



---

**Universidad de Valladolid**

**Facultad de Filosofía y Letras**

**Máster en Profesor de Educación Secundaria  
Obligatoria y Bachillerato, Formación  
Profesional y Enseñanza de Idiomas  
Especialidad: Inglés**

**The Impact of Task-Based Interactive Storytelling  
on EFL Learners' Motivation**

**Léa Marie Delepeleer**

**Tutora: Sandra Cañibano Martínez**

**Departamento de Didáctica de la Lengua y la Literatura**

**Curso: 2021-2022**

## **Resumen**

El profesorado de Inglés como Lengua Extranjera (ILE) suele encontrar dificultades a la hora de diseñar actividades relacionadas con la escritura debido a la falta de motivación generalizada hacia el desarrollo de dicha habilidad. Por ello, se ha diseñado una unidad didáctica basada en la redacción y posterior presentación interactiva de una historia de fantasía en la asignatura de ILE en un Instituto de Educación Secundaria con estudiantes de L2 inglés de entre 15 y 16 años durante cuatro semanas con un total de 7 sesiones de 50 minutos. La propuesta didáctica se implementó en 4 grupos, conformados por 14, 21, 21 y 22 alumnos, respectivamente. Los datos se recogieron mediante un cuestionario, del que se concluyó que el uso de la narración interactiva en el aula de ILE motivaba a los participantes de este estudio. Los factores que disminuían su motivación estaban relacionados con el estrés y los problemas de gestión del tiempo, la falta de imaginación, los problemas lingüísticos y la percepción de falta de libertad.

## **Palabras clave**

Motivación, Narración, Enseñanza de lenguas basada en tareas, Escritura Colaborativa, Elige tu propia aventura

## **Abstract**

Designing engaging writing activities can be a challenge for English as a Foreign Language (EFL) teachers since students generally show little motivation towards writing in English. For this reason, a didactic proposal based on writing and presenting an interactive fantasy story was designed. This didactic proposal was implemented in a secondary school with L2 English learners aged 15-16 for four weeks over 7 sessions of 50 minutes. Four groups consisting of 14, 21, 21 and 22 students, respectively, took part in this study. Data was collected through a survey, and conclusions were that the use of interactive storytelling in the EFL classroom did motivate the participants of this study. Factors that decreased their motivation were related to stress and time management problems, lack of imagination, linguistic issues, and a perceived lack of freedom.

## **Keywords**

Storytelling, L2 Motivation, Task-Based Language Teaching, Collaborative Writing, Choose Your Own Adventure

## Table of Contents

Introduction .....	5
1. Literature Review .....	7
1.1 Student Motivation .....	7
1.2 Task-Based Language Teaching.....	17
1.3 Storytelling in the L2 Classroom.....	18
2. Intervention Strategy .....	21
2.1 Justification.....	21
2.2 Didactic Proposal.....	22
2.3 Participants .....	25
2.4 Hypothesis and Methodology .....	25
2.5 Data Collection .....	26
3. Survey Analysis .....	26
3.1 First part: Ranking the Activities.....	27
3.2 Second part: Analysis of the Students' Comments .....	28
3.3 Third part: Students' Preferred Methodology and Type of Grouping.....	39
3.4 Fourth Part: Marking the Unit .....	44
4. Conclusions .....	46
References .....	48
Appendix A. Unit of Work.....	55
Appendix B. Learning Materials .....	73
Appendix C. Assessment Rubrics .....	81
Appendix D. Student Survey Form .....	83

## List of Tables

Table 1. <i>Implementation of Motivational Strategies, Based on Dörnyei's Framework (2001)</i>	22
Table 2. <i>Description of the Activities</i>	24
Table 3. <i>Structure of the Unit, Based on Willis' TBLT Framework (2004)</i>	24
Table 4. <i>Number of Students per Group</i>	25
Table 5. <i>Numbers of Surveys Completed</i>	26
Table 6. <i>Students' Comments on Activity 1</i>	29
Table 7. <i>Students' Comments on Activity 2</i>	30
Table 8. <i>Students' Comments on Activity 3</i>	32
Table 9. <i>Students' Comments on Activity 4</i>	34
Table 10. <i>Students Comments on Activity 5</i>	35
Table 11. <i>Students' Comments on Activity 6</i>	37
Table 12. <i>Students' Comments on Activity 7</i>	38
Table 13. <i>Students' Answers to the Question: 'Do you prefer working on projects or working with a textbook?'</i>	40
Table 14. <i>Students' Answers to the Question: 'Do you prefer reading authentic texts or reading texts from a textbook?'</i>	42
Table 15. <i>Students' Answers to the Question: 'Do you prefer working in groups or working individually?'</i>	43
Table 16. <i>Students' Answers to 'Write down below any suggestions for improvement'</i>	45
Table 17. <i>Checklist for the Story</i>	79
Table 18. <i>Rubric for Assessing the Story</i>	81
Table 19. <i>Rubric for Assessing the Presentations</i>	82

## List of Figures

Figure 1. <i>Activities Ranked Number 1</i> .....	27
Figure 2. <i>Students' Answers to the Question: 'Do you prefer working on projects or working with a textbook?'</i> .....	40
Figure 3. <i>Students' Answers to the Question: 'Do you prefer reading authentic texts or reading texts from a textbook?'</i> .....	41
Figure 4. <i>Students' Answers to the Question: 'Do you prefer working in groups or working individually?'</i> .....	42
Figure 5. <i>Students' Answers to 'Give a mark to the unit from 0 to 10'</i> .....	44
Figure 6. <i>List of Magical Objects and Magical Creatures</i> .....	78
Figure 7. <i>Layout for the Interactive Story</i> .....	80

## **Introduction**

Motivation is an important issue in education, and a complex one. Various motivational theories have attempted to explain the factors that drive student motivation, however not one single theory can explain the complex mechanisms that motivate individuals' behaviours (Stipek, 1996). Students may be motivated to perform well or to demonstrate good behaviours by the perspective of obtaining extrinsic rewards, such as good grades, or praise from their teachers or caregivers. However, the issue with this type of motivation is that it will gradually decrease once the incentive disappears (Woollard, 2010).

However, students may also feel motivated by an activity or a subject because they enjoy it. This type of motivation, called intrinsic motivation, drives individuals to perform an action for its own sake, because it brings them a great sense of pleasure (Deci & Ryan, 2000). Current research has focused on the relationship between intrinsic motivation and student performance (Taylor et al., 2014; Froiland and Worrell, 2016). It is important that teachers take into account students' extrinsic motivations, such as their short-term and long-term goals, while providing a learning environment that fosters interest for the subject (Sansone et al., 2019).

Cultivating long lasting motivation in the classroom can be done through establishing classroom environments that meet students' psychological needs, especially by fostering a sense of autonomy in the classroom (Ryan, 2020). The use of motivational teaching strategies, always adapted to the specific classroom context, can also help to increase student motivation (Papi & Abdollahzadeh, 2012; Moskovsky et al., 2012; Sugita MacEown & Takeuchi, 2014). Teaching approaches like Task-Based Language Teaching (TBLT) have the potential to motivate learners because they are providing them with a sense of purpose while they are working (Ellis, 2017).

Having taken into consideration the literature on motivation and L2 learning, an account of the intervention strategy that was designed and implemented in a Spanish secondary school with L2 English students will be made. An analysis of the data that was extracted at the end of the intervention via a student survey will then be conducted, to assess if such an intervention was motivational to this group of students. The various factors that are connected to student motivation in the EFL classroom will be explored, seeking to understand how using interactive storytelling in the EFL classroom can motivate students.

Consequently, the aims of this paper are:

- to review the literature on student motivation, on the TBLT approach, and on storytelling tools in the L2 classroom
- to integrate some of the findings in a didactic proposal
- to assess which factors of the didactic proposal had a positive and negative impact on student motivation.

## **1. Literature Review**

### **1.1. Student Motivation**

The concept of motivation refers to an umbrella term which comprises various meanings and is therefore complex to define. Historically, it has been studied extensively in psychology and its definition has evolved throughout the twentieth century, as the different schools of psychology focused on different aspects of motivation in their attempt at understanding the motives driving human behaviour (Dörnyei, 2008). A brief overview of the evolution of motivation theories will be provided, focusing first on the second part of the twentieth century and then discussing current approaches.

#### **1.1.1. Theories of motivation**

The topic of motivation has been studied in psychology since Darwin, who considered that most human behaviour was driven by instinct, which refers to an innate pattern of behaviour that is not learned (Darwin, 1859). In the 1950s, dominant theories of motivation were based on behaviourism theories and focused on how external factors lead to the formation of behaviours and habits. The Operant Conditioning Model proved that behaviour followed by a reward is probable to occur again while behaviour followed by punishments is less probable to occur again (Skinner, 1957).

The behaviourist findings are still applied in education today, for example by conditioning students through positive reinforcement. An example of this is the use of the token economy in the classroom, where positive behaviour is rewarded by a token, and the accumulation of tokens grants a reward. Another example is when a teacher systematically praises students when they perform well on an exam, students' motivation will increase because of the teacher praising them. Adversely, if the teacher stops commenting on students' exam performance, the removal of this stimulus will lead to a decrease in student motivation (Woollard, 2010).

In the 1960s, in reaction to the behaviouristic view on motivation, Humanistic psychology shifted the focus on internal factors for motivation, establishing that individuals' need to realise their full potential was their main source of motivation (Maslow, 1970).

In the 1970s and 1980s, the self-determination theory (SDT) emerged within the field of humanistic psychology and focused on the differences existing between different types of



motivation, positing that motivation brings about behaviour via two processes that are connected on a spectrum: intrinsic and extrinsic motivation. Intrinsically motivated behaviours are performed for their own sake because they provide the individual with enjoyable and joyful experiences, which are not conditioned by external factors. On the other hand, extrinsically motivated behaviours are influenced by external factors. These types of behaviours are diverse and can be divided into subcategories, depending on their degree of autonomy. Externally regulated behaviours are the less autonomous form of motivation, and these behaviours are totally controlled by external factors (rewards or punishment). The more autonomous types of extrinsically motivated behaviours share more similarities with intrinsically motivated behaviours (Deci & Ryan, 2000). In contemporary research in education, Self-Determination Theory based research focuses on the relationship between motivation and the fulfilment of students' and teachers' basic psychological needs (Ryan & Deci, 2020).

From the 1970s, cognitive theories of motivation focused on how one's mental processes influenced one's motivation. Recent cognitive approaches to motivation include the self-regulation model. According to this approach, individuals' actions are motivated by the goals that they wish to accomplish, and the realisation of these goals depends on the individual's estimation of a range of factors, such as their abilities and the possibilities offered by their environment, alongside mental processes such as self-monitoring and self-reflection (Zimmerman, 2000). Another recent cognitive approach to motivation is the self-control model which focuses on how individuals can control their behaviour to achieve their long-term goals (Baumeister & Tierney, 2011). In alignment with this cognitive approach, Sansone et al. (2019) defined motivation as a self-regulatory task: to stay motivated, individuals have to identify what their source of motivation is at a given moment, apply adequate approaches to their learning processes, and keep overseeing their motivation levels, making adjustments as the learning context evolves.

After this brief overview of key theories of motivation, it will be discussed how motivation affects individuals' learning process on an intrinsic and extrinsic level, and pedagogical implications of the research on motivation and learning will be examined.

### **1.1.2. Motivation and learning: pedagogical implications**

Understanding the relationship between motivation and the learning process is especially valuable since students' motivation level and interest has decreased in the previous

years (Hidi & Harackiewicz, 2000). This decrease in students' motivation is happening at all education levels (Lazowski & Hulleman, 2016).

Motivational components have been considered an integral part of the L2 (second language) learning process for a long time (Dörnyei & Ushioda, 2011) and research on motivation and learning has focused on how motivation supports the learning process (Hidi & Renninger, 2019). In the L2 field, it has been observed by teachers that, independently of their abilities, extremely motivated L2 learners will manage to master at least some basic features of the language (Dörnyei, 2008).

Because of the positive effects of motivation on the learning experience, the issue of learners' lack of motivation is critical. When individuals are in a state of amotivation, they are unable to draw a connection between their behaviours and its consequences (Deci & Ryan, 2000). Researchers demonstrated the significance that intrinsic motivation has on student performance (Taylor et al., 2014; Froiland and Worrell, 2016). The research on intrinsic motivation has focused on the concepts of autonomy versus control, establishing that factors reducing intrinsic motivation are generally elements which control behaviours, while factors increasing intrinsic motivation provide individuals with more autonomy and sense of competence (Deci & Ryan, 2000).

It is therefore important that teachers provide a learning experience intrinsically motivating. The Self-Determination Theory (SDT) proposes that to create a motivational classroom environment, three basic needs of the students should be met: the need for competence, fostered by offering experiences of growth and success; the need for autonomy, fostered by encouraging proactive attitudes, and the need for relatedness, fostered by creating learning environments where students feel included. According to SDT, intrinsic motivation increases when these needs are met, while attempts to control student performance by using extrinsic incentives such as rewards, assessment, and punishment, result in a decrease in both motivation and performance (Ryan & Deci, 2020).

Such strategies are difficult to implement given the current use of marking system and rewards in educational settings, which promotes extrinsic motivation. This is problematic because these types of external motivators frame learning in terms on short-term outcomes. For example, when rewards or deadlines are used in order to motivate students to complete a piece of work, further motivation to take part in activities related to the topic of the assignment will decline once the work it is completed (Lepper & Henderlong, 2000).

Nonetheless, extrinsic motivation can have positive outcomes. Extrinsic forms of motivation connected with internal factors, for example if the student might not find an activity

interesting but finds it of personal importance and congruent with its goals, can present the same benefits on learning that intrinsic motivation does. The issue of extrinsic motivation lies in the lack of student autonomy that is when the students are solely motivated by external factors (rewards, seeking approval from parents or teachers, etc.) (Ryan & Deci, 2020).

The challenge for teachers is then to cultivate student interest throughout the year. Indeed, at the beginning of the class or at the start of the semester, the motivation to reach certain goals may be sufficient for students to feel motivated, however they must experience interest to stay motivated throughout (Sansone & Harackiewicz, 2000).

Consequently, it can be argued that motivation is not a sided process, with a clear demarcation between intrinsic and extrinsic motivation. It can rather be viewed as a spectrum and as a phenomenon evolving over time. It is important to evaluate how students' learning objectives impact their level of interest for the activity, and conversely how their level of interest for the activity or subject connects to their learning objectives (Sansone et al., 2019).

Now that classroom implications of the research on motivation and learning have been discussed, an overview of the research in motivation and L2 studies will be provided.

### **1.1.3. Motivation in L2 studies: theoretical approaches**

Because of the many factors happening in a classroom simultaneously, there is not one single motivation theory which can explain student motivation (Stipek, 1996). One general goal of research in second language motivation is to determine how much effort students are willing to invest into L2 learning and what the sources of the differences between motivated and unmotivated students might be (Dörnyei, 2009).

We will focus on the main theories that emerged regarding student motivation and L2 learning over the last decades. A substantial number of researchers investigating second language motivation would agree to define motivation as the willingness to learn, to devote energy to learning the language, and to demonstrate perseverance (Dörnyei & Ushioda, 2011).

Dörnyei & Ryan (2015) propose to divide the evolution of L2 motivation studies into three different phases which each will be detailed below: the social-psychological phase, the cognitive situated phase, and the process-oriented phase.

#### **1.1.3.1. Social-Psychological Phase**

Second language motivation research arose in the 1960s in Canada, when researchers studied how learners' attitudes constituted essential motivational elements in learning a second

language. They showed that the attitudes that the francophone and the anglophone speech community had of one another impacted each community's learning of the L2, positing that if learners had negative feelings towards the speech community, they would unlikely be motivated to learn the L2. They believed that motivation was correlated with two factors: the desire to interact with the L2 group and the potential pragmatic gains in terms of monetary and work opportunities that learning the L2 would provide. From the 1960s to the 1990s, this social psychological approach, which focused on students' attitudes on second language acquisition, dominated the research (Gardner, 1985).

### **1.1.3.2. Cognitive-Situated Phase**

Notwithstanding, in the 1990s, while the social psychological approach was still considered relevant, scholars argued that putting too much emphasis on the social dimension of motivation would lead to neglecting other important motivational aspects. Three main models were developed during the cognitive-situated phase, which considered the implications that motivation theories had for second language acquisition (Csizér, 2017).

Firstly, Crookes and Schmidt (1991) proposed that the activities performed in the classroom had to be of interest and relevant to the students, and that teacher feedback was essential, alongside an adequate use of extrinsic rewards. Both students' self-perceptions and students' perception of their personal history were identified as significant motivational elements. Subsequently, Dörnyei (1994) detailed, in his extended motivational framework, three types of incentives related to language learning in classroom contexts: first, elements related to the course, such as the methodology used and the tasks performed; second, elements related to the teacher, for example their personality and teaching methods; and thirdly elements related to the group dynamics within the learner group. Ultimately, the third model of Williams and Burden (1997) proposed a framework for L2 motivation where they divided the influences underpinning motivation into external and internal factors where the latter related to the self in relation to the learning experience and included the level of engagement in the activity performed, perceptions of one's autonomy while doing the activity, and one's command of the L2, amongst other elements. External factors referred to the self in relation with its environment, which included the agents taking part in the learning context, such as teachers, other students, and caregivers.

### 1.1.3.3. Process-Oriented Phase

At the turn of the 21st century, researchers started to study the evolution of motivation over time, establishing that student motivation increases and decreases throughout the learning process. In a qualitative study conducted on university students, Ushioda (2001) proved that motivational processes may be the result of past L2 learning experiences, either positive or negative, or submitted to the influence of prospective language learning goals, short or long term.

Dörnyei & Otto (1998) similarly described motivation as a process that fluctuates over time and identified various elements related to L2 classroom teaching that lead to variations in motivation levels, such as the time of the year and the kind of activity performed. In their Process-Oriented Model, motivation is divided into three stages: the preactional stage, the actional stage, and the postactional stage. During the preactional stage, motivation is generated by the planning of goals, by the attitudes that learners have towards the learning process, and by the level of support provided by the learning environment. In the actional stage, motivation is sustained by carrying various tasks and by self-regulating one's motivation level.

Factors correlating motivation during the actional stage are the evaluation that one makes of the learning experience, the roles of the agents taking part in the learning process, the system of goals and rewards set in place, and the group dynamics taking place. Lastly, during the post actional stage, students need to reflect on what motivated them, so that they can identify the types of activities that they will find motivating in future learning contexts. The factors involved in this stage are the systems in place for feedback, positive reinforcements and marking.

### 1.1.3.4. L2 Motivational Self-System

Dörnyei's L2 Motivational Self-system of motivation (2005) has given rise to a numerous number of studies. This model posits that students' motivation in L2 learning is impacted by a set of elements: the *Ideal L2 Self*, the *Ought-To L2 Self*, and the *L2 Learning Experience*. The *Ideal L2 Self* refers to students' projection as fluent language users. This projection serves as a motivational drive because language learners wish to lessen the gap between themselves and this ideal self. The *Ought-To L2 Self* concerns the characteristics that students believe they have to master, such as various responsibilities, to avoid that the L2 learning outcomes of language result negative. Finally, the *L2 Learning Experience* refers to specific motivational forces connected to the learning context and the learning experience.

This model integrates Ushioda's findings (2001), which grouped L2 motivation into two categories: causal, if the motivation results from the L2 learning past and current context, or teleological, if the motivation is future-oriented, whether to short- or long-term goals. The *Ideal L2 Self* and the *Ought-To L2 Self* would fall into the teleological category, since they are future-oriented, while and the L2 learning experience would belong to the causal one (Dörnyei, 2014).

Conclusions of Ushioda's study were that the motivation of students who had good learning experiences was largely causal, while students who had less positive learning experiences tended to display a goal-oriented motivation or career-oriented motivation. These findings present another definition of motivation as two different paths that language learners can follow, one being substantiated by the positive experiences of their learning reality and the other one by their future expectations (Dörnyei, 2014).

Studies which have expanded on the motivational self-system gave more importance to its first two components, the *Ideal L2 Self* and the *Ought-To Self* (Csizér, 2017).

#### **1.1.3.4. Current lines of research in L2 learning and motivation**

Since motivation has been described to be one of the key mechanisms at play in the process of learning a foreign language, there has been a rapid expansion of literature on the topic over the last decades (Al-Hoorie & Szabó, 2022). Some lines of research that can prove useful for classroom application will be presented.

Another field of research concerns goal-setting, for example how the type of goals that individuals set can have considerable implications for successful goal achievement (Henry, 2022).

The practical dimension of motivation in relation to teaching has gained importance in the field since Dörnyei's work on motivational strategies. Current research on the topic includes the influence that educators and teaching approaches have on students' motivation, with a focus on the contextualisation of the teaching practices (Ushioda, 2022).

Another promising line of research is the connection between motivation and emotions. For example, how activities can help silent learners to overcome their anxiety and get motivated (Maher & King, 2022). Regarding well-being, researchers are also observing the connection between group dynamics, students' well-being, and motivation in the L2 classroom (Fukada et al., 2022).

The extent to which L2 motivation research can be applied to the classroom will be discussed in the following section.

#### **1.1.4. Classroom application of L2 motivation research**

As discussed previously, many theories of motivation emerged from the need to identify the range of factors involved in the motivation process. Subsequently, motivation research in L2 learning adapted motivational theories to apply them to second language instruction. During the cognitive-situated phase, researchers focused on the pedagogical implications that L2 motivation research could have for both teachers and learners.

Despite the existence of studies supporting the idea that the teaching process was essential to developing L2 motivation in learners, research on the pedagogical aspects of L2 motivation represented only one third of the overall L2 motivation research published over the 2005-2014 period (Lamb, 2017).

Four areas of L2 motivation research can be regarded as especially relevant for classroom application: the role of teachers, task motivation, the influence of group dynamics, and finally the concept of demotivation (Csizér, 2017). For the scope of this literature review, the role of teachers has been the main focus.

#### **1.1.5. Teachers' impact on student motivation**

The traditional research method of the impact that teachers have on student motivation has been the examination of the motivational strategies employed by teachers and the measurement of student motivation. Guilloteaux and Dörnyei (2008) designed the Motivation Orientation in Language Teaching (MOLT) tool to gather classroom information on both teachers' strategies and student behaviour and design techniques which can enhance and sustain student motivation.

Various studies were conducted to corroborate the validity of the MOLT framework. Papi & Abdollahzadeh (2012) in a study undertook in Iranian public secondary schools with learners aged 11 to 16 confirmed that there was a direct relationship between the use of motivational strategies by teachers and students' motivation levels. Moskovsky et al. (2012) conducted a study in Saudi Arabia with learners aged 12 to adult, with a control group taught with traditional teaching methods, and an experimental group that received instruction based on motivational strategies over 8 weeks. They observed that the motivation of learners in the experimental group increased. Sugita MacEown & Takeuchi (2014) investigated the impact that a selection of motivational strategies used by one teacher in various classes over one semester had on university students studying English in Japan, with learners of different



proficiency and motivation levels. They found that, while certain motivational strategies correlated with student motivation for the duration of the course, some did only at certain moments, and some motivational strategies did not correlate at all with student motivation. They also found that some of the motivational strategies were more or less effective depending on the students' levels of proficiency and motivation prior to the course.

These studies support the value of MOLT and the importance of using motivational strategies in L2 teaching. While some of these strategies seem to be considered effective by many teachers and students, there are many cultural differences as to which strategies are perceived as the most relevant to implement, depending on the national context and group context (Lamb, 2017).

Apart from using motivational strategies, teachers can increase student motivation by applying programs based on the motivational self-system mentioned in the section above (Dörnyei, 2012). Researchers integrated motivational self-system programs in the curriculum, in which the students would imagine their future L2 selves, and observed that students' motivation increased (Magid, 2014; Letty, 2014).

#### **1.1.6. Motivational strategies**

As mentioned above, it is crucial for teachers to use motivational strategies in the classroom to increase students' interest in the learning process, and teachers need guidelines for classroom application (Dörnyei, 2008). Only a few sets of motivational strategies have been published, and research on the impact of teacher motivation on student motivation remain limited. This could be due both to the complexity of this type of research and that educational and research contexts pursue different goals (Csizér, 2017). It has also been argued that teachers' attitudes and teaching methodologies, the type and structure of the assignments, as well as informal student-teacher communication, are factors which greatly affect students' motivation levels (Ford, 2013).

Dörnyei (2008) designed a series of strategies intended to increase student motivation, defined as “motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (p. 28). The selection of which strategy should be used depends on the context, given that not all strategies work in all contexts. These motivational strategies fall into four categories, following the four categories of the process model described above (establishing the fundamental motivational conditions, inducing the motivation, preserving the motivation, and finally prompting self-reflection).



The first category includes a selection of prerequisites that need to be set before implementing motivational approaches. This category includes strategies around establishing a positive teacher-student relationship; creating a supportive learning environment; and introducing classroom rules which foster student collaboration. The second category includes strategies that are meant to initiate student motivation, by fomenting a positive attitude of the learners towards the L2, by working on learners' goals and beliefs, and by creating materials that learners can relate to. The third category includes strategies to keep students motivated. They include providing an inspiring learning environment; building learners' self-confidence; provide opportunities for autonomous learning and promoting self-motivation and cooperation with peers. The fourth category emphasises the importance of a positive self-evaluation with strategies revolving around the use of feedback, marks, and rewards in a motivating way.

Ford (2013) proposes the following strategies to motivate high school students, based on the Cognitive Evaluation Theory model (Deci & Ryan, 2002):

- Propose activities that students find relevant to their own experiences.
- Foment an autonomous learning process by giving students the possibility to choose between different options throughout the course.
- Propose challenging activities based on optimal challenge theory.
- Offer students the opportunity to learn from their peers.

Strategies offered by Csizér (2017) include:

- Getting to know students' interests and how they can be incorporated into the L2 instruction.
- Observing how group dynamics influence students' learning experience.
- Knowing that student motivation fluctuates throughout the completion of a task.
- Providing students with self-motivation strategies.

After this overview of the research on motivation and L2 learning, and the consideration of a few classroom applications of the research, the potential benefits that using interactive storytelling tasks in the classroom can have on student motivation has been examined.

Research showed the positive correlation between a using a task-based approach and student motivation (Yan, 2020). The fundamentals of Task-Based Language Teaching (TBLT) will be presented in the next sub section.

## 1.2 Task-Based Language Teaching

Task-Based Language Teaching (TBLT) was initially developed in the 1980s and 1990s (Prabhu, 1987; Long & Crookes, 1992; Skehan, 1996). TBLT did not receive much attention until the 2000s, however for the past two decades, interest for the use of tasks in L2 learning has steadily grown (Long & Ahmadian, 2021). It could be said that Task-Based Language Teaching is a language teaching approach which seeks to engage learners in a spontaneous use of the language in which learners acquire the L2 by performing a sequence of tasks geared towards communication. In the TBLT approach, learners are invited to use language as a resource which produces meaning, instead of viewing it as an object of study (Ellis, 2017). Yet, because the TBLT approach has been conceptualised by various authors, this approach is complex to define (East, 2018).

According to Ellis and Shintani (2014), the following elements should be considered in the design of a task:

- The main focus of the task should be placed on the meaning of the message expressed by the students, not on its form.
- The task should include a gap that the learners have to fill while performing the task (e.g. informational gap, opinion gap, etc).
- Students draw on their own linguistic and non-linguistic abilities to perform the task, even though they may use language provided in the task input.
- The task should have a clear goal, which cannot be the use of language in and of itself.

Willis (2004) presents the following framework for the performance of tasks:

- **Pre-task phase:** students receive background knowledge on the task topic and receive instructions on how the task will be performed.
- **Task-phase:** students perform the task, focusing on communication and meaning.
- **Planning phase:** once the task has been performed, learners then pay attention to the form (grammar, structure, etc) of their production to prepare for the next phase.
- **Report phase:** Learners give a presentation of their work to the class.

Some of the factors that teachers have to take into account when integrating the TBLT approach in their lesson plans include which kind of linguistic input students would need to perform the task successfully; the set-up of the task (e.g. in pairs, in larger groups, individually);

the mode of the task (e.g. if the task is input-based or output-based, and the sequencing of the task (e.g. one task or various sub tasks) (East, 2018).

A type of activity which can be featured in a task-based unit, and which may enhance student motivation in the L2 classroom is presented in the next section.

### **1.3. Storytelling in the L2 Classroom**

#### **1.3.1. Collaborative Writing**

In the traditional school system, writing is understood like an individual practice and practicing writing in groups is rarely done in classrooms (McDonough, 2004). However, there is evidence that collaborative writing practices have the potential to increase student motivation and performance (Storch, 2013).

Ede and Lunsford (1990) give the following definition of collaborative writing: participants should interact throughout the entirety of the writing process; they should take mutual decisions; both feel ownership over the text produced, and the writing process should result in the creation of one document only. Applied to L2 teaching, the practice of collaborative writing, aside from the production of a collaborative text, induces a collective cognition process. During this process, the learners gain ideas that they would not have been able to gain on their own (Stahl, 2006). The applications of collective cognition for language learning are wide, from becoming better at expressing one's ideas to gaining better understanding of grammar or syntactic structures (Storch, 2013). Studies on foreign language learners practising collaborative writing effectively showed that the learners benefited in terms of language performance (Bueno-Alastuey & Martínez De Lizarrondo Larumbe, 2017).

Collaborative writing is particularly interesting to integrate to a TBLT approach in order to vary the kind of tasks performed: while TBLT tasks tend to be speaking tasks, collaborative writing allows learners to work on their speaking and writing skills simultaneously (Storch, 2013). Concerns related to performing collaborative writing activities in the classroom revolves around the excessive use of the first language (L1) by the students performing the task (Kang, 2005).

Benefits of using collaborative writing for improving student motivation have been considered. Another type of writing activity which can have a positive impact on students' L2 motivation will now be considered.

### **1.3.2 Interactive storytelling**

Stories can prove a very useful pedagogical tool for enhance students' motivation in L2 learning because learners easily engage with the contents and the significance of the story, and their level of interest and engagement in the activity tends to increase (Atta-Alla, 2012; Wajnryb, 2003). Furthermore, after performing storytelling-based activities, learners show that they remember specific grammatical structures or vocabulary particularly well (Wajnryb, 2003). The positive correlation between storytelling-based activities and motivation has been observed in various studies (Yang & Wu, 2012; Elkkiliç & Akça, 2008).

The term 'Interactive storytelling' is generally used to refer to narratives that are based on the reader making choices throughout the story. However, the term can also refer to digital stories that contain interactive elements. In the more general meaning, it refers to a type of story in which the readers of the story are not reading a linear story, where a specific succession of events is presented to the reader in a fixed order, as it is the case in conventional storytelling. To the contrary, interactive stories allow the reader to actively participate in the creation of the story by making decisions that affect the direction taken by the narrative, and the ending of the story is not predetermined (Smed et al., 2021). One engaging way to work with interactive stories in the classroom is to use digital storytelling programs.

### **1.3.3 Digital storytelling**

Digital storytelling refers to the use of a software or application which allows students to write a story by using various devices and technologies (e.g. voice recordings, visuals, music). These narratives are often inspired by the personal experiences of the students even if digital storytelling is not limited to this type of texts (Normann, 2011). Researchers have found digital storytelling to present engaging learning opportunities for students, who can write their own stories as well as interacting with their classmates by giving feedback on their own narratives (Sadik, 2008; Yang & Wu, 2012).

While research has worked on the positive effect that storytelling has on motivation, there is a need for more studies on how different types of stories and story formats influence this motivation. Furthermore, the potential negative consequences that storytelling could have on the language learning process and on motivation have not been researched yet (Rezende Lucarevski, 2016).

We have detailed some of the reasons why using digital storytelling tools in the classroom could constitute a good teaching practice. Choice-Based Interactive Fiction provides an engaging digital storytelling experience in which the participants play an active role.

### **1.3.4 Choice-Based Interactive Fiction**

As mentioned above, in conventional storytelling, the author has total control over what happens in the story, while the audience has no control over the events taking place. In the case of interactive storytelling, the readers of the story are not passive as it was the case in conventional storytelling, and they actively participate in the creation of the story by making decisions affecting its unfolding (Smed et al., 2021).

Interactive storytelling covers a wide range of practices. An engaging way to integrate interactive storytelling in the L2 classroom is by getting students to write Choice-Based Interactive Fiction, also called ‘Choose Your Own Adventure’ (CYOA) stories. This type of story can be written on paper, just like CYOA books, or can be created in digital format. In this case, the player reads a piece of text displayed on a web page and makes different choices when prompted, to continue the story.

Irwin (2020) conducted a study at a Japanese university with a group of forty-eight A2 to B1 first year undergraduate EFL students. Over the duration of a 15-week course with two classes a week for a duration of 90 minutes, students designed a short choice-based gamebook. They used a presentation tool to design their gamebooks, which allowed the reader to choose between different options which resulted in different outcomes for the protagonist of the story. Conclusions of the study were that students found this activity very motivating, and that the implementation of this activity resulted in increased student participation and engagement.

Challenges regarding the implementation of a similar project were mentioned, such as difficulties related to the organisation of the course and the preparation of the materials. Other potential issues included students’ ability to perform this type of activity, depending on their language abilities and digital skills. Despite these challenges, it can be said that choice-based interactive fiction, also called ‘Choose Your Own Adventure’ fiction is an interesting tool that can be used to motivate students on writing activities.

## **2. Intervention Strategy**

### **2.1. Justification**

As mentioned in the review of the literature, student motivation decreased in the past decades across all education levels (Hidi & Harackiewicz, 2000; Lazowski & Hulleman, 2016). It is therefore important that teachers provide learning environments that are motivating to students (Sansone et al., 2019). For the design of this intervention strategy, the focus was placed on developing students' intrinsic motivation because this type of motivation highly influences student performance (Taylor et al., 2014; Froiland and Worrell, 2016).

The unit of work implemented was inspired by the TBLT methodology, an approach that can be considered motivating to L2 learners because it provides them with a meaningful task to accomplish (Ellis, 2017).

The task chosen was a creative type of task that was centered on storytelling. Stories are a great tool to use in the L2 classroom because students tend to engage with the narrative and the meaning of the story (Atta-Alla, 2012; Wajnryb, 2003). Indeed, it has been observed that using storytelling tools in the classroom is an effective strategy to increase students' motivation levels (Yang & Wu, 2012; Elkkiliç & Akça, 2008).

The unit of work implemented led to the creation and presentation of a 'Choose Your Own Adventure' story, a type of activity that has been proven effective for motivating students (Irwin, 2020), and these interactive stories were written by the students in pairs collaboratively. Make students collaborate on writing activities has the potential to increase their motivation (Storch, 2013).

Furthermore, as mentioned in the previous sections, motivational strategies used by teachers can have a positive influence on student motivation (Papi & Abdollahzadeh, 2012; Moskovsky et al., 2012; Sugita MacEown & Takeuchi, 2014). Throughout the teaching of this unit, some of the motivational L2 strategies proposed by Dörnyei (2001) in his framework of student motivation were incorporated. This framework covers four phases: creating the basic motivational conditions, generating initial motivation, maintaining, and protecting motivation, and encouraging positive self-evaluation, as can be seen in Table 1 below.

**Table 1***Implementation of Motivational Strategies, Based on Dörnyei's Framework (2001)*

Phase	Creating the basic motivational conditions	Generating initial motivation	Maintaining and protecting motivation	Encouraging positive self-evaluation
Strategy implemented	<p>Have sufficiently high expectations for what your students can achieve</p> <p>Pay attention and listen to each student</p> <p>Use small-group tasks</p>	<p>Promote contact with L2 cultural products</p> <p>Make sure that they receive sufficient preparation and assistance</p> <p>Make sure that they know exactly what success in the task involves</p>	<p>Take into account team products and not just individual products in the assessment</p> <p>Make task content attractive by integrating fantasy elements</p> <p>Adopt the role of a facilitator</p>	<p>Provide regular feedback about the progress students are making and about the areas they should particularly concentrate on</p> <p>Incorporate mechanisms by which the students can express their views</p>

*Note.* Adapted from *Motivational Strategies in the Language Classroom*, by Z. Dörnyei, 2001, pp. 137–145. Copyright 2001 by Cambridge University Press.

The structure of the Didactic Proposal will be detailed in the section below.

## 2.2. Didactic Proposal

During the first session, the topic of fantasy fiction was introduced to the students with several excerpts from *Harry Potter and the Philosophical Stone* (1997), see Appendix B, Activity 1: What Is Fantasy Fiction? For this first activity, students worked individually. After that the text was read and the difficult vocabulary explained, students were asked to underline a set of elements related to fantasy in the text. During the next activity (Activity 2: In Your Own Words), students were asked to summarise some parts of the text.

The second session consisted of a collaborative writing activity (Activity 3: Brainstorm Your Story). Students worked in pairs and they had to write the outline of a fantasy story (see Appendix B, Activity 3). They were provided with a vocabulary sheet on magical objects and creatures, and a list of ideas to prompt their writing in case they would need some help. The session was designed so that they would write first the beginning of the story, the quest that they were sent on, then four events that were going to happen in the story, and finally the end of the story. They had to integrate elements of the fantasy genre that had been introduced during the previous session.

During the third session, students wrote their story individually based on the draft that they had written in pairs over the last session. First, they were explained the structure that the story should have, and they were provided with a checklist of what the story should include (see Appendix B, Activity 4). At the end of the class their writings were collected by the teacher who corrected them and wrote comments.

During the fourth session, the students were given their stories back and students' most common mistakes were commented orally. Students had the first half of the session to correct their mistakes and write the final draft of their stories, which constituted the first assignment (Activity 5: Your Story: Final Version). During the second part of the session, students were shown a model of an interactive story that had been created with a digital storytelling software (Twine, 2021). They were explained that in this type of stories, called interactive stories or 'Choose Your Own Adventure' stories, the reader chooses between different options that lead to different endings.

Since it was not possible to book a computer lab and make students design their interactive story with the software, they were given a paper layout (Appendix B, Activity 6) and they worked on writing their interactive story during session 5 and 6 using this layout (Activity 6: Write an Interactive Story). They worked in the same pairs that had been made for activity 3.

During the seventh and final session, they performed activity 7 (Interactive Stories: Presentations). Each pair read their story in front of the class, presenting the different options that the class could follow, and the class voted by show of hands which direction the story would take. The presentations lasted a few minutes per pair. Finally, students were asked to complete a survey on the unit of work (Activity 8: Survey: End of Unit) whose results will be discussed in section 3 of this paper. Table 1 below recapitulates all the activities performed throughout the unit.



**Table 2***Description of the Activities*

Name	Description
Activity 1: What Is Fantasy Fiction?	Identify elements of fantasy fiction in passages of <i>Harry Potter and the Philosophical Stone</i> , individual.
Activity 2: In Your Own Words	Summarise each chapter of the texts from activity one, individual.
Activity 3: Brainstorm Your Story	Plan a fantasy story, in pairs.
Activity 4: Write Your Story	Write the first version of a fantasy story, individual.
Activity 5: Your Story: Final Version	Write the final version of a fantasy story, individual.
Activity 6: Write an Interactive Story	Plan an interactive story, in pairs.
Activity 7: Interactive Stories: Presentations	Give a presentation of an interactive story in pairs. Participate in the other presentations.
Activity 8: Survey: End of Unit	Reflect on one's learning by filling out an end-of-unit survey.

Table 3 below details the structure of the unit. As can be seen, the main focus is placed on developing students' writing and speaking skills.

**Table 3***Structure of the Unit, Based on Willis' TBLT Framework (2004)*

	Pre-task phase	Task phase	Report phase
	Session 1 to 4	Session 5 and 6	Session 7
Progression	Various activities that provide students with linguistic resources needed during the task phase  (Described as 'Activity 1, 2, 3, 4 and 5' in the survey)  <u>First assignment</u> : final version of the fantasy story, individual (50% of the overall mark)	Perform the task: writing the interactive story in groups  <b>Planning phase</b> : correcting mistakes and refining the interactive story  (Described as 'Activity 6' in the survey)	Presentations of the interactive stories  (Described as 'Activity 7' in the survey)  <u>Second assignment</u> : oral presentation of the interactive story, in pairs (50% of the overall mark)
Skills involved	Reading, writing, speaking	Writing, Speaking	Speaking, Listening
Focus	Accuracy	Accuracy and fluency	Fluency

The next section gives information on the participants of this study.

### 2.3. Participants

This unit was implemented in a Spanish secondary school in Valladolid during an internship, with L1 Spanish students aged 15 to 16 over a duration of four weeks. Four groups of 4ESO participated, for seven sessions with the groups of 4A and 4C, eight sessions with the group of 4B, and six sessions with 4D. Each group participated in two or three fifty-minute sessions a week.

As can be seen in Table 3 below, two groups were constituted of 21 students, another of 22 students, and the last group was significantly smaller, with 14 students. Two of the groups were generally motivated and well disposed. The third group was motivated, however there were quite a few over talkative students in this group. The second group of 21 students was less willing to perform the activities and it included some disruptive students.

**Table 4**

*Number of Students per Group*

	4A	4B	4C	4D
Number of students per group	14	21	21	22
Number of sessions	7	8	7	7

### 2.4. Hypothesis and Methodology

As mentioned above, it has been shown that using storytelling tools in the EFL classroom leads to an increase in student motivation (Yang & Wu, 2012; Elkkiliç & Akça, 2008). In agreement with Irwin's study (2020), the hypothesis of the present study is that using interactive storytelling tools in the EFL classroom motivates students.

A qualitative approach was used to conduct this study. A student survey was completed by the participants that contained various questions related to the activities of the unit, to gather their feedback and understand which elements motivated them, as well as which elements failed to motivate them. The survey contained predominantly open-ended questions, in order to collect as much information as possible, despite the limited sample size. Using open-ended questions permitted that a varied range of personal opinions and experiences could emerge from the data.

## 2.5. Data Collection

As it was said previously, an end-of-unit survey (see Appendix D) was designed to collect data on the elements that motivated students throughout the unit. The answers of the survey included questions on each of the activity of the unit, plus general questions related to motivation.

In the first part of the survey, students had to complete a ranking of the activities from the one the students liked best to the one that they liked least, to gauge the activities deemed most motivating and the activities deemed least motivating. In the second part, open-ended questions for each of the activities aimed at obtaining answers regarding what students liked best, what students liked least, and the problems they had while working on the activities. This part of the survey would provide information on the factors that make an activity motivating, as well as how the activities could be improved. The third part of the survey contained multiple choice questions and in the fourth part of the survey, students had to give a mark to the unit. In the fifth and last part of the survey students were invited to share any suggestions for improvement.

On the days students had to fill in the survey, there were many students away on a school trip and others were missing because it was the last days before the holidays, which had for consequence a lower number of answers. In the classes taking the survey, there were 77 students spread over four classes and 36 surveys were completed, as can be observed in Table 5 below.

**Table 5**

*Numbers of Surveys Completed*

	4A	4B	4C	4D
Total number of students	14	21	21	22
Number of surveys completed	2	18	7	9

## 3. Survey Analysis

In transcribing the answers, a few answers were rephrased to facilitate good understanding. When what the students wanted to say was unclear, [?] was added to their answer. Similar answers were grouped together. For example, “Harry Potter (3)” indicates that three students answered the same answer. Lack of answer was also indicated and implied that

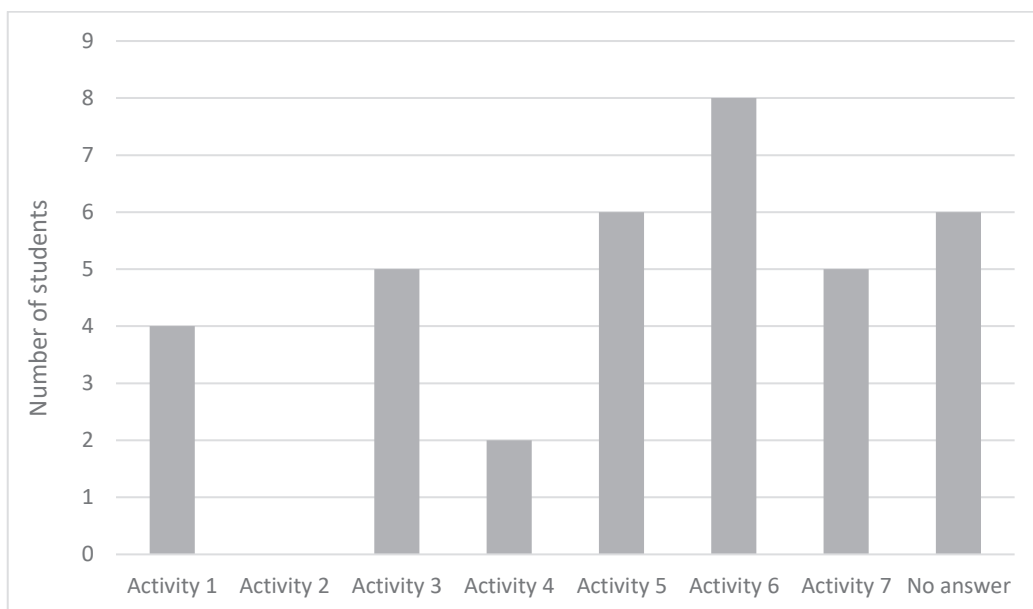
the student was absent when the activity was carried out and could therefore not have an opinion on the activity.

The answers will be analysed in chronological order, starting with the first part of the survey, which consisted of a ranking of the activities. The chart below details the number of times each activity was ranked number one, that is, the number of times each activity was ranked students' favourite activity.

### 3.1. First part: Ranking the Activities

**Figure 1**

*Activities Ranked Number 1*



As can be seen in Figure 1 above, the activity voted number one the most times is activity 6 (plan an interactive story in pairs), followed by activity five (write the final version of a fantasy story, individual), activity seven (give a presentation of an interactive story in pairs) and activity three (plan a fantasy story in pairs).

The potential reasons behind this ranking will be analysed in the next part of the survey, which details students' answers to a set of questions on each activity.

### 3.2. Second part: Analysis of the Students' Comments

The second question of the survey consisted of three sub questions that the students were asked to answer for each activity: 'What did you like best about this activity?', 'What did you like least about this activity?' and 'Which problems did you face while working on this activity?'. With the question 'What did you like best about this activity?' answers related to the elements of the activity which were motivating to the students were expected. The second question, 'What did you like least about this activity?' aimed at understanding the elements of the activities that the students found the least motivating. And the last question 'Which problems did you face while working on this activity?' provided information on how to improve the activity and make it more motivating for students.

For each activity, the answer to each of these questions will be analysed and then a table will be provided with the students' answers.

**Activity 1.** (Identify elements of fantasy fiction in passages of *Harry Potter and the Philosophical Stone*)

As can be seen in the ranking of the favourite activity above, activity 1 was ranked the third to last favourite activity.

#### 1. What did you like best about this activity?

Many students mentioned that they enjoyed working with Harry Potter, which could indicate that the students of this study found fantasy fiction a motivating topic to work with. One student mentioned that they enjoyed doing a different type of activity to practise English.

#### 2. What did you like least about this activity?

Some students mentioned that the activity was boring and mentioned reading in what they liked least about the activity. Since activity one was ranked number five out of seven in the ranking, the conclusion that this specific reading activity was not motivating to these students can therefore be drawn. A few students mentioned in what they liked least about the activity having to identify elements in the text, which could indicate that this type of activity is not likely to motivate students even though they are interested in the topic.

### 3. Which problems did you face while working on this activity?

Most students did not have any problems, however some mentioned that they struggled to understand the text.

Students' comments on activity 1 can be found in Table 6 below.

**Table 6**

*Students' Comments on Activity 1*

What they liked best	What they liked least	The problems they faced
No answer: 3	No answer: 9	No answer: 8
What they liked best: Harry Potter (7) The texts were interesting (2) That it was a fantastic story (1) "the book selected" (1) "I like Harry Potter and the story is very interesting" (1) "the story" (2) "remember my favorite fantasy fiction stories like Harry Potter" (1) "working with texts like Harry Potter" (1) "The characters" (1) "I just enjoy the idea of reading Harry Potter" (1) "Read Harry Potter" (2) "The text" (1) "it is based on Harry Potter" (2) "reading the text" (2) "the story" (1) "to learn about fantasy fiction elements" (1) "read things about Harry Potter" (1) "look for things that are in the texts" (1) "reading fantasy texts" (1) "the knowledge about Harry Potter" (1) "investigate" (1) "I liked best that we did something different to practise English" (1)	"I don't know" (3) "It was boring and I would've preferred to have a continuous story and not just random parts from a book" (1) "To find correctly the words" (1) "not working in groups" (1) "the reading activity" (1) "understand all the text" (1) "I don't like this type of story" (1) "it was a bit boring" (1) "Harry Potter" (1) "the activity was too slow" (1) "maybe underline the main important things" (1) "reading" (2) "underline the magic words" (1) "find the words in the text" (1) "to highlight the different words" (1) "think about what are the elements of fantasy" (1) "sum up the information in my notebook" (1) "to do individual one part" (1) "identifying elements" (1) "we could have done more things and activities related to the text" (1) "nothing" (4)	None (11) I wasn't sure of some elements (1) "It's difficult to understand some parts" (1) "I didn't understand the text" (1) "Nothing" (6) "I didn't have any problems, only that sometimes I didn't understand the text" (1) "That in the story the main character must save the world and write this story in little time is not the correct [?]" "I think none" (1) "trying to understand the story and the new vocabulary" (1) "reading" (1) "identify if it was an element of magic or other" (1) "I had problems looking for the things" (1) "identifying different fantasy fiction parts" (1) "to underline the words" (1)

#### Activity 2. (Summarise each chapter of the texts from activity one)

As can be observed in the ranking (Figure 1), activity 2 was never ranked number 1, which makes it the least favourite activity of the students.

### 1. What did you like best about this activity?

Regarding activity two, an important number of students did not provide answers for this activity, and it was ranked as their least favourite, which could be correlated. A few students mentioned that they liked the theme of the activity. A few students mentioned that they appreciated to work on a summary activity. One student mentioned that they would have liked to do another activity related to the text.

### 2. What did you like least about this activity?

Many students mentioned that the activity was boring. One student mentioned that it was less entertaining than the others. Two students mentioned that they did not like writing for this activity. One student mentioned that they did not like summarising.

### 3. Which problems did you face while working on this activity?

While most students did not have any problems while doing this activity, some students mentioned problems related to summarising. They also mentioned problems linked to reading comprehension, identifying elements in the text, and expressing themselves in English.

The students' comments about activity 2 can be found in Table 7 below.

**Table 7**

*Students' Comments on Activity 2*

What they liked best	What they liked least	The problems they faced
No answer: 12	No answer: 16	No answer: 12
I don't know (1) "You learn how to summarise better" (1) "I liked the activity" (1) "I don't remember" (1) "the chapters, the different vocabulary" (1) "I like that we kept working on the text" (1) "the story" (1) "learn to summarise" (1) "it is based on Harry Potter" (1) "make a summary" (2) "I liked the searching of information" (1) "the reading" (1) "the knowledge about the activity" (1) "it was about Harry Potter" (2) "the imaginary" (1) "I think it's more useful than just doing activities" (1)	"A bit boring" (3) "It was boring because I don't like writing" (1) "The time" (1) "it wasn't as fun as the others" (1) "Nothing" (6) "It was also kind of boring" (1) "summarise" (2) "read the text too many times" (1) "write it on my notebook" (1) "to underline individually" (1) "I don't know" (1) "that I write the story in English" (1)	None (8) It wasn't easy to summarise some texts (2) "I didn't understand the text" (1) "Nothing, it was easy" (1) "I didn't have any problems, only with the vocabulary" (1) "Be more simple. Don't explain too much" (1) "trying to summarise the story, only use the main important things" (1) "Find the important words" (1) "I don't know the meaning of some words" (1) "The first problem is I don't know anything of Harry Potter" (1) "Finding the things that we needed to summarise" (1) "I don't know" (3)

“nothing” (4) “create your story” (2)		“I had to face my problems to express myself well in English” (1) “the plot of the story is very bad” (1)
--	--	--

### Activity 3. (Plan a fantasy story in pairs)

Activity 3 was ranked the students’ third favourite in the ranking of the activities, same place than activity 7 (Interactive Stories: Presentations).

#### 1. What did you like best about this activity?

The elements that students liked best about this activity revolved around working in pairs and be able to use their creativity and imagination.

#### 2. What did you like least about this activity?

In what they liked least, students’ comments had to do with lack of time, and following the rules that were set for creating the story.

#### 3. Did you liked working in a group for this activity? Why?

The term ‘group’ was used, however students worked in pairs for this activity. All the students who answered this question said that they preferred working in groups. The recurring answers were that they found it entertaining, interesting, that it was easier, that they had more ideas, that they received more help, and that they enjoyed practising English this way. Whether the students liked working in groups depended on the dynamic that they had with their groupmates: one student mentioned that they usually do not like working in groups but that they did not mind it for this activity because they enjoyed working with their partner (this activity was carried out in pairs). To the contrary, one student mentioned that they did not enjoy working in groups because their partner did not help them, and another student mentioned that they did not enjoy it because they did not like their partner’s ideas. Improvements for this activity could be to pay more attention to groups dynamics, even if the students in the groups were used to working together.

#### 4. Which problems did you face while working on this activity?

Most of the problems that the students faced were related to linguistic issues that they had, time management, and lack of inspiration.

The students’ comments about activity 3 can be found in Table 8 below.



**Table 8**

*Students' Comments on Activity 3*

<b>What they liked best</b>	<b>What they liked least</b>	<b>Did they like working in a group</b>	<b>The problems they faced</b>
No answer: 2	No answer: 12	No answer: 2	No answer: 5
<p>“Being creative” (2)</p> <p>“It was fun to work in pairs” (1)</p> <p>“learn new vocabulary” (1)</p> <p>“the imagination” (1)</p> <p>“I liked the participation and the group work” (1)</p> <p>“that it wasn’t individual” (1)</p> <p>“Create a story” (1)</p> <p>“the group and the activity” (1)</p> <p>“Work in pairs” (5)</p> <p>“that you work in pairs and have to talk about what you write” (1)</p> <p>“that it consisted of using our imagination to create settings and events” (1)</p> <p>“to create a story was fun” (2)</p> <p>“doing a fantasy story” (1)</p> <p>“work in pairs to talk about your ideas” (1)</p> <p>“planning the story” (1)</p> <p>“it’s easy to do” (1)</p> <p>“the story” (2)</p> <p>“to use our imagination and work in pairs” (1)</p> <p>“planning the story with your team” (1)</p> <p>“think how I can write the story” (1)</p> <p>“the creativity that you can use” (1)</p> <p>“it’s funny to work with a friend” (1)</p> <p>“share ideas with my partner” (1)</p> <p>“it’s creative and innovative” (1)</p> <p>“teamwork” (1)</p> <p>“express our opinions” (1)</p> <p>“working with someone is useful to have more ideas” (1)</p>	<p>“I don’t know” (3)</p> <p>“I don’t like fantasy novels” (1)</p> <p>“Nothing” (7)</p> <p>“My partner didn’t help me very much” (1)</p> <p>“Mainly, the time limit, but it is understandable” (1)</p> <p>“we couldn’t finish the story” (1)</p> <p>“maybe repeat the same story three times (1)</p> <p>“that we must do it with specific rules (fantasy, save the world)” (1)</p> <p>“it’s OK but a little bit boring” (1)</p> <p>“that we had to introduce lots of magical objects” (1)</p> <p>“in each event of the story there must be one fictional character” (1)</p> <p>“We didn’t have enough time” (5)</p>	<p>“Yes, because it’s more entertaining and it’s easier to find ideas” (1)</p> <p>“I’m not good at working in groups” (1)</p> <p>“Yes, because it is funny” (4)</p> <p>“Yes because it is more interesting and you express your ideas to another person” (1)</p> <p>“Yes because it was easier and I enjoyed it a lot” (1)</p> <p>“Yes, a lot, because we have more ideas and I don’t work in groups a lot” (1)</p> <p>“Yes because it is more interesting” (1)</p> <p>“Yes because yes” (1)</p> <p>“Yes, because you have to talk about the things that you write” (1)</p> <p>“Yes, because you weren’t alone searching for ideas, and you could share them” (1)</p> <p>“Yes, more ideas and help” (2)</p> <p>“Usually, I don’t like working in a group but I this activity it wasn’t bad because my teammate and I were a good team” (1)</p> <p>“Yes, because we fill our ideas and it becomes easier” (1)</p> <p>“Yes, because we learn English having fun and talking, that is very important” (1)</p> <p>“Yes, because it’s funnier” (2)</p> <p>“Yes, it is more dynamic” (1)</p> <p>“Yes, because it makes it funny” (1)</p> <p>“Yes, I prefer working in groups than individually.</p>	<p>“None” (10)</p> <p>“I was doing most of the work” (1)</p> <p>“we went so fast” (1)</p> <p>“the time” (1)</p> <p>“the imagination” (1)</p> <p>“that I don’t have imagination” (1)</p> <p>“probably lack of inspiration, though the papers with ideas were helpful” (1)</p> <p>“I couldn’t imagine a good story because I don’t have much imagination” (1)</p> <p>“trying to write the story with my own vocabulary” (1)</p> <p>“that we had to save the world and most of my ideas didn’t include that” (1)</p> <p>“Nothing” (2)</p> <p>“we don’t have vocabulary” (1)</p> <p>“When I don’t agree with my classmate on some ideas” (1)</p> <p>“the time was the biggest problem” (1)</p> <p>“write the story with ideas that my partner and me like” (1)</p> <p>“sometimes but didn’t have too many ideas” (1)</p> <p>“I have to face up the organisation of the time” (1)</p> <p>“Sometimes I argued with y partner about what to put in the story” (1)</p> <p>“the vocabulary” (1)</p> <p>“think about different options for the story” (1)</p> <p>“I had to write everything because my partner didn’t know how to write in English” (1)</p>

		<p>I learn more working in groups” (1)</p> <p>“Yes, because if we are two persons we can think more” (1)</p> <p>“Yes because it is different and some [?] funny” (1)</p> <p>“No, because I didn’t like some ideas of my partner” (1)</p> <p>“Yes, because it was entertaining” (1)</p> <p>“Yes, because you can ask to your classmate all that you don’t know” (1)</p> <p>“Yes, we could share our ideas and write whatever we wanted” (1)</p> <p>“Yes, because you share with your partner each idea” (1)</p> <p>“Yes, because you do it better, you are more confident, you have more ideas” (1)</p> <p>“No, my partner didn’t help me” (1)</p> <p>“Yes” (1)</p> <p>“Yes, it’s useful to practice English and know a bit more your classmates” (1)</p>	
--	--	--	--

**Activity 4.** (Write the first version of a fantasy story, individual)

Activity four was ranked the second to last activity.

**1. What did you like best about this activity?**

The things students liked had to do with expressing their creativity while writing the story. A few students mentioned that they liked working on their own.

**2. What did you like least about this activity?**

In what they liked least, students mentioned, as they did for activity three, that the time and the rules set for writing the story were their least favourite elements. Some students mentioned that they had issues with grammar, spelling, and vocabulary.

### 3. Which problems did you face while working on this activity?

Students faced many linguistic issues: they struggled with structuring their ideas, using the vocabulary of the unit, and apply their grammatical knowledge. Some students also mentioned time-management issues.

The students' comments on activity 4 can be found in Table 9 below.

**Table 9**

#### *Students' Comments on Activity 4*

<b>What they liked best</b>	<b>What they liked least</b>	<b>The problems they faced</b>
No answer: 4	No answer: 11	No answer: 2
"Writing the story" (3) "use your own ideas to write" (2) "Write my own story" (2) "The previous story" (1) "I liked the participation and the interaction" (1) "I had to use my creativity a lot" (1) "the ideas" (1) "that it was very easy because I did the other activities before" (1) "I liked to work alone" (1) "write a fantasy story with all my ideas" (1) "that they helped us with the expressions etc. we didn't know" (1) "nothing" (3) "to pass all the plans to a story" [?] (1) "the story" (1) "use our imagination and improve writing" (1) "the idea of deciding about 2 options" (1) "invent and change the story with your pair" (1) "I wrote my own story" (1) "that I can use my imagination" (1) "I liked that it was individual, because you can ask our teacher sometimes" (1) "its funny to use the imagination in this activity" (1) "write the story by myself" (1) "write a story using my imagination" (1) "I like writing stories so I had fun" (1) "I had to do it on my own, I like working on my own" (1)	"To be limited by certain rules when writing the story" (1) "write about a fantastic story" (2) "Maybe we didn't have too much time" (1) "the grammar" (1) "it was individual" (5) "the poor freedom" (1) "that you have to write a lot with a good presentation" (1) "again, the time limit" (1) "that it must be like the other story" (1) "to write the story you need to use some guidelines and I didn't like this" (1) "I didn't have enough space to write the story" (1) "not enough time" (3) "the verbal time" (1) "do it on my own and quickly" (1) "there were some things (like specific creatures or objects) that you had to include" (1) "I don't know too much vocabulary" (2) "It could be a bit difficult" (1)	"Nothing" (9) "The grammar and the ending" (1) "the time" (2) "I don't like writing stories and I prefer writing other things" (1) "the quest and tenses" (1) "the grammar and vocabulary" (1) "It's a little bit difficult because I don't have imagination" (1) "I was running out of time, so the ending was shorter" (1) "I didn't know how to say and write some good ideas" (1) "Trying to organise the information and use new vocabulary" (1) "some fantasy vocabulary was difficult" (1) "I don't have all the vocabulary necessary" (1) "they're words I don't know the spelling" (1) "that I don't know some words" (1) "think the options and the introduction" (1) "the grammar was my biggest problem" (1) "how to write some words" (1) "I had to make the story short, if not, it would be too long" (1) "I have to face up the organisation of the time" (1) "spelling" (1) "I didn't have enough time" (1) "the vocabulary" (1) "invent the details of each event of the story" (1) "I don't like to ask someone my questions" (1) "my own problems with grammar and tenses" (1)

“It’s an interesting activity and useful to get noticed about your mistakes” (1)		
--	--	--

**Activity 5.** (Write the final version of a fantasy story, individual)

Activity five was the students’ second favourite activity.

**1. What did you like best about this activity?**

Students commented that they liked to be able to correct their mistakes to improve their story.

**2. What did you like least about this activity?**

Quite a few students mentioned in what they liked least about the activity that writing the final version of the story was repetitive.

**3. Which problems did you face while working on this activity?**

Students mentioned in the problems that they were not sure how to correct some mistakes.

The students’ comments about activity 5 can be found in Table 10 below.

**Table 10**

*Students Comments on Activity 5*

<b>What they liked best</b>	<b>What they liked least</b>	<b>The problems they faced</b>
No answer: 9	No answer: 13	No answer: 6
“Writing the final version of the story” (1) “I could correct my mistakes” (1) “the corrections” (1) “imagination” (1) “that I could write it without a lot of errors” (1) “correcting and finding the mistakes” (1) “that I correct all my mistakes and I learn about it (1) “writing the story correctly” (1) “create an interactive story” (1) “I was pretty sure about what to write because the other essay mistakes were solved” (1) “the final we did” (1) “you know your mistakes” (1) “to pass the other story and write good” (1)	“I don’t know” (2) “I had to shorten my story too much” (1) “see what’s bad” (1) “that it was individual” (1) “rewrite the story because I didn’t have a lot of ideas” (1) “write” (2) “nothing” (3) “that it meant having to write the whole story again” (1) “I was a little bored because it was the same story” (1) “that we had to repeat again the other story” (2) “Vocabulary” (1) “write all again” (1) “think different ends” (1) “the grammar and the tenses of the story” (1)	“Nothing” (9) “the time” (3) “writing in the second person” (1) “The tenses” (1) “the grammar and vocabulary” (1) “the mistakes” (3) “having to cut parts of the story so it fit in the paper” (1) “trying to correct mistakes” (1) “summarise my last story” (1) “many times I don’t know what is the mistake” (1) “I didn’t have enough time to rewrite the story” (1) “there were some things that I didn’t know how to correct” (1) “I don’t have many place to write” (2) “not enough time” (1)

“the story” (2) “to make a story” (1) “watch you story finished was very satisfying” (1) “make my story better” (1) “I learn about my mistakes” (1) “I liked that we had to repeat to do better” (1) “I like all of this activity” (1) “Creativity and the final decision” (1) “the writing” (2) “the draft was already written, so you just had to correct some things” (1) “work alone” (1) “Write and create your own story” (1)	“rewrite the story” (1) “repetitive” (1) “I don’t have a good vocabulary” (1) “It could be a bit difficult, and I didn’t have enough time to finish it” (1)	“my own problems with grammar and tenses” (1) “the essay, the grammar, write good” (1) “writing in the present and with the second person” (1)
--	--	--

### Activity 6. (Plan an interactive story in pairs)

Activity six was students’ favourite activity. The term ‘group’ was used, however students worked in pairs for this activity.

#### 1. What did you like best about this activity?

The elements which came back the most in the comments were the following: working in a group, being able to express one’s own ideas and share them, writing different options in their story, being creative, and the fact that the activity was entertaining.

#### 2. What did you like least about this activity?

Regarding what students liked least, the recurring elements in the comments were the following: the difficulty of the activity, the time constraints, and problems linked to working in groups.

#### 3. Which problems did you face while working on this activity?

In the problems faced while working on the activity, the comments also mentioned time constraints and problems linked to working in groups, along with the difficulty of finding ideas and the difficulty of adapting the stories to the format of the interactive story.

The students’ comments about activity 6 can be found in Table 11 below.

**Table 11***Students' Comments on Activity 6*

<b>What they liked best</b>	<b>What they liked least</b>	<b>The problems they faced</b>
No answer: 4 “the ideas” (2) “plan the ideas” (1) “share our ideas” (1) “I never do an activity like that” (1) “write a story with different options” (4) “that it was in pairs” (8) “it’s funny” (2) “fun and you had to think” (1) “fun and new to think about the different options and how to connect them” (1) “do different stories in one” (1) “interesting and creative” (1) “very interesting and funny” (1) “funny and original” (1) “love this type of stories” (1) “I enjoyed it, with my group” (1) “I love this type of stories” (1) “share our ideas and being creative with the options” (1) “that we were in pairs so we were more comfortable” (1) “work with a classmate and create the story with the ideas that we share” (1) “it’s original and funny to do” (1)	No answer: 9 “it was difficult” (3) “it was difficult to complete the whole activity” (1) “that we must save the world” (1) “the six levels” (1) “connect all the gaps” (1) “having to change the story” (1) “having to do it in one lesson” (2) “difficult to have many ideas” (1) “we weren’t able to do as many levels and endings as we wanted” (1) “the rules set for writing the story, the options and the endings” (1) “think about possibilities” (1) “think about all the endings” (2) “my partner didn’t help so I had to do everything on my own” (1) “my partner was missing” (1) “time” (3) “it was very difficult to adapt the final version of the story” (1) “nothing” (3) “in this activity I was lonely because my group wasn’t here” (1) “I liked everything” (1)	No answer: 4 “that we must save the world” (1) “the four endings” (1) “make the story work with different options” (5) “imagination” (2) “time” (1) “I was a little bit lost because I had missed some classes” (1) “our story wasn’t prepared for this activity” (1) “we had the same ideas” (1) “we didn’t have the same ideas so it took more time” (1) “I don’t know how to continue the story” (2) “some vocabulary” (1) “make our ideas fit in the boxes of the story” (1) “Run out of ideas when we were choosing different options, had to choose them by myself because my partner didn’t help me” (1) “our story wasn’t prepared for this activity” (1) “no problems” (4) “I didn’t know how that we had to save the world and another time it was the same story” (1) “My partner and I sometimes didn’t have the same ideas so it takes more time to do it” (1) “To get more ideas and creativity” (1) “my classmate wasn’t here” (1) “complicated to do different paths to finish the story” (1) “the endings were difficult to write” (1) “I had problems to connect with sense the options” (1) “nothing” (1)

**Activity 7.** (Give a presentation of an interactive story in pairs. Participate in the other groups' presentations.)

Activity seven was ranked third favourite in the ranking of the activities, same place than activity three (Brainstorm Your Story).

### 1. What did you like best about this activity?

What they liked best about activity seven was the interaction during the activity, that the students were listening to the others' stories and participating in the stories, and that the activity was entertaining.

### 2. What did you like least about this activity?

In what they liked least, the students commented on problems related to working in groups, e.g. the fact that their partner was absent on presentation day and that they had to present on their own.

### 3. Which problems did you face while working on this activity?

Other problems mentioned had to do with the presentations themselves: some students said that they couldn't hear the others' stories well, that they found presenting their stories to the class difficult, and that they did not like speaking in public.

The students' comments about activity 7 can be found in Table 12 below.

**Table 12**

*Students' Comments on Activity 7*

<b>What they liked best</b>	<b>What they liked least</b>	<b>The problems they faced</b>
No answer: 3	No answer: 10	No answer: 9
"Presenting my story" (1) "Being able to choose what you want to do in the story" (1) "that the class can choose" (1) "listen to my classmates' stories" (4) "presenting in front of the class" (1) "I liked the cooperation" (1) "that it wasn't individual" (1) "it was fun to do it" (1) "See the other presentations" (1) "that you have fun listening to your class with the stories" (1) "getting to show my story to the others" (1) "present it" (1)	"That we only say one ending" (1) "Not being able to hear/understand the other stories well" (2) "It's difficult to explain the story" (1) "nothing" (6) "present the story to the class" (2) "my partner wasn't here to present the work with me" (1) "that I don't like doing presentations" (1) "speak" (1) "probably, having to go with the popular vote, leading to bad endings" (1) "the people don't choose the options for the real final" [?] (1)	"None" (10) "I couldn't hear very well because they were speaking too quietly" (1) "Sometimes the class didn't know what we think" (1) "I'm shy" (1) "I was a bit nervous" (1) "it was a little bit chaotic" (1) "people not participating in the options" (1) "I was nervous" (2) "I think I worked way more that I should have on it" (1) "If they ended in the first final you create a long story for nothing" (1)

<p>“The other presentations were fine” (1)</p> <p>“The presentation” (2)</p> <p>“everything” (1)</p> <p>“that we can choose the endings of the story” (1)</p> <p>“present the story to the classmates, listen to their stories, and decide the options” (1)</p> <p>“it’s interesting to watch the other stories” (1)</p> <p>“hear and participate in other stories” (1)</p> <p>“it is the best part because you listen to your classmates’ stories” (1)</p> <p>“I like that it was very creative” (1)</p> <p>“I like to form part of the stories” (1)</p> <p>“hear the creative ideas my classmate chooses, choosing the options I wanted” (1)</p> <p>“interact with the public” (1)</p> <p>“the presentation” (1)</p> <p>“it was interactive and fun” (1)</p> <p>“I don’t know” (2)</p> <p>“The best I liked was when my classmates present their stories, it’s so interactive” (1)</p>	<p>“I don’t like to present in public” (1)</p> <p>“I don’t know” (1)</p> <p>“explain the options that we give” (1)</p> <p>“I don’t like presentations” (1)</p> <p>“talk in front of my class” (1)</p> <p>“the time” (1)</p> <p>“talk in public” (1)</p> <p>“my classmates chose boring options” (1)</p> <p>“I don’t like presentations, it’s difficult for me” (1)</p>	<p>“present another story, because I couldn’t come” (1)</p> <p>“talk in front of the class” (1)</p> <p>“bad communication with my partner” (1)</p> <p>“do the presentation right” (1)</p> <p>“sometimes I didn’t understand what my classmates say” (1)</p> <p>“I had to do it alone” (1)</p> <p>“I don’t know” (1)</p>
--	--	---

Now that the answers of the students on each activity have been discussed, the analysis of the third part of the survey will be conducted. This third part is constituted of three questions that revolve around with students’ favourite methodology. For each of these questions, they were asked to choose between three answers and give an explanation as to why they picked that answer.

### 3.3 Third part: Students’ Preferred Methodology and Type of Grouping

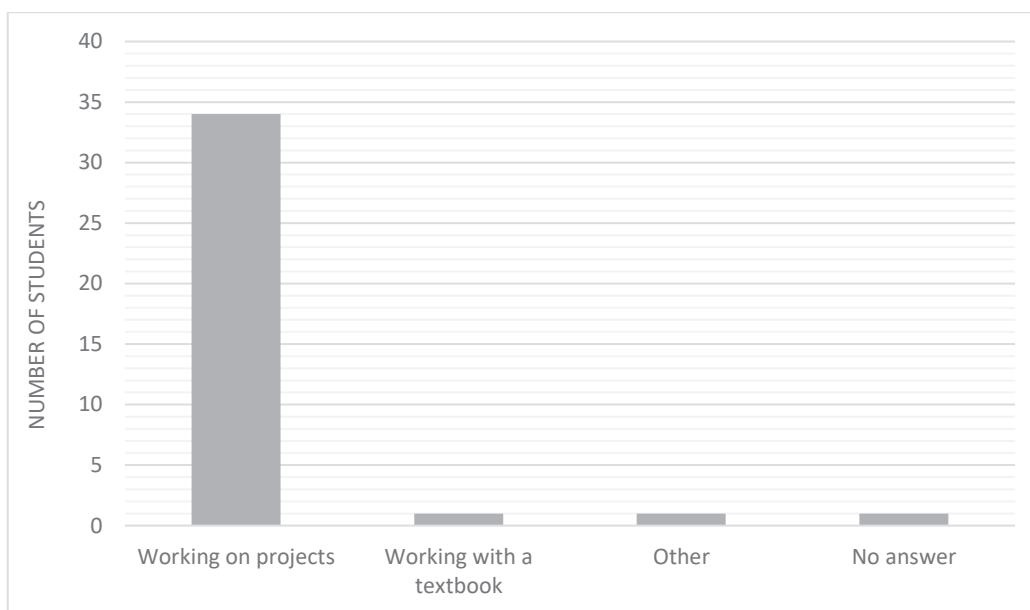
The questions of the third part of the survey were: ‘Do you prefer working on projects or working with a textbook?’, ‘Do you prefer working on projects or working with a textbook?’, and ‘Do you prefer reading authentic texts or reading texts from a textbook?’.

For the first question, students were asked to choose between three answers and to specify why they picked this answer. They were asked whether they preferred working on projects or working with a textbook. They were given the option to indicate ‘Other’ in case they wanted to indicate another option. Figure 2 below details the answers to this question.



**Figure 2**

*Students' Answers to the Question: 'Do you prefer working on projects or working with a textbook?'*



Almost all students said that they preferred working on projects. As can be seen in Table 13 below, the students who said that they preferred working on projects said that they found projects more enjoyable, more entertaining, more interactive, different and it allowed them to work in groups. In other comments, students mentioned that working on projects was creative and allowed them to speak more than with the textbook.

**Table 13**

*Students' Answers to the Question: 'Do you prefer working on projects or working with a textbook?'*

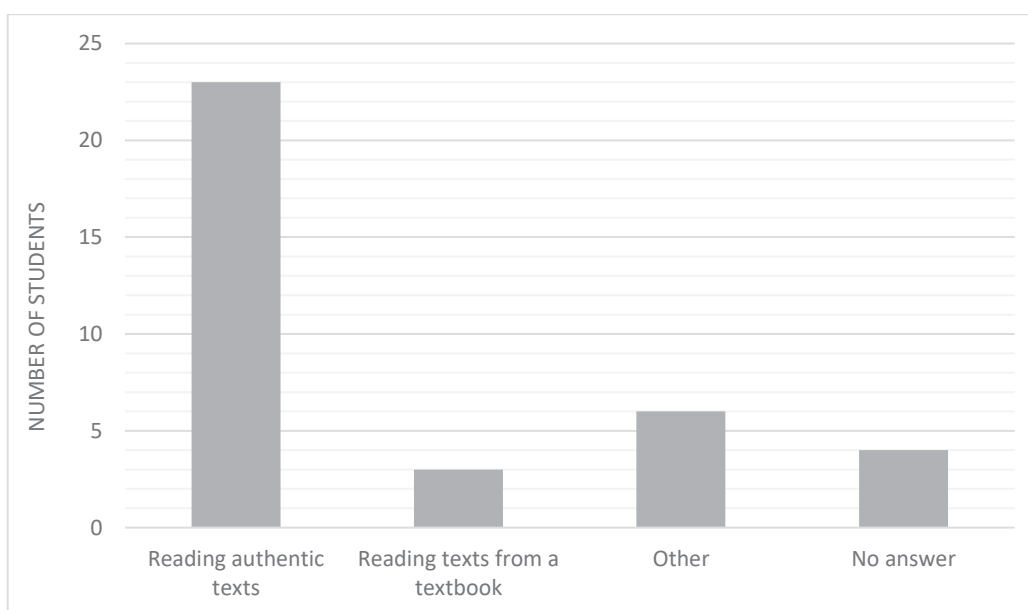
Working on projects	Working with a textbook	Other
No answer: 1. 7 students did not add an answer after ticking the box.		
"Because it is more enjoyable" (1) "It's more entertaining and you can work in groups" (1) "Because we explain to the class" (1) "more interactive" (1) "because it's funny" (4) "it's more entertaining" (1) "It is more fun" (2) "Because it is better" (1) "because it is different" (1) "because you work in a group and learn vocabulary and tenses" (1) "it allows more creativity" (1) "because in groups it's more funny" (1)	"I like reading" (1)	"Create a story, but we can select the quest" (1)

“because we learn while we have a good time and we talk more than with the textbook for example” (1) “it’s different and innovative” (1) “it’s different and interesting” (1) “because it is entertaining” (1) “because it’s good to our brains” (1) “it’s creative, and even more with a partner” (1) “to share ideas with our partner” (1) “Because I like them” (2) “we work with something new” (1)		
---	--	--

For the second question, students were again asked to choose between three answers and to specify why they picked this answer. They were asked whether they preferred reading authentic texts or reading texts from a textbook. They were given the option to indicate ‘Other’ in case they wanted to indicate another option. Figure 3 below details the answers to this question.

**Figure 3**

*Students’ Answers to the Question: ‘Do you prefer reading authentic texts or reading texts from a textbook?’*



Most students said that they preferred working with authentic texts. As can be seen in Table 14 below, the most recurring comments from the students on authentic texts were that they were more related to reality and that students enjoyed it more. Other comments mentioned that authentic texts were useful and efficient.

**Table 14**

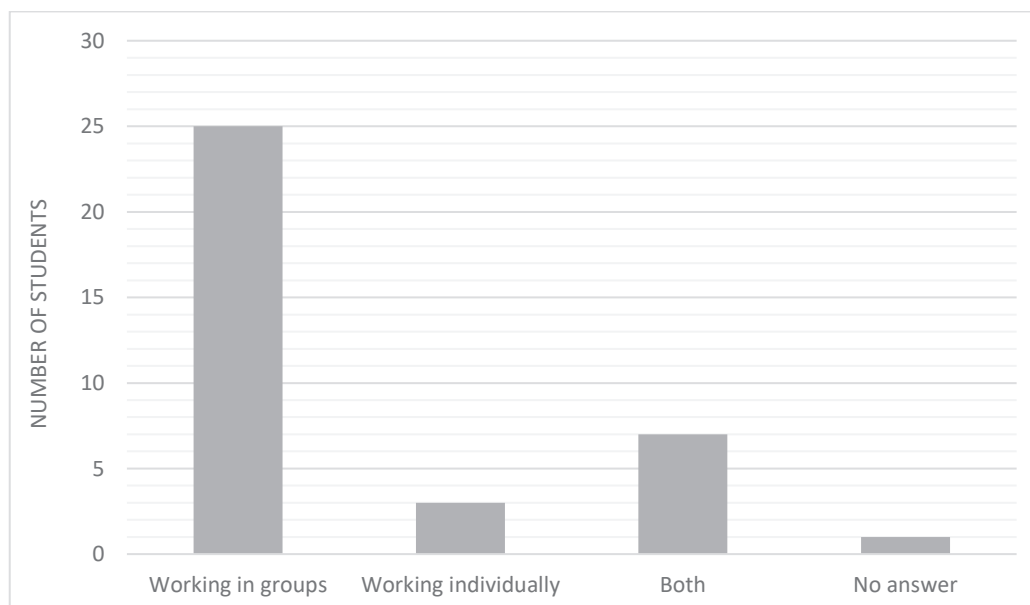
*Students' Answers to the Question: 'Do you prefer reading authentic texts or reading texts from a textbook?'*

Reading authentic texts	Reading from a textbook	Other
No answer: 4 9 students did not add an answer after ticking the box.		
"Because it is something that happened in real life" (1) "Because I like it more" (1) "you learn" (1) "it's very realistic" (1) "it is more real and I prefer it" (1) "It's more efficient" (1) "You may know it, and it's usually more fun" (1) "real text" (1) "because that's what you're going to find when you are old" (1) "it's interesting" (1) "because it is useful" (2) "it is more related with reality" (1) "because I like it" (1)	"I think it's easier for all" (1) "Because in fantastic stories there are more content" (1) "I like fantasy fiction" (1)	"Reading a text about a topic I'm interested in" (1) "Read an imaginary story" (1) "Stories about the life of teenagers because we can identify with the characters" (1) "I don't like reading" (1) "imaginative texts" (1) "read both authentic texts (I like the real life situation) and texts from a textbook (I like to read)" (1)

For the third question, students were again asked to choose between three answers and to specify why they picked this answer. They were asked whether they preferred working in groups, working individually, or both. They were given the option to indicate 'Other' in case they wanted to indicate another option.

**Figure 4**

*Students' Answers to the Question: 'Do you prefer working in groups or working individually?'*



As can be observed in Figure 4 above, most students answered that they preferred working in groups. Recurring answers which can be observed in Table 15 below were that students believed it to be a more enjoyable and better way of working, and that the group members could help each other. Three students answered that they preferred working individually, because they had more freedom. Six students said that they liked both working in groups and working individually. Some said that they preferred one or the other depending on the type of activity, and others mentioned that working in groups was more entertaining.

**Table 15**

*Students' Answers to the Question: 'Do you prefer working in groups or working individually?'*

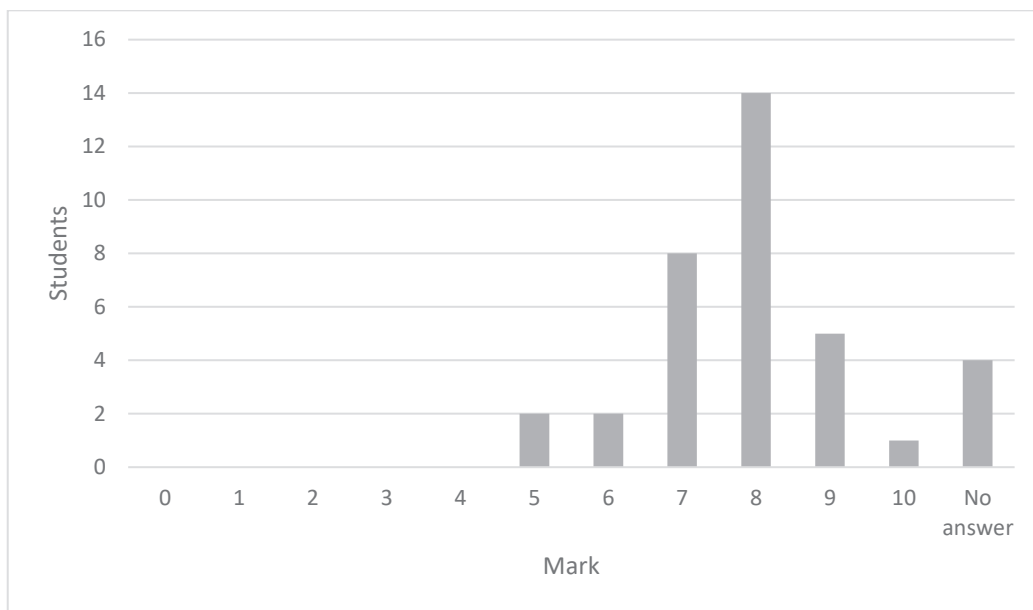
<b>Working in groups</b>	<b>Working individually</b>	<b>Both</b>
No answer: 1 1 student did not add an answer after ticking the box.		
"it is more enjoyable" (2) "it's more fun and you can share your ideas" (1) "because we compare and have help if we need it" (1) "I have to improve at it" (1) "it's better" (2) "it's more interactive and you say your different ideas" (1) "it is much better" (1) "you have more ideas" (2) "the best, more interactive" (1) "because you can talk and learn with them and you can answer our questions" (1) "If the partner is good, you can collaborate and make things easier (1) "more help" (1) "because it's similar to having a real conversation in English and it's with your friend" (1) "because I like it" (1) "you can share your ideas and know the others" (1) "it's easier to work with another person" (1) "I learn more" (1) "it is funny and different (1) "because you don't have to ask something to the teacher" (1) "it's funnier" (1) "because it is more fun and dynamic" (1) "we explain our opinions" (1)	"because I do whatever I want" (1) "you can do whatever you want and write your story" (1)	"Working in groups is more entertaining, but working individually is more interesting" (1) "depends on the activity" (2) "I like working in solitary but in group all can help to other" (1) "Working in groups is funny and you won't feel lonely, but being alone gives you freedom to choose what you want" (1) "I prefer working individually, but it's funny to work in groups too" (1) "Both, depending on the occasion" (1)

### 3.4 Fourth Part: Marking the Unit

In the fourth part of the survey, students were asked to give a mark to the unit, that is, the sequence of activities which was implemented. As it can be observed in the chart below, they gave an average mark of 7.656 which seem to indicate that most students enjoyed the unit. This average mark was obtained without taking into consideration the four students who did not answer this question.

**Figure 5**

*Students' Answers to 'Give a mark to the unit from 0 to 10'*



### 3.5 Fifth part: Students' Suggestions for Improvement

In the fifth and last part of the survey, students were invited to give any suggestions for improvement.

As can be seen in Table 16, students mentioned in their suggestions for improvement to be more flexible with the rules of the story, to have the option to write a story belonging to a different literary genre, to correct their mistakes on the same document instead of writing the story again, to vary activities more, to do more activities in groups, to make the instructions for writing the story clearer, to make the classes more interactive, and to spend less time on reading activities and more time on writing activities. These suggestions will be discussed in the conclusion.

**Table 16***Students' Answers to 'Write down below any suggestions for improvement'*

Suggestions for improvement
No answer: 18
"Let the pupils be more creative with their stories and put less rules to write the story" (1) "Be able to choose what kind of story you want to write because not everyone likes fantasy" (1) "To do another activity and not write the story three times" (1) "none, everything's ok" (1) "no suggestions" (1) "more activities in groups" (1) "doing more things in groups and explain better the things that you want us to put in the story" (1) "more freedom about the quest or the form of writing (tenses)" (1) "make the classes more interactive" (1) "It would be nice to have more time, but I understand it's difficult" (1) "Don't be too much longer [?] and don't use themes for children like Harry Potter" (1) "I don't think that it is necessary to write all the story again when you give it back to us. We can only correct the mistakes" (1) "Nothing" (2) "have more time to do the things" (1) "The first part of the unit didn't help me so much, more time to write the texts" (1) "I liked the unit in general so I don't think about any suggestions" (1) "I don't think that there is something wrong. I am bad at English" (1)

Based on the analysis of the students' answers to this survey, a few conclusions can be drawn. Students' answers throughout the survey confirmed the hypothesis that using interactive storytelling in the EFL classroom was motivating to them. More precisely, the survey showed that working in pairs and working in groups, working on a task, working with authentic texts, learning about fantasy fiction, creating a choice-based story, and participate in interactive presentations were elements that motivated them.

Students repetitively said throughout the survey that their favourite activities of the unit were entertaining and creative. They also mentioned in the comments of their favourite activity of the unit (activity six, plan an interactive story in pairs), that they had found the activity difficult, however they rated it as their favourite, which implies that the presence of a challenge may be an element which contributes to making an activity motivating. Creating challenging activities is indeed mentioned as a motivational strategy (Dörnyei, 2001). It can therefore be said that the presence of creativity, enjoyment, and challenge was considered motivating by the participants.

According to the students' comments, there have been a few factors that seemed to negatively influence student motivation, namely that when students found themselves in stressful situations, had problems related to working in groups, did not manage time properly, had difficulty finding ideas, and did not master the grammar needed to perform the activity. A

few students also mentioned in their surveys that they wanted more freedom and flexibility when it came to writing. This remark can be related to the need for autonomy within the SDT framework, which posits that the need for autonomy is one of the three basic needs to create a motivational classroom environment (Ryan & Deci, 2020).

All these issues could be addressed to improve the unit, but more specifically, a few things could be changed in each activity. For activity one (Identify elements of fantasy fiction in passages of *Harry Potter and the Philosophical Stone*, individual), a vocabulary text box could be provided to make the text more accessible. For activity two (Summarise each chapter of the texts from activity one, individual) vocabulary and structures to help students summarise the texts could also be provided.

The process between the third and fourth session could be simplified so that students do not have to write two consecutive drafts and correct instead their mistakes in the same document. Before activity four (Write the first version of a fantasy story, individual), a short warm-up activity on the tenses of the past could be done. During activity five (Write the final version of a fantasy story, individual), some students said that they did not know how to correct their mistakes. This could be improved by doing another activity focused on correction of mistakes, and specifically correction of the most common mistakes made by Spanish learners of English. Besides, the amount of time dedicated to activity five could be reduced, and some of the instructions given in activity four and six could be simplified, to make sure that the activity is well understood by all students.

The instructions for writing the story could also be less restrictive. Another activity where students practice correcting mistakes could be implemented before activity five. Finally, before starting activity six (Plan an interactive story, in pairs), students could be provided with more examples of interactive stories to make the activity more guided.

#### **4. Conclusions**

In the first section of this paper, a review of the literature on motivation and L2 learning has been presented, which included an overview of key theories of motivation, followed by the consideration of the pedagogical implications of the research on motivation and learning. A chronological overview of theoretical approaches within the L2 studies field has then been undergone, before considering classroom applications of L2 motivation research.

Finally, teachers' impact on student motivation and the use of motivational strategies have been discussed. Some of the motivational strategies implemented in the unit (see Table 1), like working in small groups, being in contact with L2 cultural products, considering team products in the assessment, and making task content attractive (Dörnyei, 2001) seemed to have been effective since the students mentioned these elements in the survey as elements that they had liked in the activities.

Analysis of the students' answers confirmed the hypothesis that using interactive storytelling in the classroom increased the motivation of the participants. The factors that seemed to increase their motivation were related to pair work (Cziser, 2017), working on a task (Willis, 2004), working with authentic texts, learning about fantasy fiction, creating a choice-based story, and participating in interactive presentations. The presence of a challenge (Ford, 2013), of creativity and of joy also represented motivating factors. The elements that seemed to have a detrimental effect on students' motivation were related to a lack of freedom and flexibility (Deci & Ryan, 2000), stress, not getting along with their partner, time-management issues, and linguistic issues.

Regarding the areas of improvement of the implementation strategy, students would likely have benefited from using a digital storytelling software for creating the interactive stories. Indeed, as mentioned above, students tend to be motivated by this type of tool (Sadik, 2008; Yang & Wu, 2012). However, computer labs were not available in the school where the study was conducted.

Additionally, the study could be improved by collecting feedback from more students, since only 36 completed the survey. This study could be conducted with larger groups of students in other schools with the same characteristics. Gaining a better understanding of the factors that influence student motivation, both positively and negatively, is of utmost importance for all the members of the educational community.



## References

- Al-Hoorie, A. H. & Szabó, F. (2022). Introduction. In A. H. Al-Hoorie & F. Szabó (Eds.), *Researching Language Learning Motivation: A Concise Guide*. (pp. 1–4). Bloomsbury Publishing.
- Atta-Alla, M. (2012). Integrating language skills through storytelling. *English Language Teaching*, 5(12), 1–13. <https://doi.org/10.5539/elt.v5n12p1>
- Baumeister, R. F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength*. Penguin Press.
- Bueno-Alastuey, C., & Martínez De Lizarrondo Larumbe, P. (2017). Collaborative writing in the EFL Secondary Education classroom: Comparing triad, pair and individual work. Huarte de San Juan. *Filología y Didáctica de La Lengua*, 17, 254–275.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512. <http://dx.doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Csizér, K. (2017). Motivation in the L2 classroom. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (1st ed., pp. 418–432). Taylor & Francis.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Deci., E. L. & Ryan, R.M. (2002). Overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3–33). University of Rochester Press.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.2307/330107>

- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43–69. Thames Valley University.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language Learning*, 59(1), 230–248. <https://doi.org/10.1111/j.1467-9922.2009.00542.x>
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Longman.
- Dörnyei, Z. (2014). *The Psychology of the Language Learner*. Routledge.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- East, M. (2018). How do beginning teachers conceptualise and enact tasks in school foreign language classrooms? In V. Samuda, M. Bygate, & K. Van den Branden (Eds.), *TBLT as a researched pedagogy* (pp. 23–50). John Benjamins.
- Ede, L. and Lunsford, A. (1990). *Singular texts/plural authors*. Southern Illinois University Press.
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Ellis, R. (2017). Task-Based Language Teaching. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 108–125). Taylor & Francis.
- Elkkiliç, G., & Akça, C. (2008). Attitudes of the Students Studying at Kafkas University Private Primary EFL Classrooms Towards Storytelling and Motivation. *Journal of Language and Linguistic Studies*, 4(1), 1–27.
- Bolen, J. (2017, April 17). *Choose Your Own Adventure Writing Activity*. <https://eslspeaking.org/choose-your-own-adventure>

- Ford, V. B. (2013). Why Do High School Students Lack Motivation in the Classroom? *Global Education Journal*, 2, 101–113.
- Flaticon. (2022). <https://www.flaticon.com/>
- Froiland, J. M., & Worrell, F.C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in the Schools*, 53(3), 321–336.
- Fukada, Y., Murphey, T., Fukuda T., & Falout, J. (2022). Goal Self-Concordance and Motivational Sustainability. In A. H. Al-Hoorie & Szabó, F. (Eds.), *Researching Language Learning Motivation: A Concise Guide* (pp. 214–225). Bloomsbury Publishing.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Guilloteaux, M.J. & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly*, 42, 55–77. <https://doi.org/10.1002/j.1545-7249.2008.tb00207.x>
- Henry, A. (2022). Goal Self-Concordance and Motivational Sustainability. In A. H. Al-Hoorie & F. Szabó (Eds.), *Researching Language Learning Motivation: A Concise Guide* (pp. 61–70). Bloomsbury Publishing.
- Hidi, S. & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–79. <https://doi.org/10.3102/00346543070002151>
- Imagine Forest. (2017, June 20). 70+ Fantasy Writing Prompts. Imagine Forest. <https://www.imagineforest.com/blog/fantasy-writing-prompts-kids/>
- Irwin, B. (2020). Constructing digital ‘Choose Your Own Adventure’ gamebooks to enhance creative writing and collaboration skills. In K.-M. Frederiksen, S. Larsen, L. Bradley & S. Thouésny (Eds.), *CALL for widening participation: short papers from EUROCALL*

- 2020 (pp. 120–124). Research-publishing.net.  
<https://doi.org/10.14705/rpnet.2020.48.1175>
- Kang, S. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277–292.
- Klimas, C. (2021). *Twine* (Version 2.3.16) [Computer software]. <https://twinery.org/>
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301–246.
- Lazowski, R. A. & Hulleman, C. S. (2016). Motivation Interventions in Education: A Meta-Analytic Review. *Review of Educational Research*, 86(2), 602–640.
- Lepper, M. R. & Henderlong, J. (2000). Turning “play” into “work” and “work” into “play”: 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp. 257–307). Academic Press.
- Letty, C. (2014). Effects of an imagery training strategy on Chinese university students’ possible second language selves and learning experiences. In K. Csizér & M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 357–376). Multilingual Matters. <https://doi.org/10.21832/9781783092383-020>
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. 10 de diciembre de 2013. *Boletín Oficial del Estado* No. 295.
- Long, M. H. & Ahmadian M. J. (2021). Preface. In M. H. Long & M. J. Ahmadian (Eds.), *The Cambridge Handbook of Task-Based Language Teaching* (pp. 25–32). Cambridge University Press. <https://doi.org/10.1017/9781108868327.001>
- Long, M. H. & Crookes, G. (1992). Three approaches to task-based language teaching. *TESOL Quarterly*, 26(1), 27–56.

- Maher, K. & King, J. (2022). Introduction. In A. H. Al-Hoorie & F. Szabó (Eds.), *Researching Language Learning Motivation: A Concise Guide* (pp. 135–152). Bloomsbury Publishing.
- Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.). Harper & Row.
- McDonough, K. (2004). Learner–learner interaction during pair and small group activities in a Thai EFL context. *System*, 32(2), 207–224.
- Moskovsky, C., Arabai, F., Paolini, S. & Ratcheva, S. (2012). The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition. *Language Learning*, 63(1), 34–62. <https://doi.org/10.1111/j.1467-9922.2012.00717.x>
- Normann, A. (2011). *Digital storytelling in second language learning: A qualitative study on students' reflections on potentials for learning*. [Master's thesis, Norwegian University of Science and Technology]. NTNU Open Research Data.
- Orden EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad. 08 de mayo de 2015. *Boletín Oficial del Estado* No. 86.
- Papi, M. & Abdollahzadeh, E. (2012). Teacher motivational practice, student motivation, and possible L2 selves: An examination in the Iranian EFL context. *Language Learning*, 62(2), 571–594. <https://doi.org/10.1111/j.1467-9922.2011.00632.x>
- Prabhu, N. (1987). *Second language pedagogy*. Oxford University Press.
- Rowling, J. K. (1997). *Harry Potter and the philosopher's stone*. Bloomsbury.
- Ryan, R. M. & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101860>

- Sadik, A. (2008). Digital storytelling: a meaningful technology-integrated approach for engaged student learning. *Educational Technology Research and Development*, 56(4), 487–506.
- Sansone, C., Geerling, D. M., Thoman, D. B., & Smith, J. L. (2019). Self-regulation of motivation: A renewable resource for learning. In A. Renninger & S. Hidi (Eds.). *Handbook of Motivation and Language Learning*. <https://doi.org/10.1017/9781316823279>
- Sansone, C., & Harackiewicz, J. M. (Eds.). (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. Academic Press.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62.
- Smed, J., Suovuo, T., Skult, N., & Skult, P. (2021). *Handbook on Interactive Storytelling*. Wiley. MIT Press.
- Storch, N. (2013). *Collaborative Writing in L2 Classrooms*. Channel View Publications.
- Sugita McEown, M. & Takeuchi, O. (2014). Motivational strategies in EFL classrooms: How do teachers impact students' motivation? *Innovation in Language Learning and Teaching*, 8(1), 20–38. <https://doi.org/10.1080/17501229.2012.741133>
- Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. *Contemporary Educational Psychology*, 39(4), 342–358. <https://doi.org/10.1016/j.cedpsych.2014.08.002>
- Tolkien, J. R. R. (1991). *The lord of the rings*. HarperCollins.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language*

- acquisition* (pp. 93–125). University of Hawai'i, Second Language Teaching & Curriculum Center.
- Ushioda (2022). Motivating in the Language Classroom: A Discourse of “Social Control”? In A. H. Al-Hoorie & F. Szabó (Eds.), *Researching Language Learning Motivation: A Concise Guide*. (pp. 7–16). Bloomsbury Publishing.
- Wajnryb, R. (2003). *Stories: Narrative activities in the language classroom*. Cambridge University Press.
- Willis, J. (2004). *Teachers Exploring Tasks in English Language Teaching*. Palgrave Macmillan UK.
- Woollard, J. (2010). *Psychology for the Classroom: Behaviourism*. Routledge.
- Yan, H. (2020). A Study on the Impact of Task-Based language Teaching on English learning Motivation in the High School. *International Journal of Liberal Arts and Social Science*, 8(11), 99–105.
- Yang, Y., & Wu, W. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education*, 59, 339–352. <https://doi.org/10.1016/j.compedu.2011.12.012>
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.

## Appendix A. Unit of Work

**UNIT OF WORK:**



**CHOOSE YOUR OWN  
ADVENTURE**



## Table of Contents

A.1. Introduction .....	57
A.2. Legal Framework and Methodological Approach.....	57
A.3. Attention to Diversity .....	57
A.4. Assessment .....	58
A.5. Key Competences.....	58
A.6. General Framework.....	59
A.7. Framework for the Sessions .....	62
A.8. Framework for the Activities .....	65

### **A.1. Introduction**

This unit was designed around the theme of fantasy fiction for two reasons: because it should be of interest to the students and because it lends itself to creative writing activities. The theme of fantasy fiction was combined with the ‘Choose Your Own Adventure’ format to design activities that are interactive, collaborative, and creative. These types of storytelling activities tend to be motivational (Irwin, 2020).

The unit will be implemented in a public high school with four groups of 4ESO, which constitutes a total of 77 students. The activities that the students are completing in each session are interconnected and their degree of difficulty increases throughout the sessions. The first activities start with more general concepts and students work towards the completion of the final task (presentation of the interactive story).

Students will mostly practice their writing and speaking skills, as well as their reading and listening skills, and will be asked to communicate in the target language only. This unit would take 7 sessions to complete.

### **A.2. Legal Framework and Methodological Approach**

This unit of work is based on the following legal documents: the *LOMCE: Ley Orgánica para la Mejora de la Calidad Educativa* (2013) and the *Orden EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad* (2015).

A task-based approach was used for this unit, following the framework proposed by Willis (2004). The target language is used as a vehicle to complete a series of activities that lead to the performance of a task. Students receive feedback on their work, correct their mistakes on their own and will reflect on their own learning at the end by filling out a survey. Students will build both their intrapersonal and interpersonal skills throughout the sessions, gaining self-confidence and working cooperatively. The role of the teacher will be to monitor the linguistic output of the students, answer their questions while they are working in groups, and give them feedback on their work.

### **A.3. Attention to Diversity**

Students will work individually and in pairs, depending on the activities. The assessment rubrics will be adapted for the students following non-significant adaptations to the curriculum. None of the groups include any students with special educational needs. Additionally, highly

motivated students will be offered the possibility to complete extra work.

#### **A.4. Assessment**

Students will be assessed on a fantasy story that they wrote, and on the oral presentation of an interactive story that they gave. Both will also count towards 50% of the overall mark. Students' level of participation will be taken into account in the marking. The teacher will give the students written feedback before students write the final version of the fantasy story, and oral feedback after the presentations.

#### **A.5. Key Competences**

Throughout the unit of work, students will develop the following competences: the Multilingual competence, when exchanging ideas in pairs, drafting their stories and giving presentations, the Personal, social and learning to learn competence, when correcting mistakes and reflecting on their learning and lastly the Entrepreneurship competence, when using problem solving skills to plan the interactive story.

## A.6. General Framework

Stage: ESO	Level: 4ESO	Time: 350 minutes
<p><b>Objectives</b></p> <p>Develop and consolidate habits of discipline, study, individual and team work as a necessary condition for the efficient performance of learning tasks and as a means of personal development.</p> <p>Develop a spirit of entrepreneurship and self-confidence, participation, critical thinking, personal initiative, learning to learn, planning, decision making and taking on responsibilities.</p> <p>Understand and express themselves in one or more foreign languages in an appropriate manner.</p>	<p><b>Learning Standards</b></p> <p>Can distinguish, with visual or written support, the main ideas and relevant information in well-structured, clearly presented presentations or talks on familiar or interesting topics related to education or occupation (e.g. on an academic or popular science topic, or a talk on vocational training in other countries).</p> <p>Can give short, well-structured, pre-rehearsed, visually supported (e.g. PowerPoint) presentations on specific aspects of academic or occupational subjects of interest, organising basic information coherently, explaining main ideas briefly and clearly, and responding to simple questions from listeners articulated clearly and at medium speed.</p> <p>Participates appropriately in informal conversations face-to-face or by telephone or other technical means, on everyday or less usual matters, in which he/she exchanges information and briefly expresses and justifies opinions and points of view; coherently narrates and describes past events or real or invented plans for the future; formulates hypotheses; makes suggestions; asks for and gives directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of subjects such as music, cinema, literature or current affairs.</p> <p>Can understand the main points and relevant details of short, well-structured fiction and contemporary literary texts in a standard variant of the language, in which the plot is linear and can be followed without difficulty, and the characters and their relationships are described clearly and simply.</p> <p>Complete a detailed questionnaire with personal, academic or employment information (e.g. to become a member of an association, or to apply for a scholarship).</p> <p>Can write, in a conventional format, short, simple reports giving essential information on an academic, occupational, or less usual topic (e.g. an accident), briefly describing situations, people, objects and places; narrating events in a clear linear sequence, and explaining in simple terms the reasons for certain actions.</p>	

## Contents

- 1.1 Distinction of different types of comprehension (...)
- 2.1 Commonly used oral vocabulary (...)
- 2.2 Narration of occasional and regular past events (...)
- 2.3 Expressing the message with clarity, coherence (...)
- 3.1 Identifying the type of text and adjusting reading comprehension (...)
- 3.2 Distinguishing between different types of reading comprehension (...)
- 4.1 Locating and using linguistic or thematic resources appropriately (...)
- 4.2 Expressing the message clearly, following the patterns and wording of each type of text.
- 4.3 Narrate one-time and regular past events (...)
- 4.4 Commonly used written vocabulary (...)
- 4.5 Mobilising and coordinating global and communicative competences in order to perform the task effectively (...)
- 4.6 Formulating suggestions, wishes, conditions and hypotheses.
- 4.7 Readjusting the task or the message (...)

## Key Competences

Multilingual competence.  
Personal, social and learning to learn competence.  
Entrepreneurship competence

## Attention to Diversity

There are 4 groups of students, 14 students in 4A, 21 students in 4B, 21 students in 4C and 22 students in 4D. There are various students following non-significant adaptations to the curriculum: one in 4A, three in 4B, three in 4C, and two in 4D. There is one gifted student in 4B.

## Activities

### Session 1

Activity 1: What Is Fantasy Fiction?

Activity 2: In Your Own Words

### Session 2:

Activity 3: Brainstorm Your story

### Session 3

Activity 4: Write Your Story

### Session 4

Activity 5: Your Story: Final Version

### Session 5 and 6

Activity 6: Write an Interactive Story

### Session 7

Activity 7: Interactive Stories: Presentations

Activity 8: Survey: End of Unit

## Assessment Criteria

A.1.1 Identify the general meaning, important information, main points and most relevant details in short or medium-length oral texts, clearly structured, delivered orally or by technical means at an average speed, in a formal, informal or neutral register, dealing with concrete or abstract aspects of general topics: everyday matters in familiar or less familiar situations or one's own interests in the personal, public, educational and occupational domains, and dealing with concrete or abstract aspects of general topics, with everyday matters in ordinary or less usual situations, or one's own interests in personal, public, educational and occupational/work-related domains, provided that acoustic conditions do not distort the message and that it is possible to listen to it again.

A.2.1 Show good control, albeit with some influence from the first language or other languages, of a wide range of common syntactic structures, and select appropriate elements of textual coherence and cohesion to organise discourse in a simple but effective way.

A.2.2 Know and use commonly used oral vocabulary related to everyday matters and general topics or topics related to student's own interests, studies and activities, and a limited repertoire of frequently used expressions and idioms.

A.2.3 Pronounce and stress utterances clearly and understandably, although interlocutors may need repetition of infrequent words and structures, the articulation of which may involve errors, without disrupting the communication.

A.3.1 Identify important information, main points and most relevant details in short or medium-length, well-structured texts, both printed and digital, written in formal, informal or neutral register, dealing with everyday or less familiar matters, topics of interest or relevant to one's own studies, activities or work, and containing commonly used structures and vocabulary, both general and more specific.

A.4.1 Know, select and apply the most appropriate strategies for producing short or medium-length written texts, e.g. rephrasing structures from other texts of similar communicative characteristics and purposes, or writing preliminary drafts.

A.4.2 Write, on paper or in a electronic form, short or medium-length texts, coherent and clearly structured, on topics of personal interest, everyday or less familiar matters, in a formal, neutral or informal register, making appropriate use of cohesive devices, spelling conventions and the most common punctuation marks, and showing reasonable control of frequently used expressions, structures and vocabulary, both general and more specific to one's own area of specialisation or interest.

A.4.3 Carry out the functions required by the communicative purpose, using a repertoire of common exponents of these functions and the usual discourse patterns to initiate and conclude written text appropriately, organise information clearly, expand on it with examples or summarise it.

A.4.4 Use the most common spelling, punctuation and formatting conventions with reasonable accuracy so that the message is understood, although the first language or other languages may influence it.

## A.7. Framework for the Sessions

<b>Session 1</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.3.1 A.4.1	3.1 3.2 4.2
<b>Specific Objectives</b>	
Students will be able to: <ul style="list-style-type: none"> <li>- Identify the main features of the fantasy genre in passages of a fantasy novel.</li> <li>- Summarise passages of a fantasy novel.</li> </ul>	
<b>Activities</b>	<b>Timing</b>
<b>Activity 1: What Is Fantasy Fiction?</b>	35 minutes
<b>Activity 2: In Your Own Words</b>	15 minutes

<b>Session 2</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.2.2 A.4.1 A.4.2	2.1 4.1 4.3 4.4
<b>Specific Objectives</b>	
Students will be able to: <ul style="list-style-type: none"> <li>- Elaborate the initial event of a story</li> <li>- Invent a quest for their main character</li> <li>- Plan the different events that make up the body of a story, as well as the ending</li> </ul>	
<b>Activities</b>	<b>Timing</b>
<b>Activity 3: Brainstorm Your story, part one</b>	15 minutes

<b>Activity 3: Brainstorm Your story, part two</b>	10 minutes
<b>Activity 3: Brainstorm Your story, part three</b>	25 minutes

<b>Session 3</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.4.1	4.2
A.4.2	4.3
A.4.3	4.4
A.4.4	4.5
<b>Specific Objectives</b>	
Students will be able to write the first version of a fantasy story in the past by following a sequence of instructions	
<b>Activities</b>	<b>Timing</b>
<b>Activity 4: Write Your Story</b>	50 minutes

<b>Session 4</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.4.1	4.3
A.4.3	4.4
A.4.4	4.5
	4.7
<b>Specific Objectives</b>	
Students will be able to improve their text by correcting their grammar mistakes and making adjustments to the structure and the narrative	
<b>Activities</b>	<b>Timing</b>
<b>Activity 5: Your Story: Final Version</b>	30 minutes
<b>Explanation of Activity 6</b> (the activity itself will be carried out during sessions 5 and 6)	20 minutes



<b>Sessions 5 and 6</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.2.2 A.4.1 A.4.3	2.1 4.2 4.3 4.4 4.6
<b>Specific Objectives</b>	
Students will be able to create a choice-based story by designing alternative events and endings	
<b>Activities</b>	<b>Timing</b>
<b>Activity 6: Write an Interactive Story</b>	50 minutes + 30 minutes

<b>Sessions 6 and 7</b>	
<b>Assessment Criteria</b>	<b>Contents</b>
A.1.1 A.2.1 A.2.2 A.2.3 A.4.3	1.1 2.1 2.2 2.3 4.5
<b>Specific Objectives</b>	
Students will be able to:	
<ul style="list-style-type: none"> <li>- Give a well-structured group presentation of an interactive story</li> <li>- Participate in the presentations of the interactive stories by choosing between the different options provided</li> <li>- Reflect on their learning and evaluate the unit by answering the end of unit survey</li> </ul>	
<b>Activities</b>	<b>Timing</b>
<b>Activity 7: Interactive Stories: Presentations</b>	20 minutes + 30 minutes
<b>Activity 8: Survey: end of unit</b>	20 minutes

## A.8. Framework for the Activities

Activity 1 — session 1		
Title: What Is Fantasy Fiction?	Type: Warm up	Timing: 35 minutes
Classroom management:  Individual work.  The teacher gives the instructions and then moves around the class to help students with their work.	Resources:  Printed materials: extracts from JK Rowling's <i>Harry Potter and the Philosopher's Stone</i> (1997)	
Specific Objective:  Students will be able to identify the main features of the fantasy genre in passages of a fantasy novel.		
Linguistic input:  Today we are going to start a storytelling project. This project will be divided into two parts. The assignment for the first part will be to write a story, and the assignment for the second part will be to give a presentation of the story in pairs. For today, we are going to focus on the literary genre that you will seek inspiration from to write your story. We are going to look at fantasy fiction. Can anyone give me an example of a fantasy novel that they know?  The teacher writes on the blackboard different features of the genre and discusses these features with the class:  FANTASY  The ordinary world is connected to a magical world There are magical objects and magical creatures A hero is going on an adventure / a hero is going on a quest for something  I will distribute to each group extracts of a fantasy novel (J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i> ). You will read the text and underline the sentences that correspond to these features.  <i>The teacher gives an example. Students have 20 minutes to complete the activity. Then they are asked to share their answers.</i>		

<b>Activity 2 — session 1</b>		
Title: In Your Own Words	Type: Reinforcement	Timing: 15 minutes
Classroom management: Individual work. The teacher gives the instructions and then moves around the class to help students with their work.	Resources: Printed materials: extracts from JK Rowling's <i>Harry Potter and the Philosopher's Stone</i> (1997)	
Specific Objective: Students will be able to summarise passages of a fantasy novel.		
Linguistic input: Now I'm going to ask you to write down a short description of one sentence long for each chapter. You cannot use the words of the text and you must use synonyms. <i>The teacher gives an example for the first chapter. She gives the students 10 minutes to work on their own and then she asks them the students to share their answers.</i>		

<b>Activity 3 — session 2</b>		
Title: Brainstorm Your Story	Type: Reinforcement	Timing: 50 minutes
Classroom management: Students are divided into pairs. The teacher gives the instructions and then moves around the class to help students with their work.	Resources: A worksheet per student (Appendix B).	

## Specific Objectives

Students will be able to:

- Elaborate the initial event of a story (part 1)
- Invent a quest for their main character (part 2)
- Plan the different events that make up the body of a story, as well as the ending (part 3)

## Linguistic input:

Today you are going to start writing your interactive story in groups.

*The teacher makes groups of two.*

I am going to give you a worksheet that contains all the instructions. Let's start reading (see Appendix B).

So first you will discuss example one and two with your partner. Remember to speak in English only.

*After 5 minutes, the teacher asks the students to share their answers.*

Now you will move to the first part, you will write your own scenario based on the examples that you've just discussed. You will write in the present tense. Any question, raise your hand.

*Teachers moves around the class to help students with their work and when she sees that something is not clear, asks for silence and gives another set of explanations to the class.*

Now is time to move on to number 2: What happens next? You will write a quest for your character, a mission. A magical creature (wizard, fairy etc) appears to inform you of a tragic event about to take place. This creature asks you to go on a quest (to find an object, a person, kill a monster etc). For example, what was Harry's quest, which we read about last time? (kill Voldemort). Any question, raise your hand.

*The teacher moves around the class to help students with their work and when she sees that something is not clear, asks for silence and gives another set of explanations to the class.*

You will now write four events that happen in your story. They must be related; they can't be random events. Event 1 happens THEN event 2 happens THEN event 3 happens and so on. They have to do with meeting mythical that either help you on your quest or attack you. Let's have a look at the other worksheet that I gave you, with the magical creatures and the magical objects. You can get inspiration from it, but you can also invent your own creatures. After that you will write the end of your story, and it will be either to save the world or to fail at saving the world. Any question, raise your hand. You've got 20 minutes to finish.

*The teacher gives more examples to make sure everybody is following her, explains quickly what will happen during next the next session.*

<b>Activity 4 — session 3</b>		
Title: Write Your Story	Type: Reinforcement	Timing: 50 minutes
Classroom management:  Individual work.  The teacher gives the instructions and then moves around the class to help students with their work.		Resources:  Worksheet from the previous activity. Sheet with instructions (Appendix B).
<p><b>Specific Objective</b></p> <p>Students will be able to write the first version of a fantasy story in the past by following a sequence of instructions</p>		
<p>Linguistic input:</p> <p>Now you will write your story in the <b>past tense</b>. The stories must be about 200 words long and have a clear introduction, body and ending. You will give them to me at the end and I will give you your stories back next time and you will get a chance to make corrections to your text. Let's have a look at the sheet that I gave you.</p> <p><i>After asking students to read out loud, teacher sums up the information from the sheet.</i></p> <p>Your story will follow a specific pattern:</p> <ol style="list-style-type: none"> <li>1. Introduction: introduces the characters (in your story "you", the main character is the reader), the setting, and what happens at the beginning of the story.</li> </ol> <p>Begin your story with a time marker in the past tense such as <i>yesterday, last night/week/month/year/summer, six months ago, in + date etc.</i></p> <ol style="list-style-type: none"> <li>2. Body: this is the longest part of the story. Several events take place. Adding details is what makes a story interesting, but don't get lost in the details either.</li> <li>3. Ending: the story ends with a closed ending (your character finishes his/her quest or adventure).</li> </ol> <p>Your story will be assessed, it must contain the elements that we covered during the first session on fantasy fiction, which are:</p> <p>The ordinary world is connected to a magical world  There are magical objects and magical creatures  A hero is going on an adventure / a hero is going on a quest for something</p>		

You will write in the past tense, so you need to pay attention to irregular verbs (you have a list at the end of your student’s book). I’ve made you a checklist so that you can make sure that you’re not missing anything. That’s all for today, thank you!

<b>Activity 5 — session 4</b>		
<b>Title:</b> Your Story: Final Version	<b>Type:</b> Assessment	<b>Timing:</b> 30 minutes + 20 minutes [explanation of activity 6]
<b>Classroom management:</b> Individual work.	<b>Resources:</b> Student’s first drafts Writing practice sheet (Appendix B) Computer + classroom projector	
<b>Specific Objective</b> Students will be able to improve their text by correcting their grammar mistakes and making adjustments to the structure and the narrative.		
<p><b>Linguistic input:</b></p> <p>I will give you back your stories from last time with some corrections and suggestions so that you can modify them and rewrite them, you have half an hour to do that. This final version will be assessed with the criteria that you have on your worksheet from last session.</p> <p><i>When the students are finished, the teacher explains activity 6, using an example created with a software:</i></p> <p>Now we will have a look at an example of an interactive story, also called ‘Choose Your Own Adventure’ story.</p> <p>The teacher projects a story made on Twine (2021). See screenshots below:</p>		

You notice a box lying on the floor.  
It has a 'DO NOT OPEN UNDER ANY CIRCUMSTANCES' label stucked on top of it.

**Ignore the warning and open the box**  
**Run away**



You notice a box lying on the floor. It has a 'DO NOT OPEN UNDER ANY CIRCUMSTANCES' warning sign stucked on top of it.



Ignore the warning and open the box

Run away

Can you tell me what's different about this story, that you don't see in other stories that you usually read? What do you see that is different? You, the reader, play a role in the story. And how are you involved in the story? Yes, you make choices. So, would the story be the same story if you read it twice and made different choices? No, you're right.

*(Teacher asks if there are any questions and writes the following summary on the blackboard)*

So, to summarise, the differences between linear stories and "Choose Your Adventure Stories" are:

- The choices made by the reader affect the development of the story
- They have multiple endings

That's all for today, thank you!

### Activity 6 — session 5 and 6

<p>Title: Write An Interactive Story</p>	<p>Type: Reinforcement</p>	<p>Timing: 50 minutes [session 5] + 30 minutes [session 6]</p>
<p>Classroom management:</p>	<p>Resources: Worksheet (Appendix B)</p>	

<p>Students are divided into pairs. The teacher gives the instructions and then moves around the class to help students with their work.</p>	<p>Layout (Appendix B)</p>
<p><b>Specific Objectives</b></p> <p>Students will be able to create a tree-based story using the stories they wrote before</p>	
<p>Linguistic input:</p> <p>Do you remember the differences between linear stories and “Choose Your Adventure” stories? Today you will get back in groups of two and you will write your own choose your adventure story together. Let’s have a look at the worksheet that I gave you. I’ve also given you a layout that you can use as a model.</p> <p><i>At the end of class, the teacher explains what will come next:</i></p> <p>During the next two sessions, you will present your interactive story to the rest of the class. The presentations will be carried out over these two sessions and each group will present for 5 minutes.</p> <p>Your presentation will be divided into two parts:</p> <ul style="list-style-type: none"> <li>• First, you will introduce the theme and the characters of your story to your classmates.</li> <li>• Then you will tell your story to your classmates, and they will choose between the different options that you will provide (they will vote by raising their hand). You are allowed to have a paper with you but you can’t read, you have to talk to them. Any questions?</li> </ul> <p>That’s all for today, thank you!</p>	

<p><b>Activity 7 — session 6 and 7</b></p>		
<p>Title:</p> <p>Interactive Stories: Presentations</p>	<p>Type:</p> <p>Assessment</p>	<p>Timing:</p> <p>20 minutes [session 6] + 30 minutes [session 7]</p>
<p>Classroom management:</p> <p>Students give their presentations in pairs</p> <p>Individual work when filling out the survey.</p>		<p>Resources:</p> <p>Student’s own notes</p> <p>Assessment sheet (Appendix B)</p>



<p><b>Specific Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Give a well-structured presentation of an interactive story in pairs</li> <li>- Participate in the presentations of the interactive stories by choosing between the different options provided</li> </ul>
<p>Linguistic input:</p> <p><i>The teacher repeats the instructions for the presentations. When all students have presented, the teacher gives some feedback.</i></p>

<b>Activity 8 — session 7</b>		
<p>Title:</p> <p>Survey: end of unit</p>	<p>Type:</p> <p>Feedback</p>	<p>Timing:</p> <p>30 minutes</p>
<p>Classroom management:</p> <p>Students give their presentations in pairs</p> <p>Individual work when filling out the survey.</p>		<p>Resources:</p> <p>Students' notes</p> <p>Assessment sheet (Appendix B)</p>
<p><b>Specific Objectives</b></p> <p>Students will be able to reflect on their learning and evaluate the unit by answering the end-of-unit survey</p>		
<p>Linguistic input:</p> <p><i>The teacher asks the students to complete the end-of-unit survey (Appendix B).</i></p>		

## Appendix B. Learning Materials

### Activity 1: What Is Fantasy Fiction?

Read the following extracts from JK Rowling's *Harry Potter and the Philosopher's Stone* (1997) and underline the words or sentences of the text that correspond to the following statements:

- In RED : The ordinary world is connected to a magical world
- In GREEN : There are magical objects and magical creatures
- In BLUE : A hero is going on an adventure / a hero is going on a quest for something

#### CHAPTER 1

[...] It was on the corner of the street that he noticed the first sign of something peculiar – a cat reading a map. For a second, Mr Dursley didn't realise what he had seen – then he jerked his head around to look again. There was a cat standing on the corner of Privet Drive, but there wasn't a map in sight. [...] As Mr Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said *Privet Drive* – no, *looking* at the sign; cats couldn't read maps *or* signs.

#### CHAPTER 2

[...] The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn't make them happen. Once, Aunt Petunia, tired of Harry coming back from the barber's looking as though he hadn't been at all, had taken a pair of kitchen scissors and cut his hair so short he was almost bald except for his fringe, which she left 'to hide that horrible scar'. Dudley had laughed himself silly at Harry, who spent a sleepless night imagining school the next day, where he was already laughed at for his baggy clothes and Sellotaped glasses. Next morning, however, he had got up to find his hair exactly as it had been before Aunt Petunia had cut it off.

[...] Another time, Aunt Petunia had been trying to force him into a revolting old jumper of Dudley's (brown with orange bobbles). The harder she tried to pull it over his head, the smaller it seemed to become, until finally it might have fitted a glove puppet, but certainly wouldn't fit Harry. Aunt Petunia had decided it must have shrunk in the wash and, to his great relief, Harry wasn't punished. [...]

#### CHAPTER 4

[...] 'I'm a *what?*' gasped Harry.  
'A wizard, of course,' said Hagrid, sitting back down on the sofa [...] and I reckon it's about time you read your letter.' [...] He pulled out the letter and read:

*HOGWARTS SCHOOL OF WITCHCRAFT AND WIZARDRY*

*Headmaster: Albus Dumbledore*

*Dear Mr Potter,*

*We are pleased to inform you that you have a place at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment. Term begins on 1 September. We await your owl by no later than 31 July.*

*Yours sincerely,*

*Minerva McGonagall  
Deputy Headmistress*

CHAPTER 5

‘Well, now – Mr Potter. Let me see.’ [...] Every Ollivander wand has a core of a powerful magical substance, Mr Potter. We use unicorn hairs, phoenix tail feathers and the heartstrings of dragons.’

CHAPTER 14

[...] They looked at the dragon. It had grown three times in length in just a week. [...] ‘I’ve decided to call him Norbert,’ said Hagrid, looking at the dragon with misty eyes. ‘He really knows me now, watch. Norbert! Norbert! Where’s Mummy?’ ‘He’s lost his marbles,’ Ron muttered in Harry’s ear.

CHAPTER 16

[...] ‘SO WHAT?’ Harry shouted. ‘Don’t you understand? If Snape gets hold of the Stone, Voldemort’s coming back! Haven’t you heard what it was like when he was trying to take over? There won’t be any Hogwarts to get expelled from! He’ll destroy it, or turn it into a school for the Dark Arts! Losing points doesn’t matter any more, can’t you see? D’you think he’ll leave you and your families alone if Gryffindor win the House Cup? If I get caught before I can get to the Stone, well, I’ll have to go back to the Dursleys and wait for Voldemort to find me there. It’s only dying a bit later than I would have done, because I’m never going over to the Dark Side! I’m going through that trapdoor tonight and nothing you two say is going to stop me! Voldemort killed my parents, remember?’

### Activity 3: Brainstorm Your Story

#### 1) Read the two examples below and discuss in pairs:

1. The setting (where is the character?)
2. The problem encountered by the character

Adapted from Bolen (2022).

*Example 1.* You are on a spaceship that has just arrived on a new planet. You don't know what to expect when you open the doors.

*Example 2.* Your friend falls and breaks a leg while the two of you are hiking. You cannot get a phone signal. Your friend knows how to read a compass and map, but you do not.

Now, time to write your own scenario:

1. Choose your setting. Where are you? (the mountains, the sea, a desert island etc.)
2. Choose an action. What are you doing? (walking, swimming, eating, sleeping etc.)

#### 2) What happens next?

A magical creature (wizard, fairy etc) appears to inform you of a tragic event about to take place. The creature asks you to go on a quest (to find an object, a person, kill a monster etc).

Example of 'quests':

- Harry Potter (1997): Harry must kill Voldemort
- Lord of the Rings (1991): Frodo must destroy the ring

The purpose of the story must be to complete your quest to save your world.

Write your character's quest below:

### 3) Events of the story

You will now write down four events that will happen to your character.

The events will have to do with encountering mythical creatures along your way (dragon, witches, goblins, etc.) that either help you on your quest or attack you.

**Event 1:**

**Event 2:**

**Event 3:**

**Event 4:**

You will now write **the end** of your story: your character either completes the quest or fails at completing the quest.

## Story ideas to help you get started

Adapted from Imagine Forest (2017)

1. You see a large opening in a tree, you decide to see what's inside.
2. You discover that a member of your family is an evil sorcerer, you must stop him before he/she kills all humans.
3. As you walk through a dark forest, trees whisper warnings "turn away now!"
4. You have been cursed to never speak again by an evil witch.
5. You return from school one day to find a mysterious package in your room with an owl-shaped logo on it.
6. You find an injured stray cat on your way from school, you decide to nurse it back to health. But soon you find out that it has magical powers.
7. You help out an old lady, and in return, you are given magical powers.
8. Your Grandad is the owner of an old shop. One day while helping your Grandad you discover a strange book with spells written inside.
9. You find a strange necklace on the floor. Wearing this necklace gives you magical powers
10. You find a magical map in your attic. The map shows the location of a moving treasure. One day that treasure appears in your garden.
11. You like to tell stories. One day you realise that the stories you've been telling are true and you have the ability to control the lives of others.
12. One night, you are at home and somebody knocks on your door. They have a strange creature in their arms.


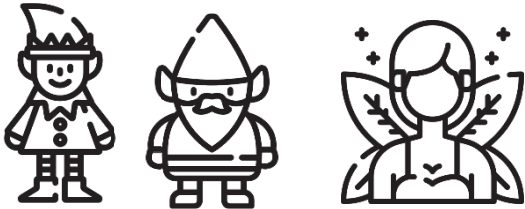


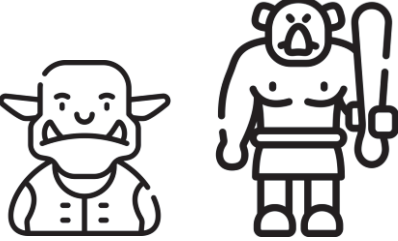








## Useful vocabulary

**ACTIONS:** cast a spell/curse (maleficio), enchant (hechizar a), have magical powers, make potions, predict the future, read somebody's mind, teleport etc.

**ADJECTIVES:** Unbelievable, unusual, magical, enchanted, spectacular, frightening (very scary), peaceful, silent, impressive, disgusting, aggressive, deadly, furious, dark/bright, good/evil etc.

**Figure 6**

*List of Magical Objects and Magical Creatures*

MAGICAL OBJECTS	MYTHICAL CREATURES
<p>A magic wand</p> 	 <p>An elf      A dwarf      A fairy</p>
<p>A cauldron</p> 	
<p>A flying broom</p> 	 <p>A goblin      A troll</p>
<p>A cloak of invisibility</p> 	
<p>A talisman</p> 	 <p>A genie      An alien</p>
<p>A crystal ball</p> 	 <p>A ghost      A werewolf</p>
<p>A magic carpet</p> 	
<p>A witch hat</p> 	 <p>A mermaid      A unicorn</p>

*Note: Images taken from Flaticon (2022)*

## Activity 4: Write Your Story

### HOW TO STRUCTURE YOUR STORY

<p><b>INTRODUCTION</b></p> <p>Your story will start with a <b>time marker</b> in the past tense: e.g.:</p> <p><i>Yesterday, last night/week/month/year/summer, six months ago, etc.</i></p> <p>Use the information that you wrote for activity 2 and 3 [<b>setting, action</b>]</p> <p>Your main character is “you”. You will use the <b>past simple</b> and the <b>past continuous</b>.</p> <p><i>Eg: Last summer, on a sunny day, you were walking your dog on the beach. Suddenly, you felt very cold. You looked up and noticed that the sky was turning darker and darker. A ghost appeared in front of you and asked you to... [add your <b>character’s quest</b>]</i></p>
<p><b>BODY</b></p> <p>This is the longest part of the story. Several events take place. Your story consists of <b>four events</b>. You will meet <b>mythical creatures that either help you on your quest or attack you</b> (see activity 4). Adding details is what makes a story interesting.</p> <p>You will use <b>time order</b> words to structure the events of your story in a logical order: eg:</p> <ul style="list-style-type: none"> <li>✓ <i>At first / at the beginning</i></li> <li>✓ <i>After a few days, after a while, afterwards, shortly/soon after, right after, then, later</i></li> <li>✓ <i>Finally, in the end</i></li> </ul>
<p><b>ENDING</b></p> <p>At the end, your character either <b>completes the quest</b> or <b>fails</b> at completing the quest.</p>

**Table 17**

### Checklist for the Story

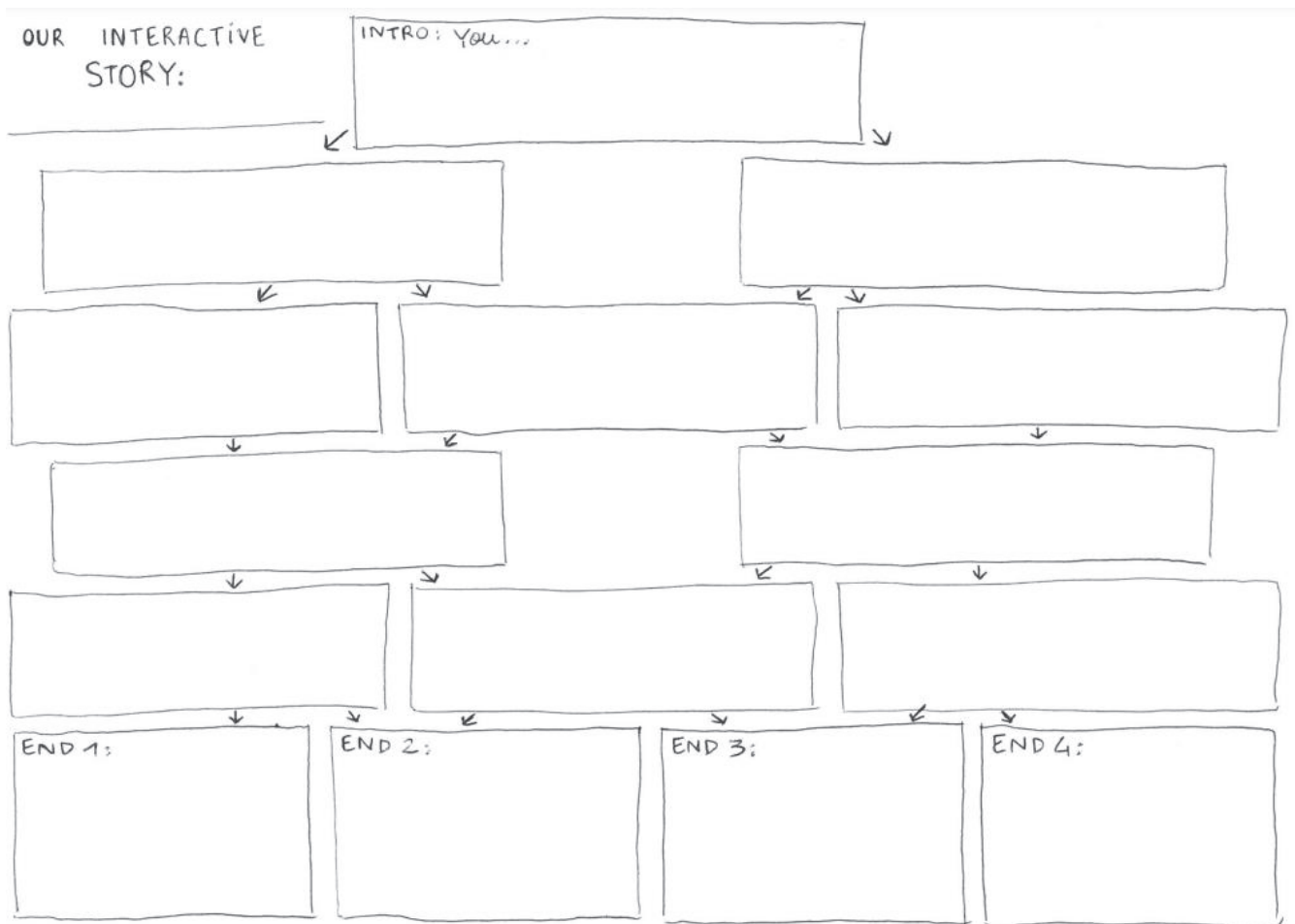
STRUCTURE	GRAMMAR	FANTASY FICTION	CREATIVITY
<input type="checkbox"/> Starts with a time marker <input type="checkbox"/> An introduction followed by four events and a clear ending	<input type="checkbox"/> Use of the past simple <input type="checkbox"/> Use of the past continuous <input type="checkbox"/> Use of specific vocabulary	<input type="checkbox"/> Magical creatures and objects <input type="checkbox"/> Character’s quest clearly explained	<p>The story contains some of the following elements:</p> <input type="checkbox"/> unexpected events, wide variety of ideas, engaging text, imagination, humour.



## Activity 6: Write An Interactive Story

**Figure 7**

*Layout for the Interactive Story*



## Appendix C. Assessment Rubrics

**Table 18**

*Rubric for Assessing the Story*

Structure (/1 point)	<ul style="list-style-type: none"> <li>• The story starts with a time marker (0.25 points)</li> <li>• The story has an introduction, a body, and an end, and time order words are used (0.25 points)</li> <li>• Four major events happen (0.25 points)</li> <li>• The story has a clear ending (0.25 points)</li> </ul>
Vocabulary (/3 points)	[+ 0.5] per advanced vocabulary word
Grammar (/4 points)	<p><i>Students start with 4 points.</i></p> <p>[- 0.2] per grammar, tense, word order, or spelling mistake</p> <p>[+ 0.2] for advanced structures</p>
Fantasy fiction (/1 point)	<ul style="list-style-type: none"> <li>• There are magical objects/creatures mentioned (0.5 point)</li> <li>• The quest of the character is clearly explained and has to do with saving the world (0.5 point)</li> </ul>
Creativity (/1 point)	<p>The story contains several of the following elements:</p> <ul style="list-style-type: none"> <li>• Unexpected events</li> <li>• Wide variety of ideas</li> <li>• Engaging text</li> <li>• Imaginative and innovative narrative</li> <li>• Use of humour</li> </ul>

**Table 19***Rubric for Assessing the Presentations*

	COMPREHENSIBILITY
2	Completely comprehensible
1.5	Mostly comprehensible with some errors, sometimes slow and simple
1	Frequent errors in use of language, sometimes impede comprehensibility
0.5	Mostly incomprehensible

	CONTENT
2	Well developed ideas, clear, to the point
1.5	Ideas mostly well developed, fairly clear and relevant
1	Ideas present but not well developed
0.5	Minimal and/or irrelevant information

	VOCABULARY
2	Broad in range, precise
1.5	Generally adequate for situation
0.5 - 1	Mostly inaccurate or inadequate

	PRONUNCIATION
2	Generally good, accurate stress
1.5	Rather good but with some striking non-English sounds
0.5 - 1	Generally poor, use of non-English vowels and consonants, incorrect stress

	FANTASY FICTION
1	Magical creatures mentioned. Quest has to do with saving the world
0.5	Magical creatures mentioned. Quest doesn't have to do with saving the world
0.25	Magical creatures mentioned but no quest mentioned

	CREATIVITY
1	Contains more than two of the following elements: unexpected events, wide variety of ideas, imaginative and innovative narrative, use of humour
0.5	Contains two of the above elements
0.25	Contains one of the above elements

## Appendix D. Student Survey Form

### Survey: Unit on Fantasy Fiction

This survey is anonymous. Thank you for your participation.

#### 1) Rank the activities from the one you liked best (1) to the one you liked least (7)

... Activity 1: What Is Fantasy Fiction? (*identify elements of fantasy fiction in Harry Potter*)

... Activity 2: In Your Own Words (*summarise each chapter of the text*)

... Activity 3: Brainstorm Your Story (*plan a fantasy story in pairs*)

... Activity 4: Write Your Story (*first version of a fantasy story, individual*)

... Activity 5: Your Story: Final Version

... Activity 6: Write An Interactive Story (*plan an interactive story in pairs*)

... Activity 7: Interactive Stories: Presentations

#### 2) Answer the questions

**Activity 1: What Is Fantasy Fiction?** (*identify elements of fantasy fiction in Harry Potter*)

What did you like best about this activity?

.....  
.....

What did you like least about this activity?

.....  
.....

Which problems did you face while working on this activity?

.....  
.....

**Activity 2: In Your Own Words** (*summarise each chapter of the text*)

What did you like best about this activity?

.....  
.....

What did you like least about this activity?

.....  
.....

Which problems did you face while working on this activity?

.....  
.....

**Activity 3: Brainstorm Your Story** (*plan a fantasy story in pairs*)

What did you like best about this activity?

.....

What did you like least about this activity?

.....

Did you like working in a group for this activity? Why?

.....

Which problems did you face while working on this activity?

.....

**Activity 4: Write Your Story** (*first draft of a fantasy story, individual*)

What did you like best about this activity?

.....

What did you like least about this activity?

.....

Which problems did you face while working on this activity?

.....

**Activity 5: Your Story: Final Version**

What did you like best about this activity?

.....

What did you like least about this activity?

.....

Which problems did you face while working on this activity?

.....

**Activity 6: Write An Interactive Story** (*plan an interactive story in pairs*)

What did you like best about this activity?

.....  
.....

What did you like least about this activity?

.....  
.....

Which problems did you face while working on this activity?

.....  
.....

**Activity 7: Interactive Stories: Presentations**

What did you like best about this activity?

.....  
.....

What did you like least about this activity?

.....  
.....

Which problems did you face while working on this activity?

.....  
.....

**3) Select only one option**

**What do you prefer?**

Working on projects (like the interactive story). Specify why:

.....  
.....

Working with a textbook. Specify why:

.....  
.....

Other. Specify what and why:

.....  
.....

**What do you prefer?**

Reading authentic texts (texts used in real life situations). Specify why:

.....  
.....

Reading texts from a textbook. Specify why:

.....  
.....

Other. Specify what and why:

.....  
.....

**What do you prefer?**

Working in groups. Specify why:

.....  
.....

Working individually. Specify why:

.....  
.....

Both. Specify why:

.....  
.....

**4) Give a mark to the unit from 0 to 10:**

0    1    2    3    4    5    6    7    8    9    10

**5) Write down below any suggestions for improvement:**

.....  
.....