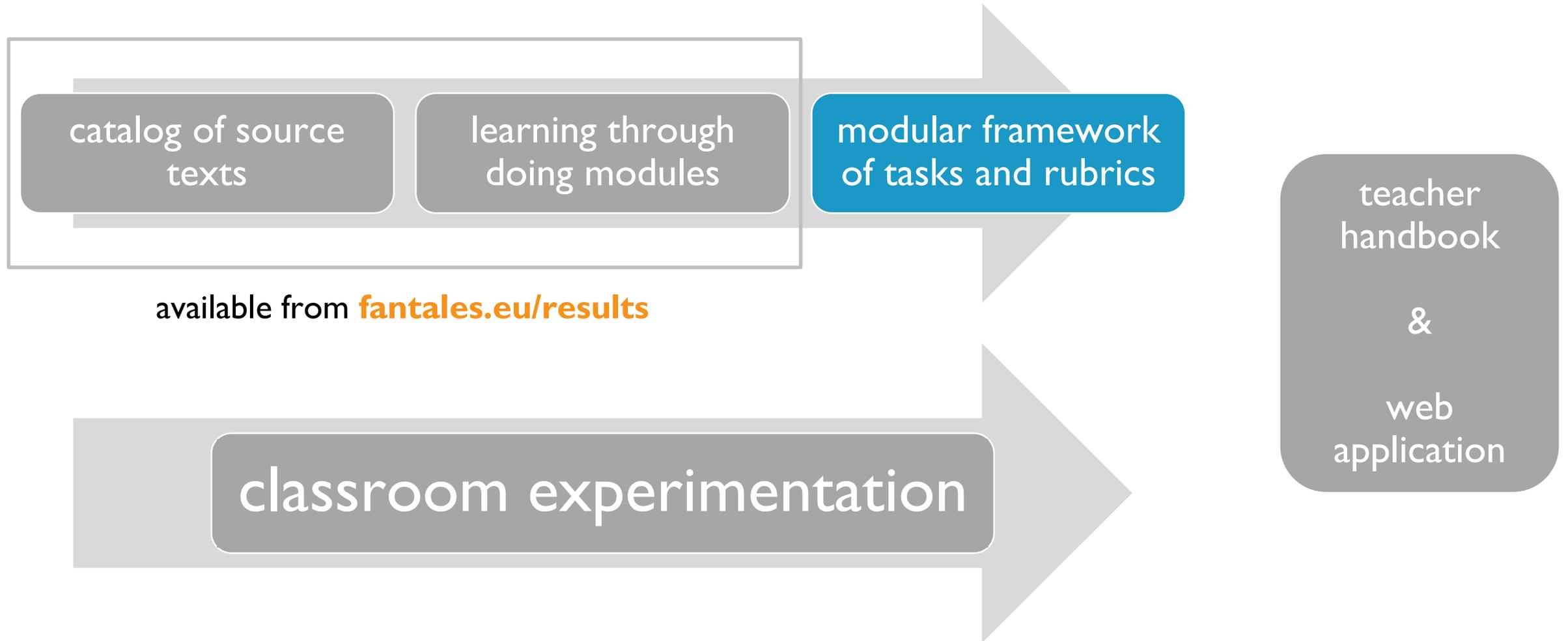
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FanTALES outputs and process



FanTALES outputs and process



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"

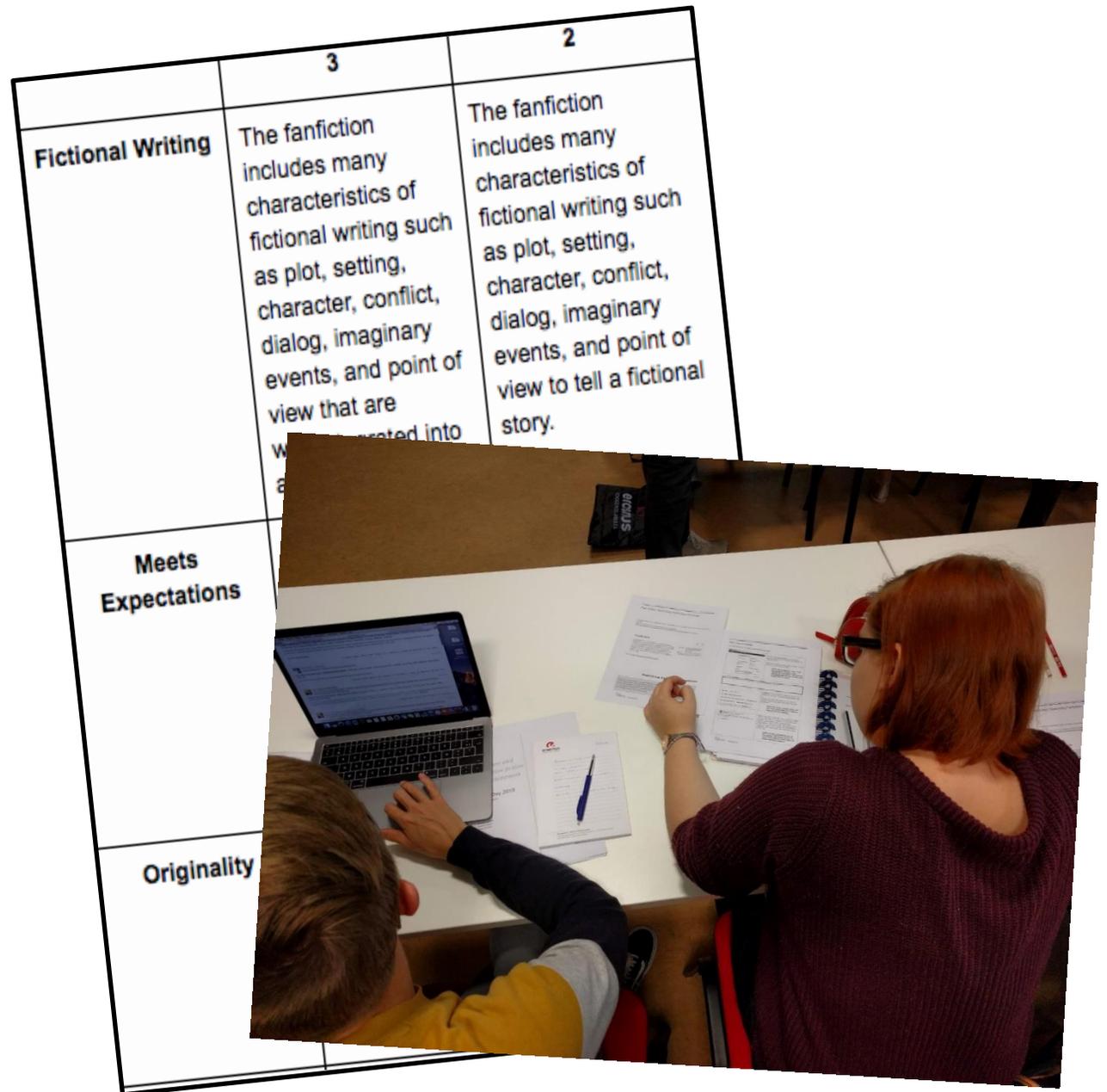
IF 4. Ethical choice, combined with cause and effect choices

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.

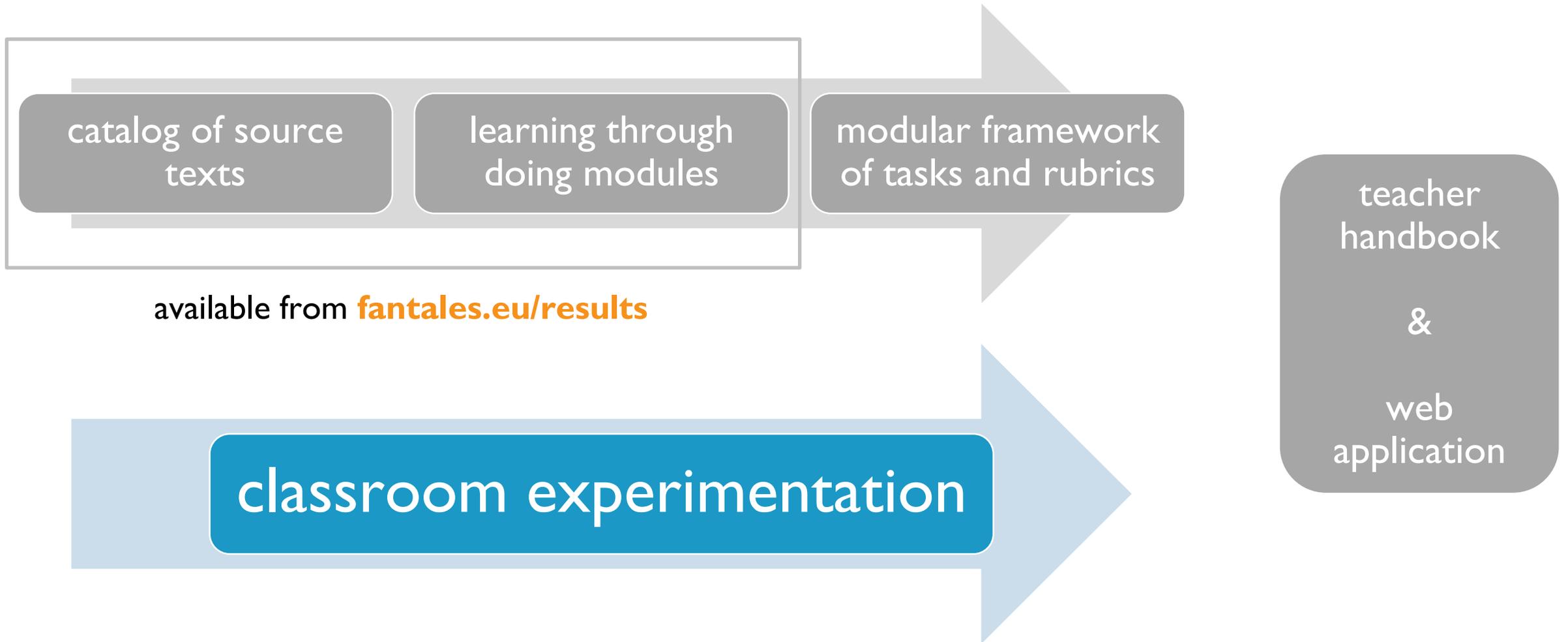
(Note: this is advanced stuff to implement, and would require knowledge of variables and delayed branching.)

Rubric Framework

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



FanTALES outputs and process



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



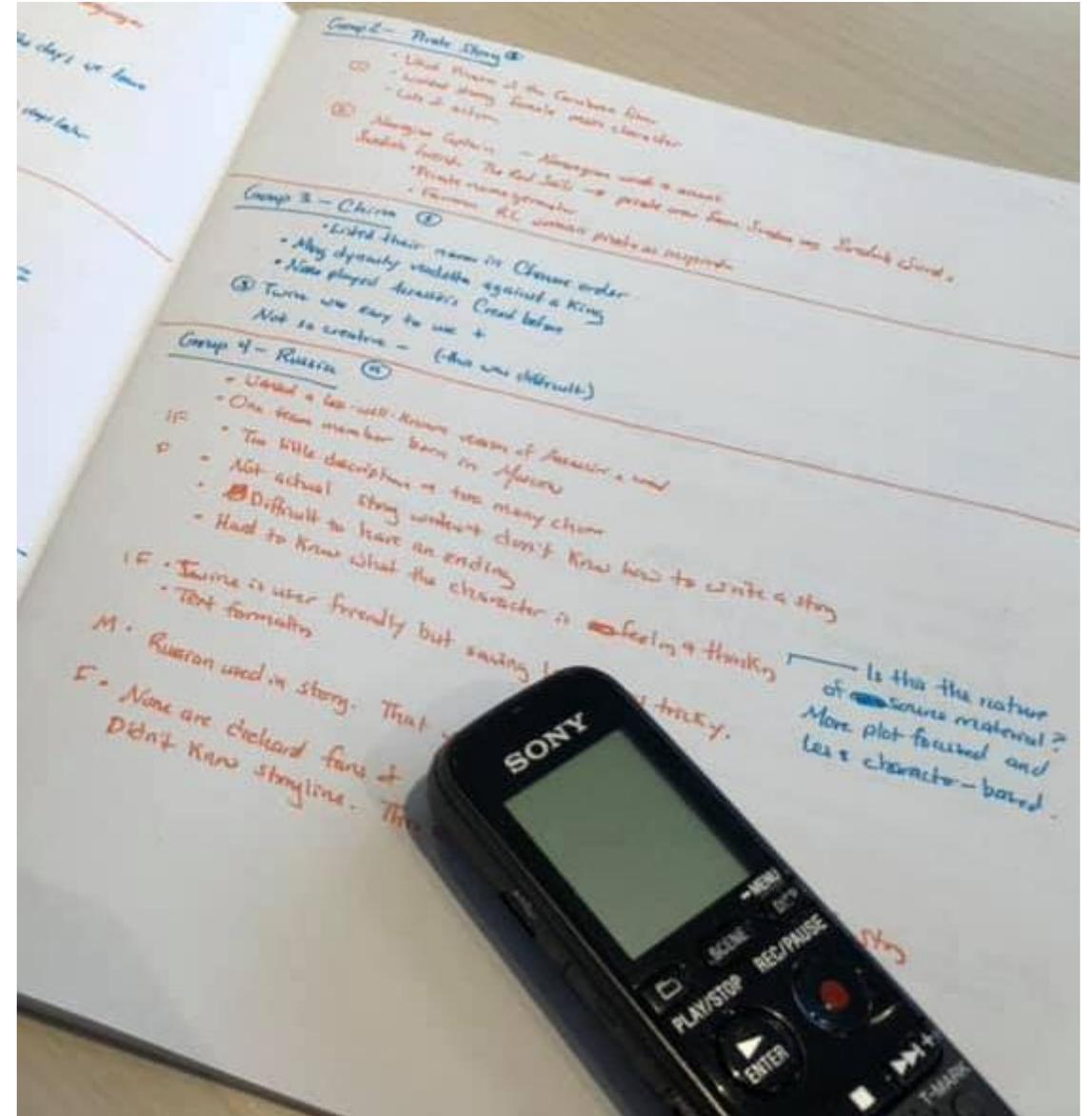
Process

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



Data collection & analysis

- Focus group interviews held with small groups (6 to 9 students) on each of the three major task elements: Fanfiction, Multilingualism, IF (six focus group interviews in total)
- Qualitative content analysis



Research questions/focusing questions

- What may be missing in the supports / scaffolding / material to realize the teaching goals? (learner perspective)
- How have the learners experienced (or are they experiencing) the tasks, what do they find useful, and what do they feel they have learned as a result?



Multilingual storytelling - in what language?

Theme I: Use your 'own' languages

- School had fairly strict rules about language use (Dutch only on school grounds unless another language required by a specific task)
- 'Legal' context for using other languages
- Opportunity to demonstrate "you can mix languages to make a nice story"

Theme II: 'Interesting' languages

- None of the students used foreign languages taught at school (no French, no German).

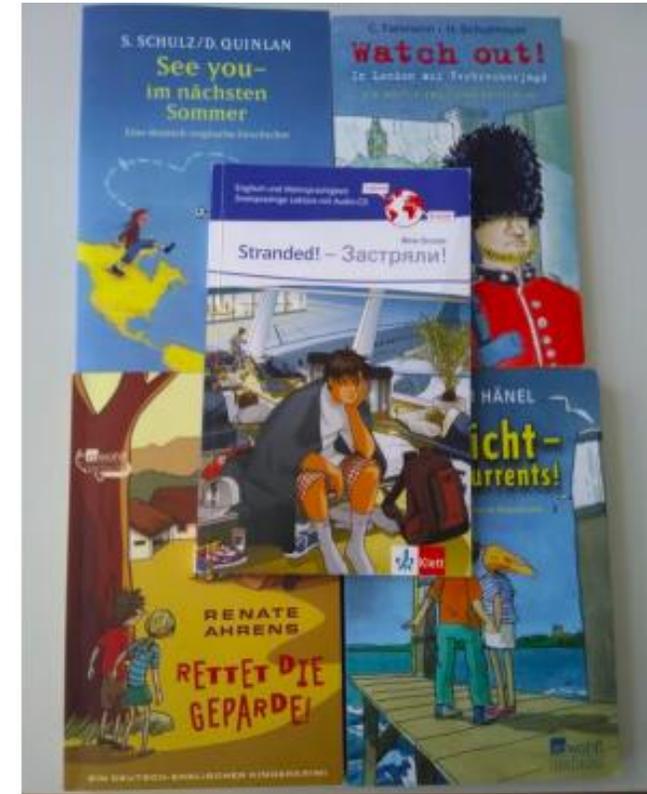
Because when you're speaking French or Spanish or another language it's legally. So, now it was the right time to do, to put it in a story so it was legal. It's nice because you bring some culture in a text and with other languages you can prove that you can mix languages to make a nice story. It doesn't just have to be only one language.

Expectations and norms of learners: What makes good multilingual storytelling?

- Theme 1: Language use should be logical/make sense
 - Additional languages should not be random
 - Variable languages only in dialogues
 - To add personality to a character
- Theme 2: Story should remain comprehensible (even if not all languages spoken by reader)
- Theme 3: Language use regulated/controlled
 - Max of 3 languages
 - Explicitly announce another language
- Controversial:
 - Intra-sentential code-switching (beyond using a single word from another language)
 - Can one character speak more than one language?
 - It seems that individual language experience has an impact on what stance students take on these questions.

Actual implementation of multilingual aspects

- To move the plot forward / to add IF choices
 - Russian-speaking side character leads to search for a Russian translator
 - Having a Russian speaker in an Egypt-theme setting. Making the trustworthiness of the translator part of the interactive fiction (decision: trust/don't trust the translator)
 - Also: Letting the player decide to look words up in a dictionary, leading to different outcomes
- To characterize the setting
 - Hellenistic period of Egypt, w influences of the Roman Empire (stress the different character of different places appearing within the plot)
 - Using hieroglyphs to complement the 'image' of the setting
- For humor
 - cursing/using funny words in Aalst dialect (2 groups)
 - including instances of miscommunication (Russian)
- To fulfill the formal requirement
- Not using other language
 - didn't fit/lack of skills/story not finished/forgot it



The learner experience: Are students satisfied with outcome?

I only used a **couple of sentences** in the Dutch dialect. And it is **just a small portion** of the story.

(...) it's just some words to give like a sense of flavour to give context and tell the people what it's like, what culture is predominant and this kind of stuff. **But I don't think it is truly multilingualism.**

Well, I don't think it's perfect but **we didn't really know how to implement it better.** We didn't use a lot of multilingualism. I think we could have used a lot more. Just these one or two sentences.

I also forgot it in the first time I wrote the text. So first it was only in English, and after I knew that we had to implement another language, I kind of had to change the story to implement it. So for me it wasn't really a positive experience, because the story went a little different than I expected it to go.

Benefits of Writing Fanfiction

- Being free to write your own story.
- Incorporating things they knew or were interested in:
 - 13 Reasons Why
 - Historical women pirates
 - Growing tensions between US and Russia
- 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.



Challenges of Writing Fanfiction

- Being **creative**.
- Finding a way to end the story.
- **Too much freedom** and not enough responsibility.
- Using extensive **vocabulary**.
- Not knowing what to expect and what level writing like this would look like.
- 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.



Benefits of writing IF

I thought it was quite fun because **I'm kind of creative with writing and telling stories**, but I thought that with the Twine version it was kind of difficult to manage the program but yeah I did like the project.

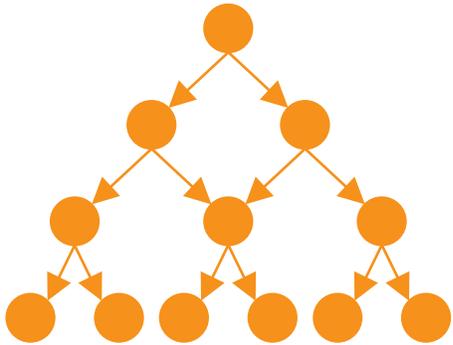
[I learned] To be creative with your story ... storyline. And that **there's always an option**. (all laugh)

[...]

For example you can be killed, you can choose how you will be killed, and who can kill you, and yes there's always an option.

Challenges of writing IF

combinatorial explosion



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.

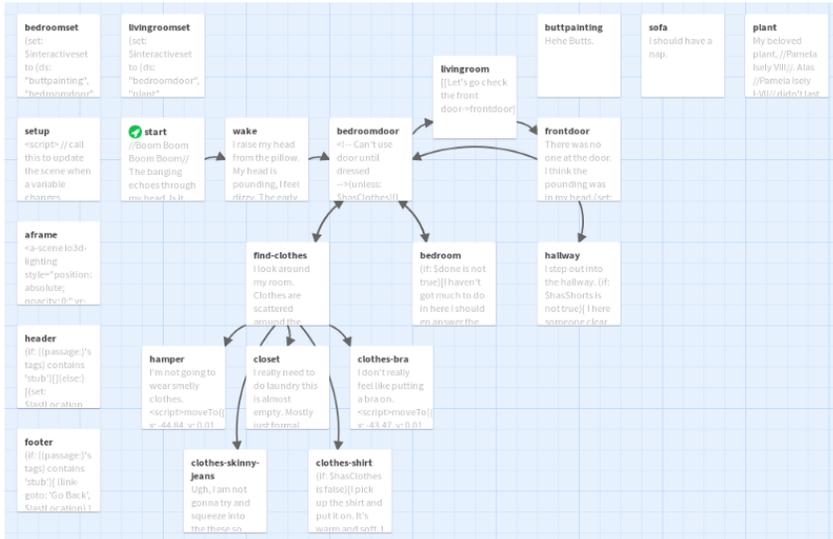
designing good choices



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.

Challenges of writing IF

authoring interface interferes with creative writing process

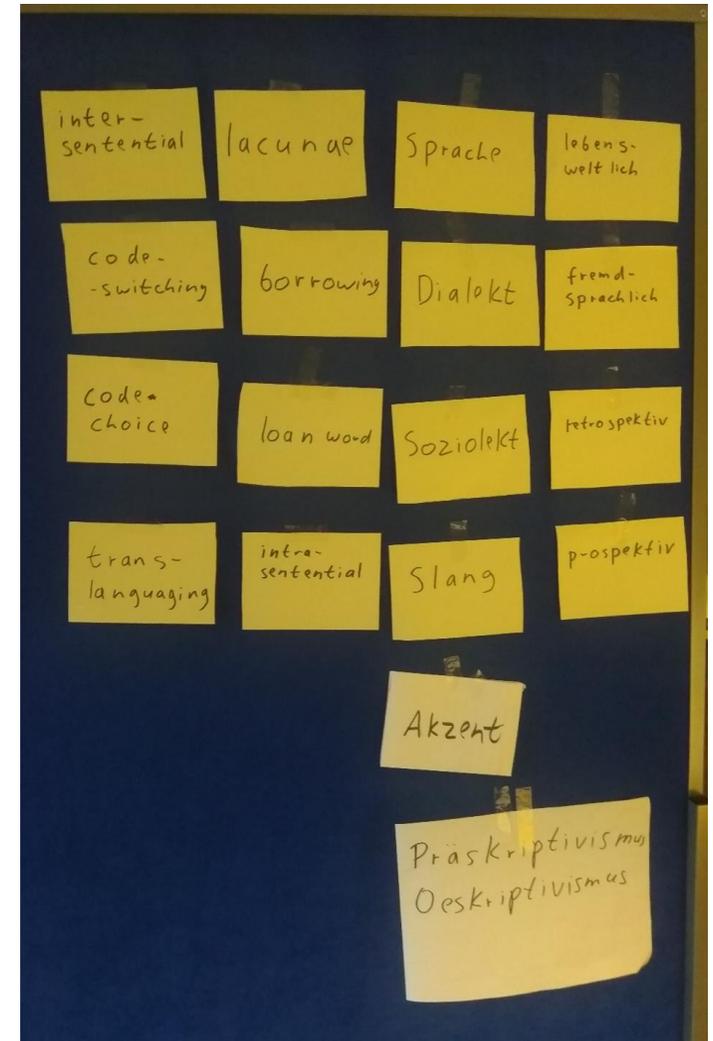


I think it was good that you could see the different choices – it was **like a mindmap actually**, and then you could write in these different choices.

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.

Implications for task design and teacher handbook

- read and/or discuss (parts of) the source texts before writing
- show models of fan fiction, interactive fiction, multilingual texts
- provide templates or unfinished stories to start from, e.g.
 - “introduce a character that speaks at least 2 languages”
 - “write an IF story with at least 3 different endings”
- help students to plan: e.g. focus on idea generation for story vs. focus on coding and linguistic form





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