

Assessing the Impact of Interactive Narratives on Second Language Learners' Reading Interests

by

Anh Nguyen Nhat

Submitted to the

Department of English and German Studies

in partial fulfilment of the requirements for the degree of

**Master's in Teaching and Learning English as a Foreign /
Second Language**

at the

UNIVERSITAT ROVIRA I VIRGILI

June 6, 2022



SIGNATURE PAGE

Signature of Author



Certified by _____

Dr. Marni Lynne Manegre
Master Thesis Supervisor

Accepted by _____

Dr Mar Gutiérrez-Colon
Master's Coordinator

Master in Teaching and Learning English as a Foreign/Second Language
2021-2022

Master's Final Project
ORIGINAL WORK FORM

STUDENT

Last Name(s) Nguyen Nhat

First Name Anh

I hereby state that all the work presented as part of my Final Master's Project is original with no exception and that I have not, voluntarily or otherwise, misused or misreported any previously published information. I am aware that any failures to comply with these statements will automatically result in disqualification of my final paper and that I will not be able to obtain any credits for it.

Signature of Student



In Barcelona, _____ May _____ 30 _____, 2022 _____.
PLACE MONTH DAY

ABSTRACT

Background: Although users have recently enjoyed interactive storytelling in a number of game applications, its impact on second language learners has gotten little consideration. There is no noteworthy study on the impact of the interactive genre on their reading interests.

Purpose: To determine whether interactive narrative had various effects on different types of readers based on variances in reading motivation across three reading groups identified as low, medium, and high readers. To investigate their opinions regarding the interactive genre as well as their preferences for the interactive part of the story.

Sample: A total of 32 persons (aged 18 and up) were examined, with low readers (n = 10), medium readers (n = 9), and high readers (n=13) identified after their participation in the experiment was completed.

Design and Methods: All participants read an interactive story on a digital platform at their own pace and responded to a questionnaire; reading groups were classified based on the amount of time they spent reading per week.

Results: Reading interactive narratives, according to the results of the experiment and survey, can boost language learners' motivation across all groups and encourage them to read more stories of these types in the future. The study's findings can be used to create reading projects that employ web-based interactive narratives to encourage students to keep reading in their target language.

Conclusions: It might be believed that those who read infrequently were less driven by the interactive story than those who read regularly, but the findings of this study contradicted this assumption. When combined with previous discoveries, a novel learning technique for foreign language learners of all languages can be developed.

ACKNOWLEDGMENTS

My gratitude first and foremost would be dedicated to my family, especially my mother who has been a constant source of encouragement and support throughout my whole life. I would like to express my gratitude to Dr. Marni Manegre, my supervisor, who provided me with invaluable advice and wholehearted support during my research. I'm also truly thankful to my friends and peers, whose unconditional participation in my pilot study gave me motivation and constructive feedback. Apart from that, I'd not forget to extend my appreciation to the participants in the experiment, who made this study possible. Finally, I couldn't leave out all of the researchers and authors whose published works provided me with inspiration and crucial knowledge, allowing me to give the thesis its current appearance.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS.....	x
CHAPTER 1: Introduction.....	1
1.1. Background and Rationale.....	3
1.2. Theoretical Background.....	8
1.2.1. Reading.....	8
1.2.2. Motivation.....	12
1.2.3. Interactive Narratives.....	15
1.2.4. Digital Devices and Their Uses in Foreign Language Learning.....	20
1.3. Research Questions and Hypotheses.....	24
CHAPTER 2: Method.....	25
2.1. Research Design.....	25
2.2. Sample.....	25
2.3. Materials.....	28
2.3.1. The Interactive Story.....	28
2.3.2. Data Collection Instruments.....	29
2.4. Procedure.....	30
2.5. Data Analysis.....	31
2.6. Statistical Analysis.....	33

CHAPTER 3: Results.....	35
3.1. Analysis of Reading Motivation Compared to the Reading Groups.....	35
3.2. Qualitative Data and Likert Scale Responses.....	37
3.2.1. Whether the Interactive Story is Appealing to the Audience More than Typical Reading Tasks.....	37
3.2.2. Enjoyment Using Interactive Stories.....	38
3.2.3. Preference for different types of reading tasks.....	40
3.2.4. Preferences for Recommendations.....	41
3.3. Preferences for the Five Types of Interactive Questions.....	43
CHAPTER 4: Discussion.....	47
4.1. Potential Significance of the Findings.....	47
4.2. Limitations of the Study and Suggestions for Further Research.....	50
CHAPTER 5: Conclusion.....	52
REFERENCES.....	54
APPENDIX A: Interactive Story.....	64
APPENDIX B: Questionnaire.....	75

LIST OF TABLES

	Page
Table 2.1. Research Design.....	26
Table 2.2. Participants' English levels.....	27
Table 2.3. Likert Scale for participants' opinions about the question types.....	30
Table 2.4. Participants per Reading Group.....	33
Table 2.5. Likert Scale Statements.....	33
Table 3.1 Descriptive.....	36
Table 3.2. ANOVA of reading motivation.....	37
Table 3.3. Chi-square Tests of Responses to Statement 1.....	38
Table 3.4. Chi-square Tests of the Responses to Statement 2.....	39
Table 3.5. Chi-square Tests of Responses to Statement 3.....	41
Table 3.6. Chi-square Tests of Responses to Statement 4.....	42
Table 3.7. Distribution on Responses to the Four Statements about Personal Preferences....	43
Table 3.8. Distribution on responses to Q1 – “The questions disrupted my reading”.....	44
Table 3.9. Distribution on responses to Q2 – “The questions helped me follow the story easily”.....	45
Table 3.10. Distribution on responses to Q3 – “I prefer NOT doing this type of questions”.	46

LIST OF FIGURES

	Page
Figure 1.1. Example of a page of an interactive story on textadventures.co.uk.....	18
Figure 2.1. Example of a page in the interactive story on Microsoft Forms.....	31
Figure 3.1. Classified participants' reading motivation ANOVA Plot Graph.....	36
Figure 3.2. Descriptive Plots of the Responses to Statement 1.....	38
Figure 3.3 Descriptive Plots of the Responses to Statement 2.....	39
Figure 3.4. Descriptive Plot of Responses to Statement 3.....	40
Figure 3.5. Descriptive Plot of Responses to Statement 4.....	42
Figure 3.6. Responses to the Four Statements about Personal Preferences.....	43
Figure 3.7. Responses to “The questions disrupted my reading”.....	44
Figure 3.8. Responses to “The questions helped me follow the story easily”.....	45
Figure 3.9. Responses to Q3 – “I prefer NOT doing this type of questions.....	46

LIST OF ABBREVIATIONS

Abbreviation	Meaning	Page
IR	intensive reading	10
ER	extensive reading	10
IM	intrinsic motivation	12
EM	extrinsic motivation	12
IN	interactive narratives	15
CALL	Computer-Assisted Language Learning	21
MALL	Mobile-Assisted Language Learning	21

CHAPTER 1: INTRODUCTION

After several years of experience teaching English to children in Vietnam, the researcher has been aware that there was a difference between students' attitudes regarding reading tasks in textbooks at school and in some textbooks provided by language centres. In the former case, students were often found in low spirits, even afraid. On the contrary, they demonstrated interest and confidence when doing reading assignments from other textbooks such as Cambridge's Starters, Movers, and Flyers, which are the three levels of the Cambridge textbooks. The readings in the conventional textbooks used in schools were often not so attractively presented with colourful pictures, for instance, as in other coursebooks. Besides, the content was not as diverse and updated as regularly; not to mention the fact that all students, regardless of their English proficiency, had to study from the same syllabus. The efficacy of these two types of curricula is not explored in this thesis, but it is apparent that students' attitudes toward the subject are critical and can enhance the enjoyment of language classes (Oroujlou, N., & Vahedi, M., 2011).

The researcher herself enjoys reading and considers it to be an important component of her process of learning foreign languages. She suggests that, not only the content, but also the form of the text is vital in capturing students' attention in foreign language learning. Because the content is what piques reader's interest, and the form is what makes the reading more enjoyable and the story easier to follow. It is proven that traditional book enhancements such as questions, answers, and content sequencing can encourage children to interact and engage more deeply with a book (Timpany, C., Vanderschantz, N., 2012). Therefore, in the case of foreign language learners, choosing appropriate reading materials is critical, but sometimes can be a source of frustration.

During her investigation, the researcher came across several websites dedicated to developing interactive narratives such as *chooseyourstory.com*, *netstory.io*, *ifdb.org*. Because of its friendly interface and appealing content, this genre of stories attracts a large number of interested readers. The researcher therefore wondered if there was a way to combine textbook readings with engaging stories in an interactive form to alter students' attitudes towards some dry and heavy materials. And, in this modern technological era, when CALL/MALL (Computer-assisted language learning, Mobile-assisted language learning) is becoming more widely used, the necessity to adapt standard textbook tasks is becoming increasingly critical. As Metruk, R. (2019) argued, "MALL seems to have secured its place in teaching and learning foreign languages, and its position may be more and more dominant in future years" (p. 5). Using CALL/MALL sometimes is an obligation especially since people start paying more attention to distance learning during the COVID-19 pandemic (according to the UNICEF, over 90% of countries have established policies for digital and/or broadcast remote learning.)

The next sections aim to cover some background and concepts provided by language theorists and practitioners, as well as some facts related to the thesis's topic, such as textbooks and digital literacy. The theoretical background is divided into four subsections; first, we'll go over some of the most popular theories concerning reading in general and reading in a second language. Second, motivation theories and their implications for foreign language learning will be mentioned. The third section contains the most recent findings and research on interactive narratives. The final subsection will be dedicated to the actual use of webforms in language learning.

1.1. Background and rationale

As the world develops and globalisation expands, so does the need for communication and language learning. Nowadays, there are multiple ways to learn a foreign language, such as by attending extra classes, compulsory subjects at school, or self-studying at home using tools such as mobile apps and computer software, or hiring tutors and using textbooks. No matter what learning method is used, there is no questioning the value of reading in learning a second language. It is claimed to be essential for “introducing young people to both new vocabulary and to new ideas, and both of these things are likely to enable them to better understand and absorb new information and concepts across the curriculum” (Sullivan, A., 2015, p. 5). Reading is also known to improve other skills, such as writing, which is essentially the act of communicating knowledge in print; students must therefore have information to share before they write (Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S., 2019; Suskie, 2018). Many well-known persons who have learnt multiple languages have revealed that reading plays an indispensable role throughout their learning journey.

Kato Lomb (8 February 1909 – 9 June 2003) was one of the prominent figures in the field of polyglots. She was Hungarian and one of the first spontaneous interpreters in the world. She claimed to be able to speak like a native speaker in four languages; switch from one to another without problem, as well as having worked and earned money with a total of 16 languages. It is worth noting that she was only taught one language, Hungarian, from birth, and she had not learnt a second language until she was 24-years-old, when she began learning English with the intention of teaching for a living. As she wrote in her book *How I learn language* (1970): “I only have one mother tongue: Hungarian. Russian, English, French, and German live inside me simultaneously with Hungarian. I can switch between any of these languages with great ease, from one word to the next” (p. 17).

Lomb said in her book that, as soon as she decided to learn a language, the first thing she did was to choose what to read. She kept her passion in the language alive by reading some of her favourite novels or other materials with interesting content. She would ruminate, research, and devour the book from cover to cover, and scribble notes in the margins for key phrases or idioms (Lomb, K., 1970). For Lomb, books were more than just a pastime pleasure; they were also a way to strengthen her language skills and, as a result, become one of the world's most accomplished polyglots.

Today's language learners, however, do not have to spend as much time deciphering each book as Kato Lomb did. Remember that she was born before the Internet, and globalisation at the time was not so widespread as it is now. That was the only way for her to learn a variety of languages on her own when she didn't have the opportunity to engage with native speakers. The method Lomb used is currently known as *intensive reading*. While intensive reading provides several advantages for language learners, many language experts believe that *extensive reading* is just as useful, if not more so, because "intensive reading alone will not help learners develop their reading fluency, a crucial skill that mature readers acquire only after repeated exposure to massive quantities of written text" (Renandya, W. A., 2007, p.135).

Paul Nation was one of the most enthusiastic promoters of the extensive reading strategy. That is why he has authored so many books for foreign language students, including the graded reader series, which is known for its simplicity, practicality, and efficiency. Reading a book or a long text, reading numerous books by the same author, or reading many articles on the same topic, according to Nation, helps readers become comfortable with the style and register terms because they will frequently come across the same phrases and idioms (Nation, P., 1997). The effectiveness of graded reader books can be attributed to

Nation's use of the repetition strategy. This is also something the researcher considers when developing an interactive story of *Hamlet*, which will be explored later in this study.

Furthermore, we must not exclude Stephen Krashen's comprehensive input theory, in which he proposed that learners should be exposed to materials that are slightly difficult compared to their current level (Krashen, S., 1982). In this regard, graded reader books meet this requirement as they are written from easy to difficult levels, or from A1 to C2 on the CEFR scale. The series contains interesting content and also a question section for readers to check their reading comprehension and to review what they have just learnt. This study then poses a question on how we can take advantage of today's technology to provide similar reading materials to language learners both inside and outside of the classroom, in a more effective way.

In fact, there are frequently few reading assignments in textbooks for foreign language students of lower and intermediate CEFR levels, and teachers seek to spend the majority of their time on conversational skills during class. This is understandable given that the time students get to engage with teachers and classmates is often used to improve communication skills. Furthermore, textbook readings are sometimes unappealing, dull, and difficult to comprehend. In this regard, reading on electronic or mobile devices offers the advantage of visual elements and allowing students to look up words right on their phones or computers. This topic will be further examined later in the thesis.

There are additional options for those who learn by reading without using textbooks, such as storybooks, newspapers, reading subtitles on videos, and graded readers. These materials are easy to find, and learners have innumerable options to choose from. However, they can begin the reading and then leave it halfway because the text is above their current level, or it is too long and they do not have the patience to finish it. Evidently, it is a challenging

and time-consuming process to find valuable and fascinating materials that students like reading from beginning to end and providing teachers with teaching materials.

The researcher is aware that there are a variety of resources for reading on mobiles and computers, including appealing interactive stories as provided by the Chapters app. The stories in this app are written and designed by users, and their personal choices while reading will alter the story's content and ending. Chapters presently has around 10 million Android users, which is a significant number, demonstrating that readers are interested in the interactive storytelling genre. Furthermore, a growing number of platforms, notably Twine, are beginning to pay more attention to this type of reading (<https://play.google.com/store/apps/details?id=com.mars.avgchapters&hl=en&gl=US>).

Although the number of non-native English speakers among readers of this genre has yet to be counted, it can be argued that this is a wonderful learning resource that will help second language learners stay engaged until the end of a story, instilling in them a love of reading.

In terms of content, the Chapters application is disadvantaged when considering its value in the education sector. As previously said, this is an open-source application that allows users to create interactive stories, the most of which are unfortunately unsuitable for classroom use due to the fact that they are made for romance aficionados, not for educational purposes. Students can read on their own to improve their language skills if desired, but this is not the best resource for teachers seeking something valuable for their class. The reading exercises in textbooks are quite diverse in terms of content, and are carefully researched and compiled. Teachers can use those reading tasks to create an interactive story for students to read while answering related questions in order to assess their comprehension. However, whether students are interested in this type of reading, and how these stories should be designed to pique students' curiosity, is a question that the researcher poses and addresses in this research study.

Teachers typically understand the level of their students, as well as their grammar weaknesses and what vocabulary needs to be enhanced. Many platforms have now been developed to assist teachers in creating engaging quizzes for use in the classroom and as homework. Popular ones include Kahoot!, Socrative, and Quizlet. These platforms have a friendly interface and are easy to use. For example, Kahoot! is extremely popular with 9 million teachers globally, hundreds of millions of students and families, and in 97% of Fortune 500 companies, according to the website's statistics (*kahoot.com*). The researcher also discovered that webforms, such as Google Forms and Microsoft Forms, are quite preferable to reading assignments in class because of their popularity, convenience, and simplicity.

Today, most schools are equipped with technological devices, and almost every student owns a smart phone which they are allowed to use from a very young age. According to a 2019 SellCell survey, 16.1 percent of youngsters in the United States used a cell phone for the first time between the ages of three and four. 12.2 percent were given phone access for the first time before the age of three (*statista.com*). There are about one billion people familiar with software such as Microsoft Office, and most adults, including teachers know how to use the software (Office 365 had 54.1 million consumer subscribers in 2021, according to *expandedramblings.com*). In short, in the not-too-distant future, access to interactive stories will not be a barrier because we already have the necessary tools. The question is whether they are worthwhile to use as a technique of foreign language learning, which we will address in this thesis.

1.2. Theoretical background

1.2.1. Reading

For many years, the benefits of reading have been discussed, not only in scholarly writings, but also as a self-evident truth that everyone should know. Reading is said to have positive correlation with increased empathy and/or affective theory of mind (Kuzmičová, A., Mangen, A., Støle, H., & Begnum, A. C., 2017; Kidd and Castano, 2013a) and help children with their cognitive development (Cartwright, K. B., 2002). According to statistics, today's successful people all credit books as an infinite reservoir of knowledge that has helped them achieve their goals. So, how does reading in a second language function for non-native speakers?

If a person reading a book in their native language mainly focuses on the content, a second language reader might want to focus on both the content of the book and the form of the language. Eckhoff, B. (1983) discovered that the children's writing reflected the qualities of their reading texts, i.e., those who read simpler texts produced less elaborate writing than those who read more complex ones. The study by Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., ... & Talukdar, J. (2018) on the effects of reading instruction on children's writing ability from preschool to 12th grade found that if they were instructed to read properly, the writing ability of these students was outstanding.

The results of the above study also align with the study by Elley (1983). In this experiment, 380 pupils were provided with 250 high-interest story books in English. The results after eight months showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate. According to the research, children participating in the experimental group had a significant change in their attitudes towards

reading, the more they read, the more they raised “very positive attitudes towards books as they raised their literacy levels in English” (Elley, W. B. 1991, p. 397).

Written tests are very common in school exams, and as previously stated, reading appears to be a requirement for successful writing because it helps students understand the materials, gain appropriate grammatical knowledge, and generate ideas for writing. The benefits of reading, however, do not just stop with improving writing ability; it is also usefully related to other skills such as listening and speaking, and students frequently show improvement in both abilities, as Cho and Krashen (1994) reported.

Why is reading so beneficial to foreign language learning? It appears that learning a foreign language consists primarily of expanding one’s vocabulary and mastering grammar. For example, research on developing speaking ability through reading (Mart, C. T., 2012) has shown that, “Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner’s speaking performance... Reading will help learners acquire vocabulary and grammar” (p. 93). Communication is obviously impossible when the interlocutor lacks a specific vocabulary. And, without a doubt, reading is the most practical and effective way to increase one’s vocabulary, as Nation (1995) argued “Reading has long been seen as a major source of vocabulary growth” (p. 7). In summary, reading has been shown to have a very positive effect on the overall development of a person’s language abilities.

When it comes to learning a foreign language, listening and reading can help increase incidental vocabulary. In other words, rather than separating vocabulary from context and explicitly teaching it, learners are strongly encouraged to learn words in context through input such as listening and reading. Daskalovska’s (2014) research, which replicated the study by Zahar et al. (2001) to determine the effectiveness of students’ acquisition of vocabulary

through reading, concluded that 30 minutes of reading per day can help students learn 1,000 new words per year. From there, the suggestion given is “incorporating an extensive reading component in the language programmes would significantly increase the possibility of acquiring a body of vocabulary that would enable learners to become competent users of the respective foreign language” (p. 64).

Extensive reading (ER) became known after Harold Palmer and Michael West conducted research in India in 2009. ER is defined as a learner reading a significant amount of content without having to do any exercises or review activities (Mart, 2015). In an article, Day, R. R., & Bamford, J. (2010) claim that learners who engage in ER will improve their overall language competence in the target language. Reading extensively not only enhance their reading comprehension, but they also learn reading strategies and raise their reading rates. Extensive reading also has an impact on writing proficiency, which is true for both primary pupils (Elley and Mangubhai, 1981) and university students (Janopoulos, 1986).

Reading, according to Alyousef (2005), “can be seen as an “interactive” process between a reader and a text which leads to automaticity” (p. 64). Readers can deepen, evaluate, expand, look for additional related material, and discuss with peers about any texts, thereby enhancing critical thinking and reading fluency. As a result, it is clear that intensive reading (IR), which includes these activities, is critical in students’ foreign language learning. If extensive reading is used to practice fluency, then intensive reading aims for accuracy and thus mastery of the language.

Andres (2020) conducted a study that yielded important findings about the positive impact of IR on learning outcomes as well as student attitudes. IR is proven to help students develop a positive attitude towards reading. Teachers can also gain a better understanding of their students’ concerns by asking for their preferences and opinions on a variety of issues.

Students can express themselves, allowing them to use their existing vocabulary while also learning new words and structures. The IR method appears to be closely related to Schmidt's Noticing Hypothesis (1990), which asserts that input does not become intake for language learning unless it is noticed.

To get the best results for students, Mart (2015) recommends combining ER and IR in the classroom. His research concluded that "a combination of extensive and intensive reading brought about desired outcomes, increased the efficiency of learning, fostered interest of the learners, and developed purposeful and positive attitudes towards language learning" (p. 89). In this thesis, the method of using interactive stories is to combine both ER and IR readings, but students are primarily asked to express their own opinions through simple questions, or some quizzes about pronunciation and vocabulary. It is to avoid delving too deeply into grammatical structures, as Mart pointed out in the same article that it was not the right thing to do, "reading class can turn into grammar class [...] learners studied linguistic elements in details in intensive reading but they were unable to function them in context so their achievement is lower" (p. 89).

According to recent research, the desire to read is driven by various factors, such as personal interest, academic purposes, social reasons (Huang, S., 2013), making it difficult but unavoidable to encourage reading. The researcher assumes that, in addition to the factors mentioned in the study, it has to do with the content and form of the text. It is critical to provide students with content that is appropriate for their interests and level, and as Nation (2001) suggested, topics that are familiar to the learners should be considered. In the following section, we will dig deeper into motivation to see what factors increase reading motivation in second language learners.

1.2.2. Motivation

Kato Lomb (1970), the respectable Hungarian interpreter, came up with a well-known formula for learning all languages, in which she emphasised the importance of interest, or motivation. Motivation is a major research topic in human behaviour that is frequently mentioned in scientific studies. This term has many definitions, for example, an internal state or condition that serves to activate or energize behaviour and give it direction, or the arousal, direction, and persistence of behaviour (Huitt, W., 2011; Kleinginna and Kleinginna, 1981a; Franken, 2006). In this thesis the two words *motivation* and *interest* will be used interchangeably. Motivation is supposed to have vital influence in education, affecting the way students learn. According to Tohidi, H., & Jabbari, M. M. (2012), “it can: Direct behaviour toward particular goals, Lead to increased effort and energy, Increase initiation of, and persistence in, activities, Enhance cognitive processing, determine what consequences are reinforcing, Lead to improved performance” (p. 823). It is commonly acknowledged that there are significant links between motivation and accomplishment, and that motivation plays a key role in student achievement (Fitriwati, D. G., 2018; Yazıcı and Altun, 2013; Karagüven 2012; Kaya 2013; Wolters and Rosenthal, 2000).

One of the most important theories about motivation is the distinction between *intrinsic* and *extrinsic* motivation. Intrinsic motivation (IM) occurs when we engage in an activity for reasons that originate within us, such as a sense of accomplishment after completing a difficult task or simply because we are passionate about what we are doing. People who are motivated by IM frequently believe that they are the determining factor for the activity's success, rather than luck. This is the type of motivation that has been shown in numerous studies to help us stick to our goals and make long-term commitments (Deci, E. L., Koestner, R., & Ryan, R. M., 2001). Extrinsic motivation (EM), on the other hand, is derived from external rewards. EM can have a negative impact on IM, leading us to expect external

rewards which are often unstable and short-term (e.g. material rewards, such as pizza parties for reading books, and symbolic rewards, such as good student awards.)

In the same article, the authors put forward the hypothesis that extrinsic motivation can reduce the effect of intrinsic motivation. This is a controversial subject, and there is still no concrete agreement on how these two types of motivation correlate. In the study, they also divided EM into verbal and tangible rewards. “Only verbal rewards enhanced intrinsic motivation in general,” (p. 13), while those receiving tangible rewards, particularly school-aged children, tend to have IM decrease. Additionally, they suggest facilitating IM by understanding learners’ tendencies, offering more choices, and ensuring that tasks are sufficiently challenging (Deci, E. L., Koestner, R., & Ryan, R. M., 2001; Cordova & Lepper, 1996; Deci, Schwartz, et al., 1981; Harter, 1974; Reeve, Bolt, & Cai, 1999; Ryan & Grolnick, 1986; Zuckerman, Porac, Lathin, Smith, & Deci, 1978).

Gardner (1985) divided motivation in learning foreign languages into two categories: *integrative* and *instrumental* motivations, which seemingly correspond to intrinsic and extrinsic motivations. According to an analysis by Dörnyei (1990), integrative motivation includes (1) interest in foreign languages, cultures, and people; (2) desire to broaden one’s view and avoid provincialism, (3) desire for new stimuli and challenges; and (4) desire to integrate into a new community. Masgoret and Gardner (2003) suggested that foreign language learners with this motivation are more likely to integrate into the target language environment, resulting in a more positive attitude towards the learning process. As a result, they might be able to overcome obstacles and strive for long-term results, achieving greater success in the process of learning a second language (Wang, 2008).

These findings suggest that we should focus on developing integrative motivation in foreign language learners because in most cases, it is more effective and has a long-term

positive impact. However, a recent 2017 study by Hong, Y. C., & Ganapathy, M. (2017) in a Chinese School in Penang showed that the situation proved otherwise. Only about 25% of students study English because they find joy in the learning process or the language itself. As an example, one of the options on their questionnaire stated, “I enjoy learning English; it is quite interesting to me,” while another said, “English make me feel more confident.” Meanwhile, the remaining 75% have more pragmatic goals, such as “I can find job easily and communicate with foreigner when go travel,” or, “It can help me graduate from the University.” Even though the study was limited to the Penang province, the findings are worth noting. They show that when students are primarily instrumentally motivated and have no long-term commitments, they are more likely to give up in the middle of a difficult task, or neglect to prioritise learning due to time constraints.

Al Rifai (2010) concluded, “making various English courses more interesting will be important to motivate students to embrace the language more readily while studying these courses” (p. 5227) That is one of the important factors affecting students’ motivation when learning a foreign language. This study has come to the same conclusion with other studies on the influence of teachers, parents, and students’ positive attitudes on motivation, such as the study conducted with 80 students learning English at Sekolah Menengah Kebangsaan Lepar Utara, Malaysia. In short, there are many important factors that influence students’ interest and persistence in learning a foreign language, both internally and externally. A person’s current motivation to read can be defined as the extent of his or her intention to read a specific text in a given situation (Schiefele, 1999, 2009). Reading motivation can also be divided into two types: intrinsic and extrinsic. In a study carried out by Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012), reading intrinsic motivation is positive correlated with both reading behaviour and reading competence. Whereas reading extrinsic motivation, is negative correlated with these same two variables.

Intrinsically motivated readers are those who read for the pleasure or satisfaction that reading provides, as similarly defined by Schunk's motivation theories (2012). Readers may want to read because the topic of the text interests them, or because the story itself is a pleasurable experience (Schiefele, 1999, 2009). Nonetheless, many other researchers do not equate reading interest with reading motivation (Guthrie, John T.; Hoa, Laurel W.; Wigfield, Allan; Tonks, Stephen M.; Perencevich, Kathleen C., 2005). They claim that reading interest varies depending on the time and the text, and that there is no guarantee that it will have an impact on long-term reading habits or competence, as noted "one can be entranced by one magazine article or one book without being an avid reader, in general" (Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C., 2005, p. 108).

The factors affecting reading interest in the short term or reading motivation in the long term can be object-specific or activity-specific. The reading material is considered to have a positive influence on reading interest if it truly matches the reader's preferences or if the reader is drawn in by the compelling storyline. This thesis attempts to examine both the positive and negative effects of interactive narratives on foreign language learners' reading interest and motivation, particularly intrinsic motivation. The participants of this study had either a prior interest in the story content and wanted to learn more about it, or their interest arose during the reading process, which will be explored and evaluated in the subsequent sections of this thesis.

1.2.3. Interactive narrative

In recent years, interactive narrative (IN) has become a popular term used in a variety of fields. The incorporation of IN has accelerated and facilitated training in all industries, including medical, military, business, and education. IN arose as a result of the technological era, when people take advantage of virtual resources to create handy and multi-purpose tools

for different uses (Riedl, M. O., & Bulitko, V., 2013). It is the flexibility and convenience of this type of virtual interaction that makes it popular and widely applied in training, learning, and entertainment.

Most of us are accustomed to reading *passively*, particularly when it comes to literature. Typically, we are led into the world the authors have created, with fictional characters. Readers have no choice but to absorb everything the author has written, even if they have opposing thoughts at some point in the story. Clearly, readers of literary works are frequently “passive passengers in a narrative world, riding along in the author’s car,” (Green & Jenkins, 2014, p. 479).

However, as technology advances and software which supports learning and reading becomes more popular, a new form of narrative emerges, altering the reader’s role in the literary world. Readers are no longer passive agents waiting to see how the author will solve the knot they have made; instead, they are an important factor influencing the story’s ending. They are directly involved in the character’s actions as well as the story’s turning point. They are now eager to see how their choices affect the fate of their favourite character, and it is this unique aspect of the interactive genre that keeps readers engaged.

According to Cavazza and Young (2017), the term interactive narrative can be “defined by contrast with linear narratives, which, regardless of the medium in which they are presented, follow inflexibly the original design and author’s intention” (p. 378). In other words, the story may not be told from beginning to end, but the reader may have to return to a previous point and read a text again because they have given a wrong answer for a question, for instance. As a result, two people reading the same story may be led to two different endings. Many studies on interactive narrative have mentioned various terms such as *Interactive Storytelling*, *Interactive Drama*, and *Interactive Narrative*, but they all provide

similar definitions. Even using the keyword *gamebooks* also yields results that include interactive stories; therefore, these terms can be used interchangeably. However, to avoid redundancy, this essay is limited to one of the most common terms, *interactive narrative* (IN), and sometimes *interactive storytelling* or *interactive story* are used as replacements to avoid repetition.

Usually, IN can have a strong narrative focus or a looser plot depending on the approach. For example, “Choose your own adventure” (CYOA) genre is an example of author narrative content in which the player or reader is given multiple choices at each stage, which determine the outcome of the character and the story’s ending. This type of novel was once extremely successful and attracted a wide range of readers from all ages, like the CYOA children’s book series that has enchanted numerous generations of young children throughout the years. This research, on the other hand, will focus on the electronic device-based digital interactive narrative genre. This is what interactive story design websites like <http://textadventures.co.uk/> have to offer (see Figure 1.1)

Victorian Detective

The Shakespearean Bomber

Peter Carlson

Morning sunlight lazily struggles through the opaque smog of [London](#). You crouch over a [dead body](#) in the alleyway of Lilt Street, thumbnail between your teeth in thought.

There's a half-smoked [cigarette](#) beside the corpse. Interesting...

"Looks like a [random mugging](#)," says your partner, Mardler. You're both detectives for Scotland Yard. "No identification on the victim. He was shot point blank, and his wallet was stolen. He was just in the wrong place at the wrong time."

"It wasn't a random mugging," you reply.

"You just want this to be exciting because the chief took you off the [mystery bomber](#) case," laughs Mardler.

You need some evidence to show Mardler that this wasn't random, how about the fact that the corpse was...

[...once a chemist](#)

[...smoking a cigarette](#)

[...familiar with combat](#)

Figure 1.1. *Example of a page of an interactive story on textadventures.co.uk*

Interactive narrative can be compared to the Escape Room activity when it comes to their application in foreign language learning. In an escape room, the player is unable to progress or move to another room without solving a puzzle and might have to remain in a room indefinitely if there is no hint to help them. Meanwhile, with IN the reader is offered numerous options, and it is these options that will determine the outcome of the game or the story. A digital escape room for foreign language learners often takes between 10-15 minutes to complete, depending on the difficulty; for example, the HARRY POTTER escape room takes roughly 15 minutes to get to the end (thehogwartsescape.com). Today's interactive narratives range in duration from 5 minutes to 30 minutes, depending on the length of the story and the difficulties of the quizzes. Time is an important consideration when creating stories of this type: not too short to keep the reader engaged in the plot, but not too long to cause fatigue if the reader has to look at the screen for a long period. Furthermore, the

interactive element is equally important; the puzzles must be challenging enough to excite users while not being too complicated to discourage them (Liu, C., Patel, R., Ogunjinmi, B., Briffa, C., Allain-Chapman, M., Coffey, J., ... & Shelmerdine, S. C., 2020).

Some studies have shown that our brains cannot tell the difference between reality and simulations (Pascual-Leone, A., Nguyet, D., Cohen, L. G., Brasil-Neto, J. P., Cammarota, A., & Hallett, M., 1995). This explains why interactive storytelling is so effective in training. Participants will apply what they have learned in simulations to real-world situations. On the other hand, their choices in simulated situations are also influenced by what they have experienced in real life. These are the findings of Jenkins' (2014) study, in which he stated that "adding interactivity to a narrative actually increased identification," as readers frequently make decisions based on what they actually do (p. 41).

To some extent, this can be considered a form of digital role playing, in which participants can directly experience the activity and draw their own lessons to apply in specific real-life situations. In foreign language classes, for example, teachers frequently allow students to do role-plays by practising dialogue in a familiar situation, such as asking for directions. When students leave the classroom, they will be able to apply the sentences they have learned to actual life. Meanwhile, with this type of digital role play, readers will directly interact with the texts by answering questions about what they would do in each specific situation, or giving their personal opinions about a character's actions in the story. In this regard, learning through IN has significant advantages, particularly for adults who have had specific life experiences that allow them to relate to the story content and potential lessons that they can take for their own benefits.

In this thesis, when testing the interactive story of *Hamlet*, the researcher wants readers to focus on the plot. This is a *plot-heavy* IN type with a fairly tight structure; it is not

as adaptable as the “Choose Your Own Adventure” genre which can have various endings. As a result, the interactive part focuses on creating specific questions or quizzes about the target language, specifically vocabulary and pronunciation. Furthermore, some questions are designed to encourage readers to form opinions based on the plot and the behaviour of the characters in order to help them relate to their own experiences or practise using the language they are learning.

In addition, for the reader’s experience to be comfortable and stress-free, the story must include many synonyms or repeated phrases to familiarise the reader, which is a repetition strategy advocated by the extensive reading method. It’s worth mentioning that some questions are included solely to provide a break between two scenes. A special feature of this interactive story of *Hamlet* is that the question types are limited to what the webform can currently provide, which in this case is Microsoft Forms. In the following section, we will go over the platforms used to create interactive stories in greater detail, as well as the current use of digital tools in foreign language learning.

1.2.4 Digital Devices and Their Uses in Foreign Language Learning

Because of the unique nature of the approach to learning foreign languages through interactive narratives, learners must be familiar with electronic devices such as smartphones, tablets, or computers. Many schools now have these devices fully equipped to support students' foreign language learning. Many people are concerned that learning on these devices can be easily distracted, reducing learners' concentration. These are valid concerns, but they are not entirely accurate. A study conducted by Gutiérrez-Colon Plana, M., Gallardo Torrano, P., & Grova, M. E. (2012) has found that using mobile phones, especially SMS, in teaching and learning English as a foreign language has a favourable impact on student engagement and performance. Also, other studies have shown that incorporating

CALL/MALL into EFL classes is an indispensable part of today's teaching, and its practical applications are becoming increasingly popular in a variety of forms (Jarvis, H., 2015), as will be discussed in this section.

CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning) refer to the use of technology and electronic devices in the teaching and learning of foreign languages. Because technology's application to foreign language learning is so broad and flexible, these terms have more than one accepted definition. CALL is defined by Levy & Hubbard (2005) as "the development and use of technology applications in language teaching and learning" (p. 143). Whereas MALL as defined by Palalas (2011) "language learning enabled by the mobility of the learner and ... portability of handheld devices ..." (p. 76-77). According to Kukulska-Hulme and Shield (2008), the difference between MALL and CALL is "the use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p. 273). Because of the nature of this study, CALL and MALL will not be discussed separately; instead, these two forms of using technology in foreign language learning will be used interchangeably in this article.

The obvious advantage of using CALL in foreign language classes is the shift from teacher-centred to student-centred instruction. Students will no longer passively await knowledge from the only input source, the teacher, but will instead actively participate in assigned activities or assignments using electronic devices, and study at their own pace. The communication features of mobile devices promote and encourage interaction among students, whose initiative and motivation to learn improve as a result. In addition, the affection filter is reduced by personalising learning. Nowadays, the majority of our data is digitised, and we can easily access an infinite number of resources online, such as e-books, podcasts, videos, websites, and so on. Learners can also practise multiple times any part they

want to focus on or where they are weak, which is inherently difficult to do in traditional one-on-one classes. (Yaman & Ekmekçi, 2016, p. 28)

Furthermore, according to the findings of Tozcu and Coady's study (2004), when assessing the effect of CALL/MALL exclusively on reading of foreign language students, this type of learning has a very positive impact on students' reading comprehension ability. Intermediate-level learners who studied English full-time have shown marked improvements in vocabulary, reading comprehension, and reaction time. To explain this phenomenon, the researchers proposed the hypothesis that “automatic recognition of high frequency words in a given language is very important for successful L1 and L2 reading, and thus, these words should be taught” (p. 480), and the use of CALL/MALL has contributed to increasing the frequency of occurrence of the word to be learned, thereby facilitating student acquisition. In the abovementioned study, students learned vocabulary through Study, Practice, and Review modes, providing a wide range of opportunities for them to consolidate their language knowledge through repetition.

CALL is said to have first appeared in the United Kingdom in 1981, when Davies and Steel used it at a conference. It grew and became popular in the 1990s, when the Internet and technology changed the face of education and the way we approach foreign language learning. CALL/MALL is still on the rise decades later, as smartphones have become an essential tool for everyone (Yaman, Şenel & Yeşilel, 2015). An article published by Panova, T., Carbonell, X., Chamarro, A., & Puerta-Cortés, D. X. (2020) stated that in 2017 there were 2.4 billion smartphone users, and mobile phones accounted for 50% of all Internet usage. As a result, it is obvious that understanding technology and being equipped with sufficient knowledge to apply it to the purpose of teaching and learning foreign languages is extremely important and urgent.

However, according to Dashtestani's (2013) survey, EFL teachers lacked the necessary skills to use and develop MALL activities. This finding is also supported by Ismail, Bokhare, Azizan, and Azman's (2013) study, which found that, despite a positive perception of technology, teachers' readiness to use cell phones in teaching and learning was found to be relatively low. As a result, teachers are often unprepared for mobile learning. The fact also demonstrates that in some developing countries, students may not have access to modern technological equipment because their school cannot afford it. Through research on teacher digital literacy during the pandemic, Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compañía, M. (2021) demonstrates that, while technology can solve many problems such as “lack of interest and motivation, apart from encouraging cooperative work, social awareness, autonomy, and helping pupils become digitally literate, among other things” (Altuna Urdín, J.; Martínez de Morentin de Goñi y Amenabar Perurena, N. L, 2017), it is the lack of skills on the part of the teacher that reduces efficiency and acts as a barrier to the benefits of technology.

However, this is both a challenge and a motivation for educators to accelerate the acquisition and expansion of technology knowledge in order to create better conditions for students. According to recent research on generation Z, this is the generation that was born during the Internet boom and has never known a world without the Internet. Some researchers argue that this generation has developed necessary skills for technology-integrated learning, such as enquiry-based learning, discovery-based learning, networked learning, experiential learning, collaborative learning, active learning, self-organization and self-regulation, and problem solving (Tejedor, Cervi, Pérez-Escoda, and Jumbo, 2020, p. 2). Learning foreign languages on modern technological devices does not seem to be in the too distant future. Online learning, e-learning, and massive open online courses (MOOCs) are

becoming increasingly popular. Universities have implemented platforms such as Moodle to help with distance learning.

Currently, multi-purpose platforms produced by Google and Microsoft are employed and leveraged in a clever and intelligent way, in addition to programmes or software designed specifically for foreign language learners. Due to the lower cost of administering questionnaires, the capacity to reach out to a broad community, readily accessing distinct populations, and other benefits, online surveys or web-based surveys such as Google Forms have grown in popularity (Vasanth Raju, N., & Harinarayana, N. S., 2016). According to the results of the researcher's survey, the majority of participants have also used or are familiar with platforms like Google Slides, Kahoot, Socrative, Quizlet). Microsoft Forms also offers a similar functionality that allows you to collect data and user responses to transmit to the questionnaire creator. The platform used in the experiment, Microsoft Forms, is not the subject of this study, but rather a representation of other online quiz creators, such as Google Forms. The features of these two platforms are not that dissimilar, and the interface is, in the researcher's opinion, equally simple and user-friendly. In this study, Microsoft Forms is the platform used to design interactive stories, as well as to collect responses from participants.

1.3. Research Questions and Hypotheses

The rapid development of technology comes with the requirements of widespread and appropriate application in the education industry, namely the teaching and learning of foreign languages. Teachers as well as students are always eager to find many methods and learning tools suitable for the times as well as for each individual. IN has emerged as a new and advanced form of foreign language learning support, which is increasingly being used by more and more people. Through this study, its impact on the reading motivation of different

subjects will be answered, besides learning about their personal preference towards the interactive part of the story. The main hypothesis is as follow:

“Do interactive narratives have less impact on learners who read less often than those who read more often?”

The alternative hypothesis is that interactive narratives do not have equal impact on different learners or readers. Likewise, the null hypothesis is that learners or readers feel equally motivated after experiencing interactive narratives.

The sub-hypotheses are the following:

- 1) Interactive stories are more appealing than a typical reading task in textbooks.
- 2) Learners enjoy studying English with interactive stories.
- 3) Learners prefer interactive story than other reading tasks.
- 4) Those who have read interactive stories are willing to recommend them to a friend.

Finally, the study also seeks to answers learners/readers' preferences about the interactive part of the story, specifically the five types of interactive questions (Multiple-choice, Short answer, Gap-fill, Rating, Long answer).

CHAPTER 2: METHOD

2.1. Research Design

This study includes an experimental design with participants who are learning English as a second language. They had to read a story written in an interactive form on their own devices. The data being studied includes participants' reading habits and their reading motivation after completing the interactive story. Based on their reading habits, they were divided into groups, and this study aimed to assess the difference of the groups' reading motivation. In addition, the participants' attitudes towards the interactive genre and their preferences towards the five types of questions in the interactive section were also examined. Following the completion of the story, participants filled out a questionnaire from which the data was collected (see Table 2.1).

Table 2.1. *Research Design*

Treatment	Post-Treatment
Group 1	Reading motivation scores
Group 2	
Group 3	

2.2. Sample

There was a total of 35 participants who had completed the questionnaire for this study; however, total of 36 questionnaires were completed, with one duplicated due to a participant's mistake being removed. Two surveys conducted by native English speakers were also excluded in order to be more aligned with the purpose of this study, which is to assess the impact of IN on the reading interest of foreign language learners. Besides, a participant stated that she did not speak English and had to finish it using translation tools, and that she only took the survey to receive a commission, she was thus excluded from the list of data to be studied. Therefore, a data analysis was conducted on the remaining 32

participants. The participants' agreement to participate in the study was obtained by asking them for consent in the questionnaire (see Appendix B); even though it was assumed that all the participants using the platform (which will be mentioned below) had already agreed to give their consent before they chose a study to take part in. The researcher and participants followed the platform's privacy policies, and all the information was kept secure and not shared with third parties.

The experiment was carried out by recruiting participants through Prolific, a platform that connects researchers with participants. The majority of participants' ages ranged from 18- to 34-years, with four reported cases being over 35-years. This group's reported native languages include Polish, Spanish, Italian, Hungarian, Portuguese, Czech, Greek, Dutch, French, Afrikaans, and Kiswahili. Only two students claimed to have studied English for less than two years; the remainder all said to have studied for five years or more, with those studying for more than ten years accounting for more than 60% of the total. As a result, it's not surprising that this group's English competence was intermediate or higher during this study, primarily B2-C1, as seen in Table 2.2 below:

Table 2.2. *Participants' English levels*

	Number of participants					
	A1	A2	B1	B2	C1	C2
Listening	2	2	1	11	11	5
Speaking	1	4	6	9	10	2
Reading	2	2	1	10	10	7
Writing	2	2	4	13	7	4

In order to verify whether the participants were familiar with web form technology, since this is a vital part of this study, they were asked which of the webforms they commonly used. The participants claimed Google Forms to be the most familiar. Other popular platforms for teaching and learning English, such as Microsoft Forms, Kahoot!, and Google

Slides, had similar popularity among survey respondents. According to the survey results, the majority of the participants used computers to conduct the experiment, with only two cases using mobile phones and one using tablets.

Regarding the amount of time the participants typically read in English, more than 30% of participants said they read in English “a few hours a day”, 25% said they read it “several times a week”, and a similar percentage said they read it “a little daily.” The number of people reading fiction and nonfiction was almost equal, and there were five documented cases of people reading both.

2.3. Materials

2.3.1. The Interactive Story

The researcher wrote and designed an interactive story based on Shakespeare’s *Hamlet* using available online resources, and it was double-checked by the supervisor and peer reviewers. It is originally a famous story but not so common among contemporary readers, especially English learners, due to its complexity in terms of language and content. Therefore, it was decided that this was a suitable story for the study. The vocabulary used in this adapted version was designed for people with at least a B1 level of English to read, understand, and respond to the interactive questions. Prior to the main experiment, the researcher conducted a pilot study with a small group of English native speakers and English language learners. A participant at level A2 reported difficulty with reading comprehension, whereas other participants reported no difficulty, and one English speaker as a foreign language admitted there were some words she had never encountered, which did not interfere with her comprehension of the story's content.

The questions in the interactive section are intended to help readers review their language knowledge while also assisting researchers in verifying their English reading

comprehension, determining whether or not their answers in the questionnaire were of research value. Some of the questions tested vocabulary (*What the meaning of “man of the hour”?*) while others aimed to test pragmatics (*What do you think Hamlet is up to?*). The story employed repetition strategies in which some words were found repeated in various forms (e.g. *mad, madness, insane, insanity*) which can assist learners in memorising the vocabulary, as discussed in the literature review section. Besides, the researcher believes that the story’s content is crucial to captivate readers, as Elley (1983) has remarked about the Book Flood experiment, “high-interest story reading has an important role to play in second language learning” (p. 53).

2.3.2. Data Collection Instruments

The data for this study was gathered through a digital questionnaire that was completed immediately after the story was finished. It was created using Microsoft Forms in response to URV's requests. The questions on the form did not change between the pilot study and the main study, a similar result thus could be seen between the pilot and the main study, as discussed in the following chapter.

The first nine questions on the questionnaire were about the participants' background information, including their language background (first language, English level, language learning experience.) The next two questions, which were followed by ones about reading habits, were designed to assess the participants' digital literacy as well as the devices they used to participate in the experiment. The rest of the questionnaire was dedicated to answering the hypotheses that have been posed in section 1.3. Participants were asked whether they wanted to continue reading the ending of the story (which was left with a cliff-hanger) or to read another one, to see how engaged they were in the interactive story. Respondents were also asked whether they had read or watched *Hamlet*, so that the

researcher could more correctly judge whether or not they desired to learn more about the original version.

Statements like “These types of stories appeal to me more than a typical reading task in textbooks,” “I enjoy studying English with these types of stories” were examined to determine the participants’ opinions about the interactive genre. In addition, there was an *Other* section where they could freely express their personal thoughts. Finally, data on question types was collected using the 5-point Likert Scale, which ranged from Strongly Agree to Strongly Disagree (see Table 2.3).

Table 2.3. *Likert Scale for participants’ opinions about the question types*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Multiple choice					
Short answer					
Gap-fill					
Rating					
Long answer					

2.4. Procedure

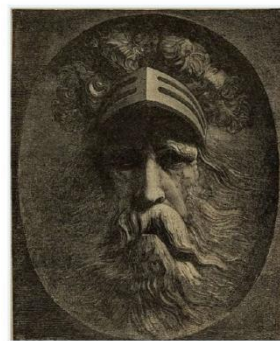
The design of the study used the interactive story along with a post study questionnaire. The purpose of the study was clearly described to the participants at the onset of the study. After the interactive story was available online, nearly all of the participants read the story simultaneously, that is, they were all participating at the same time. The participants were free to complete the experiment using personal devices, as mentioned above. They clicked on a digital link that took them to the story on the webform (see Figure 2.1 below for an example; see Appendix A for the full story). There was no time constraint for their participation. Once they had completed the story, they then clicked on another link that took them to the post study questionnaire (see Appendix B). The researcher constantly

checked to see if the participants had properly completed the study (read the story and filled out the questionnaire). The participants had the right to contact the researcher after the study, and no cases of withdrawal from the study or other issues that hampered timely data collection were reported.

Hamlet, Prince of Denmark 🇩🇰

* Required

The man of the hour



The late King was truly a **man of the hour**, as he repeatedly defeated neighboring armies, killed Norway's king, brought glory to his country, and expanded Denmark's territory. The image of the King in armor marching into battle has been imprinted on many people's minds. And no man in the world, in the eyes of Prince Hamlet, can surpass his father in intelligence and achievement.

3

What is the meaning of "man of the hour"? *

- ☐ a man who gets paid by the hour
- ☐ a man who is currently the most important or most admired

Figure 2.1. Example of a page in the interactive story on Microsoft Forms

2.5. Data Analysis

To analyse the influence of IN on the reading motivation of different reading groups, participants were categorised into three groups (low, medium, and high readers) based on their reading habits, and their attitudes towards the interactive story after the experiment was evaluated.

The responses to the question “How often do you read in English?” were used to group the participants. In this study, there were three levels of reading frequencies: low, medium, and high readers, as noted above. Those whose responses were “Never” or “A few times a week” were categorised as Low readers (group 1). The Medium group’s responses were “A little daily” (group 2). And High readers were the ones who claimed to read “Several hours a day” (group 3).

The level of reading interest of participants after performing the experiment was evaluated based on three statements:

- “I’m interested in reading the original version.”

People who had read or watched the original *Hamlet* before were automatically given 0 points for this statement. Those who had not read it were added 1 point for each answer “Agree” or “Strongly agree”, otherwise 1 point would be deducted for each answer “Disagree” or “Strongly disagree”.

- “This interactive story has made me lose interest in reading the original version.”

In a similar approach, participants who had already read or watched Hamlet were given 0 points. Those who had not were deducted 1 point for each “Agree” or “Strongly agree” answer, while 1 point was added for each “Disagree” or “Strongly disagree” answer.

- “Do you want to read other interactive stories?”

All “Yes” answers were counted as 1 point, even if the participants chose more than one “Yes”. The remaining answers (“No” or “Maybe”) are not scored. The participants per group can be seen in Table 2.4 below.

Table 2.4. Participants per Reading Group

Reading Group	Number of Participants
Low Readers	10
Medium Readers	9
High Readers	13

In the case of the personal preferences analysis, responses to the four statements (see Table 2.5) from the Likert scale questions were numerically coded (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.)

Table 2.5. Likert Scale Statements

Likert Scale Statements	
1	These types of stories appeal to me more than a typical reading task in textbooks.
2	I enjoy studying English with these types of stories.
3	I prefer learning English with other types of stories or reading tasks.
4	I'm likely to recommend the story to a friend.

Statement 4 was originally asked as a question, “How likely are you to recommend this story to a friend?” In this study, Net Promoter Score was employed on a 10-point scale to collect responses to this question, but all scores were adjusted to a 5-point scale to simplify calculations and data analysis.

2.6. Statistical Analysis

The main hypothesis, whether interactive narratives had the same impact on the reading motivation of those who read less frequently and those who read more frequently, was examined by calculating the scores after all groups of participants completed the experiment. A one-way ANOVA test was used since the analysed data came from one categorical independent variable (which had three levels) and one quantitative dependent variable. Metrics such as means and p-values were all calculated using JASP. The null hypothesis (H0) of ANOVA stated that there was no difference among group means. The

alternative hypothesis (H_a) was that at least one group differed considerably from the dependent variable's overall mean.

Chi-square One-Sample Goodness-of-Fit tests were performed to examine whether participants' answers mirrored the general population's expected responses and whether they wanted to employ interactive narratives for their English learning or to recommend the interactive story to a friend. The answers for the sub-hypothesis about question types were found using aggregated data from Excel after invalid participants were removed. In order to easily track differences between these types of questions, bar charts were created based on the data collected from the Likert scale tables.

CHAPTER 3: RESULTS

The participants in the experiment used personal devices, most of which were computers, and did so at their place, at their own pace, without time constraints. The pilot group finished the story in about 22 minutes, while the experimental group took about 25 minutes, implying that the majority of the participants completed the story properly.

When asked, “How often do you read in English?” they all answered within the four options listed; no one wrote anything else in “Other”. The responses to this question were used to determine three levels of reading groups (low, middle, and high readers). As for the question “Do you want to read another interactive narrative?” used to assess the participants' reading motivation after performing the experiment, the person who answered “Other: if I get paid, not a problem, but overall, I'm not a reader” was scored 0 points, similar to those who chose “No” or “Maybe.” The data was collected using Microsoft Forms and then imported into Excel, where it was converted into numerical data. The mean score, p-value, and other metrics were calculated using JASP.

3.1. Analysis of Reading Motivation Compared to the Reading Groups

A one-way ANOVA test was used since there was only one sample of 32 participants who were classified into three groups. The null hypothesis stated that there was no difference in the learners' reading interests between groups after they finished the interactive story. The alternative hypothesis was that their reading interests differed between groups after they finished the interactive story. A cursory glance at the figures could lead to the assumption that low readers would have less reading motivation (see Figure 3.1).

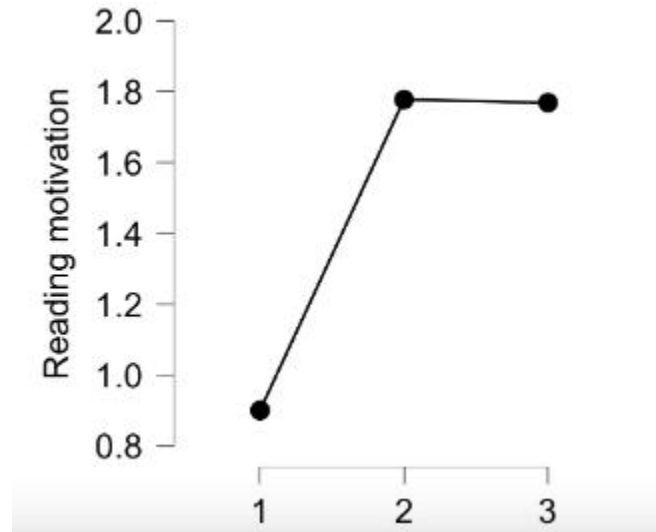


Figure 3.1. *Classified participants' reading motivation ANOVA Plot Graph*

The mean of the reading motivation scores was 0.900 for group 1 who rarely read, 1.778 for group 2 who read quite frequently, and 1.769 for group 3 who were avid readers (see Table 3.1). Low readers accounted for 31.25%, medium readers 28.13%, and high readers 40.62% of the total 32 participants, thus assuming that the three groups' populations were not so dissimilar.

Table 3.1 *Descriptives*

Group	N	Mean	Std. Dev.
1 – Low readers	10	0.900	1.287
2 – Medium readers	9	1.778	1.394
3 – High readers	13	1.769	1.787

The null hypothesis was that the means of the three groups (low, medium, and high) were equal; and the alternative hypothesis was that at least two group means differed from each other. The calculations showed $F(2,29) = 1.104$, $p = 0.345$, the result is *not* significant at the $p < .05$ level. therefore, the null hypothesis was accepted (see Table 3.2). Essentially, this means that when the study was completed, there was not a significant effect of the participants' reading habits on their reading motivation. That is, the high readers, middle

readers, and low readers all had the same motivation, and their reading at the onset of the study had no influence on their motivation at the end. They were all motivated equally, regardless of group.

Table 3.2. ANOVA of reading motivation

Cases	Sum of Squares	df	Mean Square	F	p
Group	5.237	2	2.618	1.104	0.345
Residuals	68.763	29	2.371		

Note. Type III of Squares

3.2. Qualitative Data and Likert Scale Responses

3.2.1. *Whether the Interactive Story is Appealing to the Audience More than Typical Reading Tasks*

The first question in the Likert test was designed to determine whether the participants would find this style of reading as an interactive digital reading activity to be appealing more than typical tasks in textbooks. Based on the study by Campbell, R. (2001), the hypothesis was that the participants would find this type of interactive story to be appealing in assisting foreign language reading. The null hypothesis was that the participants would not find this type of activity to be appealing. A X^2 analysis was completed and the results $X^2 (4, N = 32) = 22.063, p < .001$ were significant and showed that their responses could be extrapolated from the sample to the general population in favour of agreement on the statement (see Figure 3.2). Based on these results, the alternative hypothesis was accepted and the null hypothesis was rejected, the participant responses were in agreement that this activity was more appealing than typical reading tasks in textbooks.

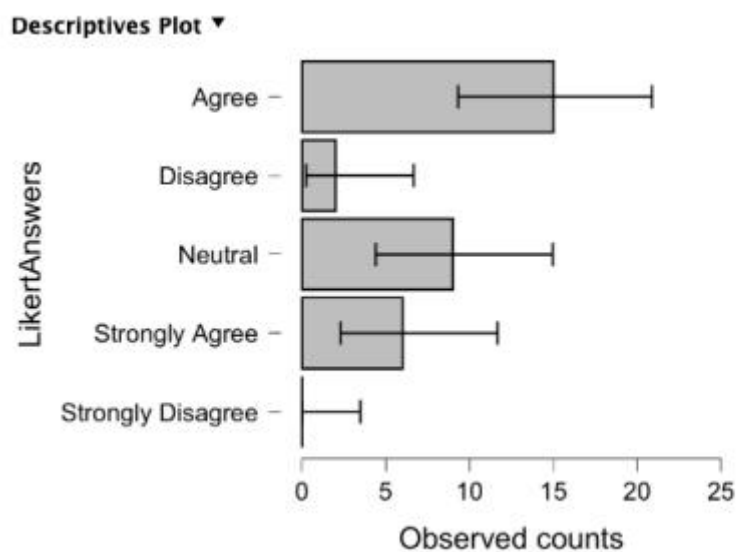


Figure 3.2. Descriptive Plots of the Responses to Statement 1

Table 3.3. Chi-square Tests of Responses to Statement 1

Contingency Table

Group	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	0	2	9	15	6	32
Total	0	2	9	15	6	32

Chi-Square Tests

	Value	df	p
X ²	22.063	4	< .001
N	32		

3.2.2. Enjoyment Using Interactive Stories

The second question assessed whether the students enjoyed using interactive stories to learn English. Based on the previous research, the alternative hypothesis was that the participants would enjoy using interactive stories to aid in foreign language reading. The null hypothesis was, therefore, that they would not enjoy using the interactive genre as a tool for language learning. Again, the results of this analysis were significant $X^2(4, N = 32) = 22.688$,

$p < .001$ where the participants responded in agreement that they enjoyed participating in this activity (see Figure 3.3). The null hypothesis was rejected in favour of the alternative hypothesis.

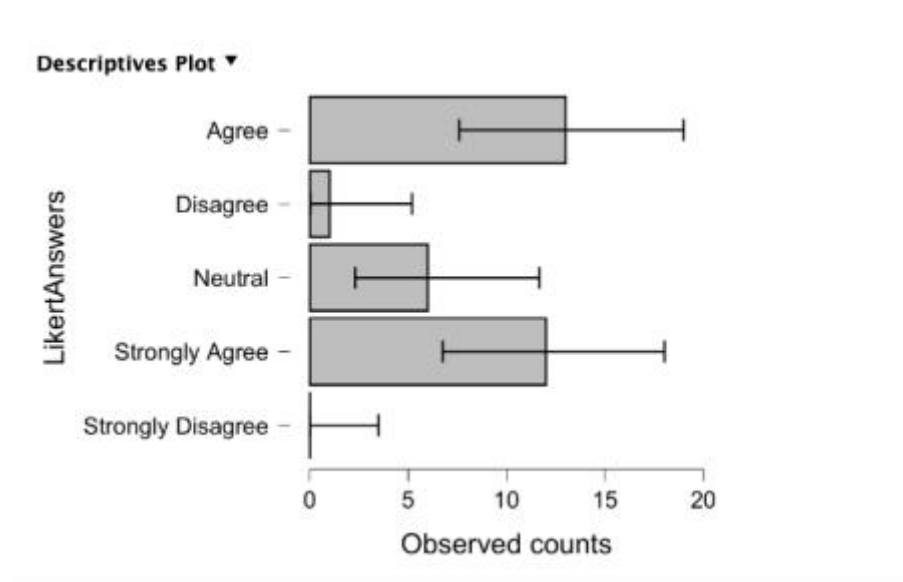


Figure 3.3 Descriptive Plots of the Responses to Statement 2

Table 3.4. Chi-square Tests of the Responses to Statement 2

Contingency Table

Group	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	0	1	6	13	12	32
Total	0	1	6	13	12	32

Chi-Square Tests

	Value	df	p
X ²	22.688	4	< .001
N	32		

3.2.3. Preference for different types of reading tasks

The third question asked whether the participants would prefer to practice reading in a foreign language using other types of methods that were different from the interactive story. The alternative hypothesis, similar to the section above, was that the participants would prefer using the interactive story and would thus disagree with this statement. The null hypothesis was that the participants would prefer other methods. Based on the results of the analysis, $X^2(4, N = 32) = 26.750, p < .001$, the participants were neutral or disagreed with the statement (see Figure 3.4). Because the participants did not generally agree that they preferred other methods, we can reject the null hypothesis in favour of the alternative hypothesis.

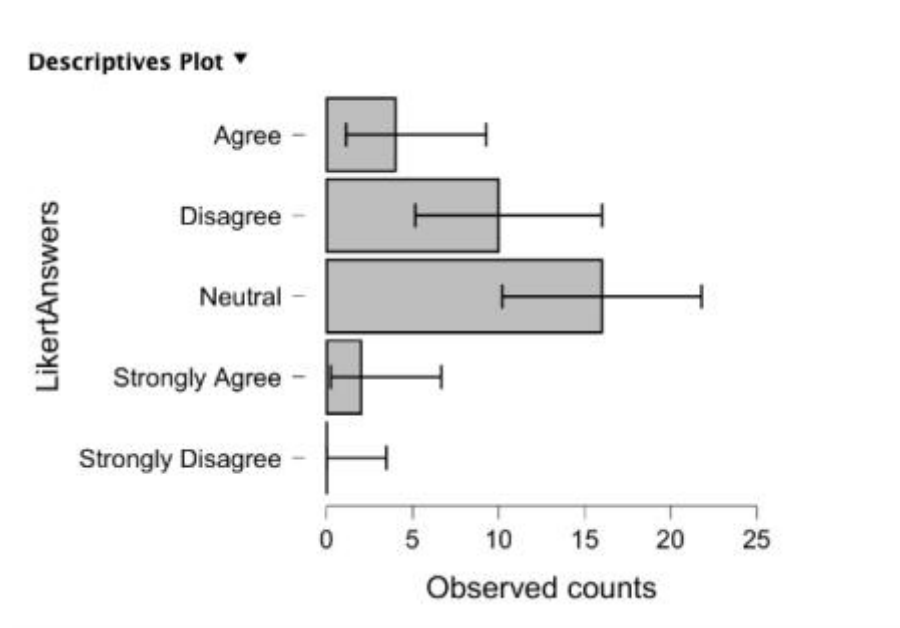


Figure 3.4. Descriptive Plot of Responses to Statement 3

Table 3.5. Chi-square Tests of Responses to Statement 3

Contingency Table

Group	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	0	10	16	4	2	32
Total	0	10	16	4	2	32

Chi-Square Tests

	Value	df	p
X ²	26.750	4	< .001
N	32		

3.2.4. Preferences for Recommendations

The final Likert question asked whether the participants would be likely to recommend using the digital interactive story board to a friend. Based on the background information, the alternative hypothesis was that the participants would recommend using a digital story on a webform to aid foreign language reading to a friend and the null hypothesis was that they would not recommend using a digital story. The results showed that the participants agreed, and they would recommend this story board to a friend (see Figure 3.5) and these results were significant $X^2 (4, N = 32) = 40.188, p < .001$; therefore, the null hypothesis has been rejected in favour of the alternative hypothesis.

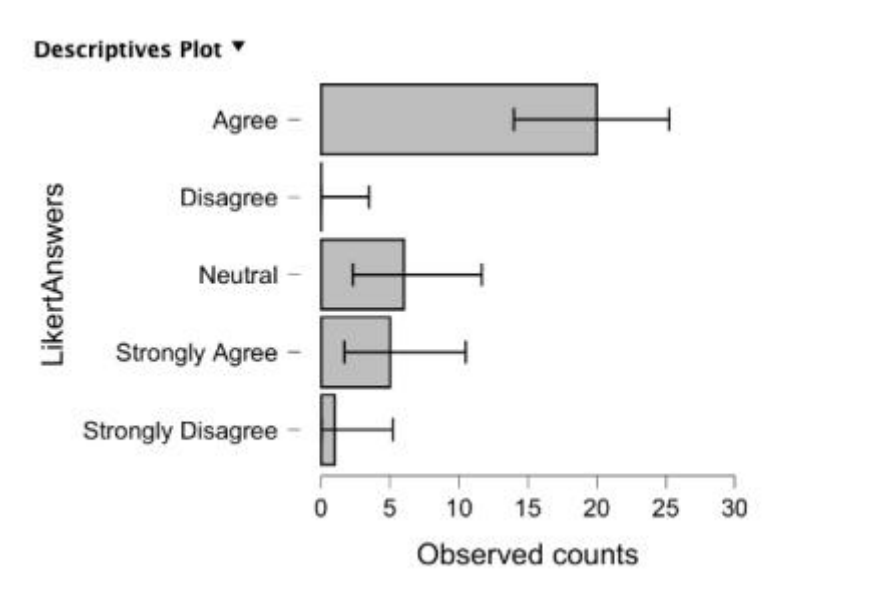


Figure 3.5. Descriptive Plot of Responses to Statement 4

Table 3.6. Chi-square Tests of Responses to Statement 4

Contingency Table

Group	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	1	0	6	20	5	32
Total	1	0	6	20	5	32

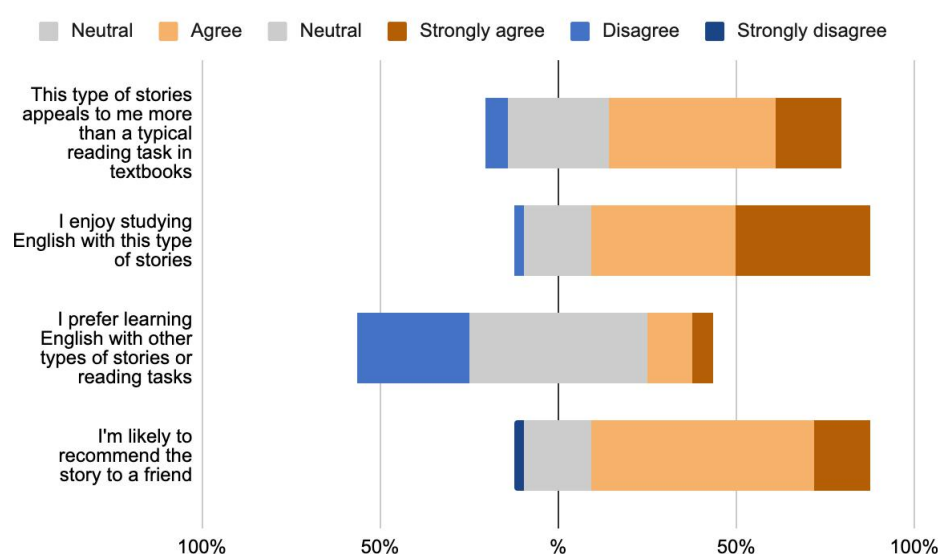
Chi-Square Tests

	Value	df	p
X ²	40.188	4	< .001
N	32		

To summarise the above sections, the following table and figure provide a more detailed look at the responses of the participants (see Table 3.7, see Figure 3.6). Statements in favour of interactive narratives (statements 1, 2, 4) received more Agree and Strongly Agree votes than statements in opposition. Statements 3 received fewer positive responses. No one *strongly disagreed* with the statements.

Table 3.7. *Distribution on Responses to the Four Statements about Personal Preferences*

Statement	Distribution on responses (%)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	0.00	6.25	28.13	46.88	18.75
2	0.00	3.13	18.75	40.63	37.50
3	0.00	31.25	50.00	12.50	6.25
4	3.13	0.00	18.75	62.50	15.63

**Figure 3.6.** *Responses to the Four Statements about Personal Preferences*

3.3. Preferences for the Five Types of Interactive Questions

As shown in both Table 3.8 and Figure 3.7 below, the number of people who disagreed with the Q1 – “The questions disrupted my reading” was higher than the number of people who agreed. Multiple Choice and Rating (giving opinions) questions had the most disagreeing replies, with Strongly Disagree at 25% and 28.13%, respectively, and Disagree at 40.63% and 28.13%. Regarding Long Answer, the total number of people agreeing and disagreeing was relatively similar, with slightly more than 50% agreeing.

Table 3.8. *Distribution on responses to Q1 – “The questions disrupted my reading”*

Question types	Distribution on responses (%)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Multiple choice	25.00	40.63	21.88	9.38	3.13
Short answer	15.63	31.25	31.25	18.75	3.13
Gap-fill	18.75	37.50	28.13	12.50	3.13
Rating	28.13	28.13	34.38	6.25	3.13
Long answer	18.75	18.75	21.88	31.25	9.38

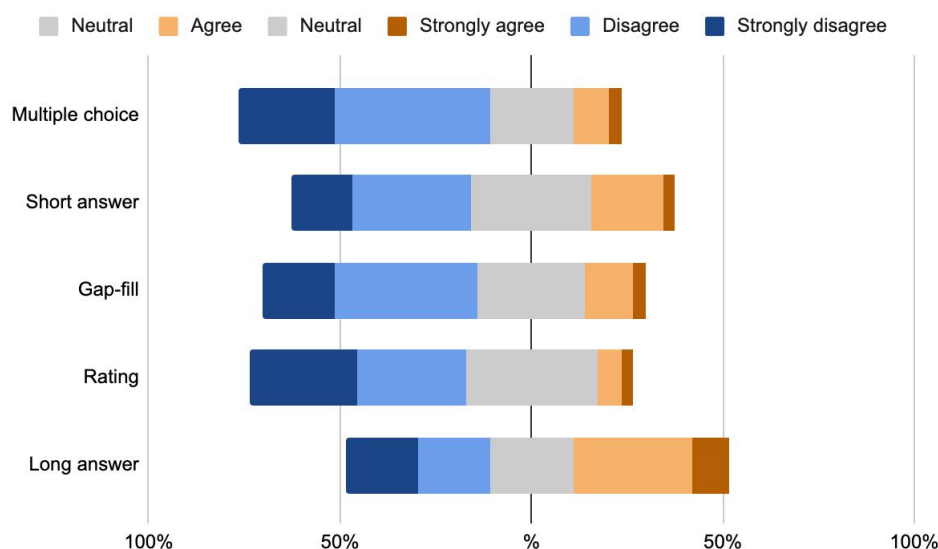


Figure 3.7. *Responses to “The questions disrupted my reading”*

When looking at responses to Q2 – “The questions helped me follow the story easily,” the first thing that stood out was that none of the participants *strongly disagreed*. It was also clear that the majority of the responses favoured Agree. More than 60% of participants agreed with the statement when it came to Multiple choice, while only 15.63% disagreed (see Table 3.9 and Figure 3.8 below). Short Answer, Gap-fill (with available options), and Rating all received relatively similar responses, with roughly 50% agreeing and disagreeing ranging

from 15.63% to 21.88%. About 38% of survey respondents said that long answers made it easier to follow the story, while 34.38% had an opposite opinion.

Table 3.9. *Distribution on responses to Q2 – “The questions helped me follow the story easily”*

Question types	Distribution on responses (%)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Multiple choice	0.00	15.63	21.88	59.38	3.13
Short answer	0.00	21.88	25.00	40.63	12.50
Gap-fill	0.00	15.63	31.25	40.63	12.50
Rating	0.00	21.88	28.13	34.38	15.63
Long answer	0.00	34.38	28.13	28.13	9.38

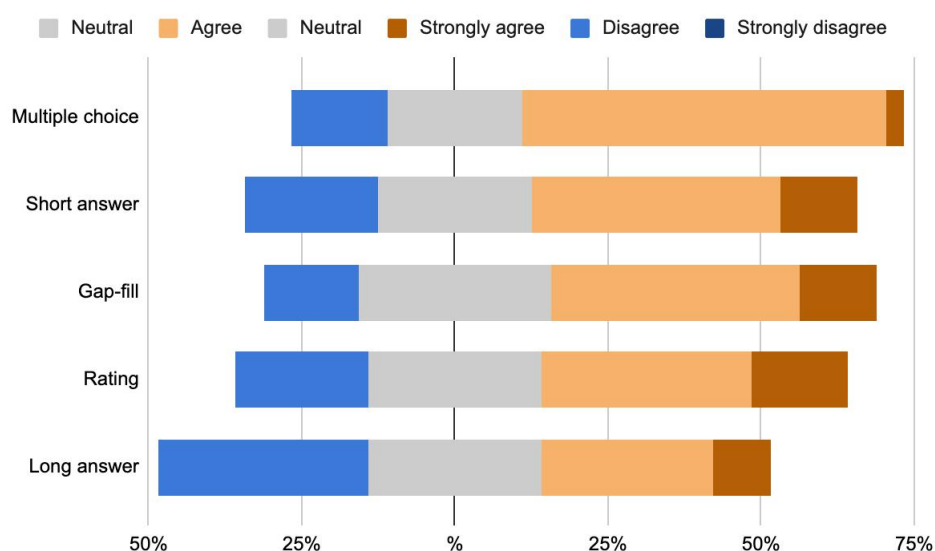


Figure 3.8. *Responses to “The questions helped me follow the story easily”*

Regarding Multiple Choice, Gap-fill, and Rating, the majority of participants objected to Q3 – “I prefer not to do this type of question.” Short Answer had a slightly lower number of people agreeing than disagreeing (see Table 3.10 and Figure 3.9 below). Only Long

Answer type resulted in more people agreeing than disagreeing with the given statement (more than 60% versus about 15%.)

Table 3.10. *Distribution on responses to Q3 – “I prefer NOT doing this type of questions”*

Question types	Distribution on responses (%)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Multiple choice	21.88	50.00	28.13	0.00	0.00
Short answer	12.50	21.88	37.50	25.00	3.13
Gap-fill	15.63	31.25	34.38	15.63	3.13
Rating	25.00	34.38	37.50	3.13	0.00
Long answer	6.25	9.38	34.38	34.38	15.63

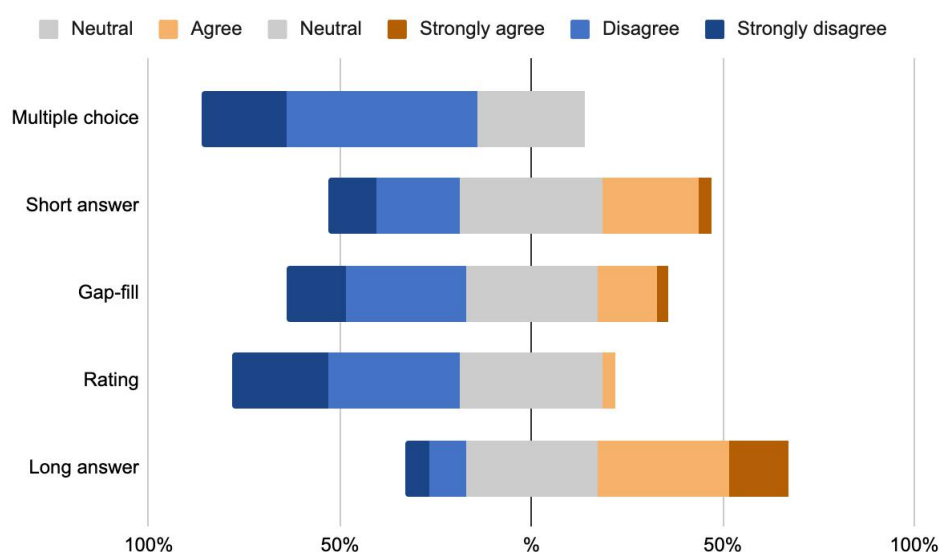


Figure 3.9. *Responses to Q3 – “I prefer NOT doing this type of questions”*

CHAPTER 4: DISCUSSION

4.1. Potential Significance of the Findings

The participants self-rated their reading levels as high as B2-C2, as previously mentioned. Indeed, the fact that the majority of the readers correctly answered most of the interactive questions demonstrates a high degree of reading comprehension, as they assessed themselves. Since the purpose of this experiment was not to assess the learners' English abilities, it was acceptable that the participants' language levels varied widely. However, it was assumed that only those who understood the story's content could accurately evaluate their level of interest in the story. Therefore, this group of 32 participants qualified for this study based on their English proficiency.

The outcomes of this experiment were also in line with what had been projected following the pilot experiment. Subjects showed curiosity in the IN genre and a willingness to use stories from this genre to learn English. Furthermore, when digging deeper into the reading interests of three different reading groups, the results demonstrated that their motivation equally increased despite their initial reading habits and these results were significant, $F(2,29) = 1.415$, $p = 0.259$. Further investigation into the interactive part revealed that they adopted different attitudes towards different types of interactive questions.

Studies on foreign language learning motivation or reading interest frequently deal with motivational causes, whether they are external or internal to the learners. Extrinsic incentive in this experimental investigation comes from the participants' desire to receive a modest payment after reading the story or to assist the researcher in finishing the thesis. Intrinsic motivation could stem from a desire to read (5 of 32 people chose this option). Participants in this experimental study were all informed that they would be paid upon completion, so this could be considered the immediate motivation (which was extrinsic) that

prompted them to read the story. We thus conducted an analysis to determine whether their intrinsic motivation to read differed among three different reading groups. Reading preferences (fiction or nonfiction), reading frequency, and whether or not they wanted to continue reading similar genres were all considered.

In general, the participants had a very positive view of this adapted version of *Hamlet*. The results from the Chi-Square tests showed that participants responses in agreement or disagreement to the statements are typical of how others may respond to the questions, should this study be repeated. For example, according to the test results, they found the interactive story to be appealing, with $X^2 (4, N = 32) = 22.063, p < .001$; they enjoyed learning English with the genre, $X^2 (4, N = 32) = 22.688, p < .001$; and they supported the use of IN in teaching and preferred to do a reading task in the IN format rather than common textbook readings, $X^2 (4, N = 32) = 26.750, p < .001$. In addition, the number of people who promised to recommend the interactive story to their friends also outnumbered those who said otherwise, with $X^2 (4, N = 32) = 40.188, p < .001$. This leads the researcher to believe that the interactive story genre has a bright future. The one-way ANOVA test results also revealed that participants' interest in reading this genre did increase after they finished it, regardless of group. There was not a statistically significant difference in reading motivation between the three reading groups, $F(2,29) = 1.415, p = 0.259$. This conclusion is evidence that IN has a positive impact on foreign language learners, including those who do not read much.

Reading interest could be short-term due to a temporary interest in a particular topic as discussed in the literature review. The experiment's story was not guaranteed to enhance long-term reading motivation, and that was not the goal of the study. Readers' lasting interest in a certain genre is presumably dependent on other factors, and more research is needed to delve into this issue. The researcher's argument was that readers would develop an interest in

interactive narratives, and that, as this source of stories for foreign language learners becomes more popular, they will reach to a larger audience and assist them in their learning process.

In regards to the sub-hypotheses concerning how question types affected reading interest, the collected data produced predictable yet interesting results, revealing foreign language learners' tendencies. Texts that include thought provoking questions can create an interactive experience between the reader and the content. We might like to see how their reading was affected by different question types and if they desired to keep doing such questions.

The results of this study also revealed that readers preferred short answers or available choices over giving extended thoughts, which often require more effort (see section 3.3.). When asked if the questions disrupted the reading process, responses leaned toward negative responses, though in the case of the Long Answer question type, more than half of the respondents agreed with the statement. Similarly, the number of respondents who preferred not to do this question type also outnumbered those who favoured it. Nonetheless, a few people believed that providing a long answer made it easier for them to follow the story. This could be because they were able to reflect on the meaning of the passage they had just read, while also giving their personal opinion and recalling what they had already learned. Those were optional questions. However, most people chose to give responses, either long or short ones.

Meanwhile, opinions on the remaining questions, particularly multiple choice, were divided. Although a tiny minority of participants still claimed that Multiple Choice questions disrupted their reading and made it difficult to follow the text, statistically, they were in favour of using these questions. The most likely explanation was that they have been the most common question type on most written tests. Furthermore, readers did not have to come up

with new solutions; instead, they only needed to select from a list of options. Rating and Gap-fill types of questions yielded similar results, since readers did not have to spend too much time to come up with an answer from scratch. It was understandable that they preferred to do questions of these types so that the reading was smooth and seamless. Short Answer only required readers to write a synonym, which was less demanding than Long Answer but still forced them to think, and often took longer than the other three types of questions with pre-written choices. Therefore, it can be easily explained why they tended to prefer Short Answer over Long Answer, and the other three question types over Short Answer.

The majority of reader responses were very positive when it came to using interactive narratives for English learning. They found this type of reading to be more engaging than textbook reading tasks, and admitted to enjoying the experimental story. They also reported a desire to read the original after participating in the interactive version (note that 28 of the 32 participants had never read *Hamlet* before). Some participants voluntarily provided feedback in the optional comment box at the end of the questionnaire, with very constructive and encouraging attitudes, which went beyond the researcher's intention (e.g. one comment was “Using office forms with this kind of layout and style was a really good decision, very enjoyable to fill those questionnaires,” or “Can’t wait to read the whole book.”)

4.2. Limitations of the Study and Suggestions for Further Research

As previously stated, the researcher believes that the reader must understand in order to connect with the story's content. Because the interactive story of *Hamlet* used intermediate English, the subjects in this study must be at a good level, equivalent to B2 or higher. This study is still constrained in that it was unable to assess the reading motivation of the group with lower-level English. Would there be a significant difference in the results from this

experimental study if the language used was higher or lower than the learners' actual level? To answer this question, we clearly need additional in-depth research.

Furthermore, in order to more effectively assess reading motivation before and after reading interactive storytelling, more thorough questions about participants' reading habits should be asked, and even interviews need to be conducted to delve deeper into their attitudes towards the genre. Evaluating interest or motivation is not an easy task; it can't be concluded whether readers are truly inspired to read or are simply interested in a specific narrative. Since the external factors affecting the target research subject (reading interest) were not narrowed down to be able to gather a specific group of participants, these individuals had rather different profiles, which might be a strength but also a weakness of this study.

Future studies will also need a new approach in order to obtain a more precise assessment of the impact of the interactive function incorporated into the story. For example, two sets of research subjects can be chosen: control and experimental, with the former receiving a story without interactive questions and the latter receiving the same story with interactive part included. We can also perform tests to see if there is a difference in efficiency between IN on webforms and IN on mobile applications, or between digital IN with those in conventional books or others physical reading materials. Clearly, IN is a fascinating topic that its research has a lot of potential applications in foreign language teaching and learning, as well as in education in general.

CHAPTER 5: CONCLUSION

Learning foreign languages through stories is frequently considered as a popular and successful strategy for assisting learners in acquiring the knowledge of the target language and associated culture while also finding enjoyment in the learning process. The interactive narrative genre is still relatively young, but it is growing in popularity and is being used for a variety of purposes ranging from entertainment to education. The goal of this study was to see if stories created with web platforms like Microsoft Forms and accompanied with questions for readers to *interact* with the story content increased learners' reading interest, whether or not they were interested in reading. The final findings showed very positive responses from survey participants, and data on five types of interactive questions was also collected.

The plot was inspired by Shakespeare's *Hamlet*, and the English equivalent of B2 was employed (CEFR). Participants' English competence was mostly in the B2-C2 range, with native languages including Polish, Portuguese, Italian, Afrikaans, and others. Most readers reported an increase in interest in the story after reading it, and computational analysis of the data acquired using Excel and JASP also demonstrated that interactive narratives have a favourable impact on participants' reading interests. In any case, additional research is needed on the effects of other factors on reading motivation, such as age and reading preferences.

The interactive part of this story consisted of five distinct types of questions (Multiple Choice, Short Answer, Gap-fill, Rating, Long Answer) that allowed the reader to review their language skills as well as express their own opinions on specific situations. According to the data collected on these questions, readers prefer short or forced-choice answers. This discovery allows researchers to restructure other stories and ask more relevant questions without interfering with their reading.

As technology advances, new approaches to foreign language learning emerge. It is believed that efforts should be made to encourage and facilitate the process of foreign language acquisition, not to mention that most students today are familiar with the Internet and web platforms; in this regard, figures from this study are also compatible with the results of other studies. It is intended that this study would demonstrate some of the interactive genre's usefulness so that we can decide whether or not to popularise it among foreign language learners.

REFERENCES

- About Kahoot! | Company History & Key Facts*. Kahoot!. Retrieved 4 June 2022, from <https://kahoot.com/company/#:~:text=Today%2C%20Kahoot!%20is%20used%20by,tan%20200%20countries%20and%20regions>
- Al Rifai, N. (2010). Attitude, motivation, and difficulties involved in learning the English language and factors that affect motivation in learning it. *Procedia-Social and Behavioral Sciences*, 2(2), 5216-5227.
- Altuna Urdín, J.; Martínez de Morentin de Goñi y Amenabar Perurena, N. Las teorías de enseñanza-aprendizaje y los recursos de Internet: Su confluencia en centros de primaria. *Estud. Sobre Educ.* 2017, 33, 145–167. <https://doi.org/10.15581/004.33.145-167>
- Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of language and learning*, 5(1), 63-73.
- Andrés, I. C. (2020). Enhancing Reading Comprehension through an Intensive Reading Approach. *HOW*, 27(1), 69-82. <https://doi.org/10.19183/how.27.1.518>
- Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S. (2019). Impact of reading on students' writing ability. In *Materials of International Practical Internet Conference "Challenges of Science* (Vol. 144, No. 2, pp. 5-13).
- Campbell, R. (2001). Learning from interactive story readings. *Early Years: An International Journal of Research and Development*, 21(2), 97-105.
- Carlson, P. (2014). *Victorian Detective - Play online at textadventures.co.uk*. Textadventures.co.uk. Retrieved 4 June 2022, from

<http://textadventures.co.uk/games/view/w207ce4zekubenmwgss5pa/victorian-detective>

- Cartwright, K. B. (2002). Cognitive development and reading: The relation of reading-specific multiple classification skill to reading comprehension in elementary school children. *Journal of Educational Psychology*, 94(1), 56.
- Cavazza, M., & Young, R. M. (2017). Introduction to interactive storytelling. *Handbook of digital games and entertainment technologies*, 377-392.
- Cho, K. S., & Krashen, S. D. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of reading*, 37(8), 662-667.
- Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of educational psychology*, 88(4), 715. <https://doi.org/10.1037/0022-0663.88.4.715>
- Day, R. R., & Bamford, J. (2010). The benefits of extensive reading (ER).
- Dashtestani, R. (2013). Implementing Mobile-Assisted Language Learning (MALL) in an EFL Context: Iranian EFL Teachers' Perspectives on Challenges and Affordances. *Jalt CALL journal*, 9(2), 149-168.
- Daskalovska, N. (2014). Incidental vocabulary learning through reading. *Journal of Linguistics and Language Teaching*, 5(1), 57-65.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of educational research*, 71(1), 1-27.
- Deci, E. L., Schwartz, A. J., Sheinman, L., & Ryan, R. M. (1981). An instrument to assess adults' orientations toward control versus autonomy with children: Reflections on

- intrinsic motivation and perceived competence. *Journal of educational Psychology*, 73(5), 642. <https://doi.org/10.1037/0022-0663.73.5.642>
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language learning*, 40(1), 45-78. <https://doi.org/10.1111/j.1467-1770.1990.tb00954.x>
- Education and COVID-19 - UNICEF DATA*. UNICEF DATA. Retrieved 4 June 2022, from <https://data.unicef.org/topic/education/covid-19/>
- Elley, W. B., & Mangubhai, F. (1981). The long-term effects of a book flood on children's language growth.
- Elley, W. B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading research quarterly*, 53-67.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language learning*, 41(3), 375-411.
- Eckhoff, B. (1983). How reading affects children's writing. *Language Arts*, 60(5), 607-616.
- Fitriwati, D. G. (2018). The effect of motivation on the learning achievement. *Indonesian Journal of Integrated English Language Teaching*, 4(2), 198-207.
- Franken, R. (2006). Human motivation, Wadsworth. *Florence, KY*.
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language learning*, 35(2), 207-227. <https://doi.org/10.1111/j.1467-1770.1985.tb01025.x>

- Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., ... & Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research*, 88(2), 243-284.
- Green, M. C., & Jenkins, K. M. (2014). Interactive narratives: Processes and outcomes in user-directed stories. *Journal of Communication*, 64(3), 479-500.
- Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2005). From spark to fire: Can situational reading interest lead to long-term reading motivation?. *Literacy Research and Instruction*, 45(2), 91-117.
- Gutiérrez-Colon Plana, M., Gallardo Torrano, P., & Grova, M. E. (2012). SMS as a learning tool: an experimental study. *The EUROCALL Review*, 20(2), 33-47.
- Hamilton, D. (2014). *Does your brain distinguish real from imaginary?* - David R Hamilton PHD. David R Hamilton PHD. Retrieved 4 June 2022, from <https://drdavidhamilton.com/does-your-brain-distinguish-real-from-imaginary/>.
- Harter, S. (1974). Pleasure derived by children from cognitive challenge and mastery. *Child Development*, 661-669. <https://doi.org/10.2307/1127832>
- Hong, Y. C., & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *English Language Teaching*, 10(9), 17-35.
- Huang, S. (2013). Factors affecting middle school students' reading motivation in Taiwan. *Reading Psychology*, 34(2), 148-181.
- Huitt, W. (2011). Motivation to learn: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/motivation/motivate.html>

- Ismail, I., Bokhare, S., Azizan, S., & Azman, N. (2013). Teaching via mobile phone: A case study on Malaysian teachers' technology acceptance and readiness. *Journal of Educators Online*, 10(1), 1-38. Retrieved June 4, 2022 from <https://www.learntechlib.org/p/114391/>
- Janopoulos, M. (1986). The relationship of pleasure reading and second language writing proficiency. *TESOL quarterly*, 20(4), 763-768.
- Jarvis, H. (2015). From PPP and CALL/MALL to a Praxis of Task-Based Teaching and Mobile Assisted Language Use. *Tesl-Ej*, 19(1), n1.
- Jenkins, K. M. (2014). *Choose your own adventure: Interactive narratives and attitude change* (Doctoral dissertation, The University of North Carolina at Chapel Hill).
- Kleinginna, P. R., & Kleinginna, A. M. (1981). A categorized list of motivation definitions, with a suggestion for a consensual definition. *Motivation and emotion*, 5(3), 263-291.
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289. <https://doi.org/10.1017/S0958344008000335>
- Kuzmičová, A., Mangen, A., Støle, H., & Begnum, A. C. (2017). Literature and readers' empathy: A qualitative text manipulation study. *Language and Literature*, 26(2), 137-152.
- Levy, M., & Hubbard, P. (2005). Why call call "CALL"? *Computer Assisted Language Learning*, 18(3), 143-149. <https://doi.org/10.1080/09588220500208884>

- Liu, C., Patel, R., Ogunjinmi, B., Briffa, C., Allain-Chapman, M., Coffey, J., ... & Shelmerdine, S. C. (2020). Feasibility of a paediatric radiology escape room for undergraduate education. *Insights into imaging*, 11(1), 1-11.
- Lomb, K. (2008). *Polyglot: How I learn languages*. Berkeley, CA: Tesl-Ej.
- Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6), 91.
- Mart, C. T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of Educational and Instructional Studies in the World*, 5(4), 85-90.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language learning*, 53(S1), 167-210. <https://doi.org/10.1111/1467-9922.00227>
- McGeown, S. P., Norgate, R., & Warhurst, A. (2012). Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational research*, 54(3), 309-322. <https://doi.org/10.1080/00131881.2012.710089>
- Metruk, R. (2019). The call of the MALL: the use of smartphones in higher education. A literature review. *Dilemas Contemporáneos: Educación, Política y Valore*, 6(3).
- Mobile phone first use by age in the US 2019* | Statista. Statista. (2019). Retrieved 4 June 2022, from <https://www.statista.com/statistics/1058911/first-time-cell-phone-use-by-children-in-the-us-by-age/>
- Nation, P. (1995). Best practice in vocabulary teaching and learning. *EA journal*, 13(2), 7-15.
- Nation, P. (1997). The language learning benefits of extensive reading.

- Nation, P. (2001). Planning and running an extensive reading program. *NUCB journal of language culture and communication*, 3(1), 1-8.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000.
- Palalas, A. (2011). Mobile-assisted language learning: Designing for your students. *Second language teaching and learning with technology: views of emergent researchers*, 71-94.
- Panova, T., Carbonell, X., Chamarro, A., & Puerta-Cortés, D. X. (2020). Specific smartphone uses and how they relate to anxiety and depression in university students: A cross-cultural perspective. *Behaviour & Information Technology*, 39(9), 944-956.
<https://doi.org/10.1080/0144929X.2019.1633405>
- Pascual-Leone, A., Nguyet, D., Cohen, L. G., Brasil-Neto, J. P., Cammarota, A., & Hallett, M. (1995). Modulation of muscle responses evoked by transcranial magnetic stimulation during the acquisition of new fine motor skills. *Journal of neurophysiology*, 74(3), 1037-1045.
- Reeve, J., Bolt, E., & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of educational psychology*, 91(3), 537.
<https://doi.org/10.1037/0022-0663.91.3.537>
- Renandya, W. A. (2007). The power of extensive reading. *RELC Journal*, 38(2), 133-149.
- Riedl, M. O., & Bulitko, V. (2013). Interactive narrative: An intelligent systems approach. *Ai Magazine*, 34(1), 67-67.
- Ryan, R. M., & Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. *Journal of*

personality and social psychology, 50(3), 550. <https://doi.org/10.1037/0022-3514.50.3.550>

Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compañá, M. (2021). Teacher digital literacy: The indisputable challenge after COVID-19. *Sustainability*, 13(4), 1858. <https://doi.org/10.3390/su13041858>

Schiefele, U. (1999). Interest and learning from text. *Scientific studies of reading*, 3(3), 257-279. https://doi.org/10.1207/s1532799xssr0303_4

Schiefele, U. (2009). Situational and individual interest. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 197–222). Routledge/Taylor & Francis Group.

Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading research quarterly*, 47(4), 427-463.

Schmidt, R. W. (1990). The role of consciousness in second language learning¹. *Applied linguistics*, 11(2), 129-158. <https://doi.org/10.1093/applin/11.2.129>

Schunk, D. H., & Zimmerman, B. J. (Eds.). (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

Sullivan, A. (2015). The life-long benefits of reading for pleasure. *The School Librarian*, 63(1), 5.

Tejedor, S., Cervi, L., Pérez-Escoda, A., & Jumbo, F. T. (2020). Digital literacy and higher education during COVID-19 lockdown: Spain, Italy, and Ecuador. *Publications*, 8(4), 48. <https://doi.org/10.3390/publications8040048>

Timpany, C., Vanderschantz, N.: A Categorisation Structure for Interactive Children's

Books. . International Journal of the Book (9)4, 97–110 (2012).

Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia-Social and Behavioral Sciences*, 31, 820-824.

Tozcu, A., & Coady, J. (2004). Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed. *Computer assisted language learning*, 17(5), 473-495. <https://doi.org/10.1080/0958822042000319674>

Vasantharaju, N., & Harinarayana, N. S. (2016, January). Online survey tools: A case study of Google Forms. In *National Conference on Scientific, Computational & Information Research Trends in Engineering, GSSS-IETW, Mysore*.

Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measure for Chinese students of English learning. *North American journal of psychology*, 10(3), 633-646.

Wolters, C. A., & Rosenthal, H. (2000). The relation between students' motivational beliefs and their use of motivational regulation strategies. *International journal of educational research*, 33(7-8), 801-820. [https://doi.org/10.1016/S0883-0355\(00\)00051-3](https://doi.org/10.1016/S0883-0355(00)00051-3)

Yaman, I., & EKMEKÇİ, E. (2016). A shift from CALL to MALL?. *Participatory Educational Research*, 4(2), 25-32.

Yaman, İ., Şenel, M., & Yeşilel, D. B. A. (2015). Exploring the extent to which ELT students utilise smartphones for language learning purposes. *South African Journal of Education*, 35(4).

- Yazıcı, H., & Altun, F. (2013). Conditions of beginning teaching and anxiety perceived in teacher candidates. *Procedia-Social and Behavioral Sciences*, 93, 974-977. <https://doi.org/10.1016/j.sbspro.2013.09.313>
- Zahar, R., Cobb, T., & Spada, N. (2001). Acquiring vocabulary through reading: Effects of frequency and contextual richness. *Canadian modern language review*, 57(4), 541-572.
- Zuckerman, M., Porac, J., Lathin, D., & Deci, E. L. (1978). On the importance of self-determination for intrinsically-motivated behavior. *Personality and social psychology bulletin*, 4(3), 443-446. <https://doi.org/10.1177/014616727800400317>
- 6 Amazing Microsoft Office Statistics and Facts. DMR. (2022). Retrieved 4 June 2022, from <https://expandedramblings.com/index.php/microsoft-office-statistics-facts/>

APPENDIX A

Interactive story

<https://forms.office.com/r/EmTWeczAb>

Hamlet, Prince of Denmark

Hamlet tells the tragic story of a Danish prince who returns home from a study abroad program in Germany only to find out that his father has been murdered and that his mother is about to marry the murderer.

The story begins with the appearance of a ghost. As a character remarks, (and later he proves to be right): *"I have a general feeling this means bad news for Denmark,"* the apparition foreshadows not only tragedy for the characters in the play, but also decay, unrest, and possibly evil at the heart of the entire country.

And here's the story...

The Ghost of Elsinore

It is often said that people who die suddenly while carrying a lot of sins cannot go to heaven, but instead wander on earth at night, full of regret and hatred. The ghost outside Elsinore Castle for several nights has brought terror to the guards. What frightens them the most is its appearance. This phantom, dressed in armour and wearing a helmet, bears the face of the King who has recently died.

What are the seven deadly sins according to Christian teachings?

- pride, greed, wrath, envy, lust, gluttony and sloth
- chastity, temperance, charity, diligence, kindness, patience and humility

The man of the hour

The late King was truly a man of the hour, as he repeatedly defeated neighbouring armies, killed Norway's king, brought glory to his country, and expanded Denmark's territory. The image of the King in armour marching into battle has been imprinted on many people's minds. And no man in the world, in the eyes of Prince Hamlet, can surpass his father in intelligence and achievement.

What is the meaning of "man of the hour"?

- a man who is currently the most important or most admired
- a man who gets paid by the hour

Frailty, your name is woman!

Could one have the heart to remarry so soon? Could one have the heart to marry the brother of one's dead husband? Frailty, your name is woman! Mere months since my father's death, not even two months since he died... My dear father, my exceptional father, he and my uncle are as contrasting as day and night, as different as a god and a beast. Oh! I wish that God had not made a law against suicide.

What does this passage imply?

- Hamlet wants to kill himself
- Hamlet wonders if he should get married

The two ceremonies

Hamlet's mother, Queen Gertrude, before she can dry her tears to see off her ex-husband, hastily gets married to his uncle Claudius, also the newly crowned king. Two major events, a funeral and a wedding, taking place one after the other can be considered a convenience, as Hamlet admits to his friend Horatio.

HORATIO: I came to see your father's funeral.

HAMLET: Please, don't make fun of me. I think you came to see my mother's wedding instead.

HORATIO: Well, sir, it's true it came soon after.

HAMLET: It was all about saving a few bucks, Horatio. The leftovers from the funeral dinner made a convenient wedding banquet.

How do you pronounce the G in the name of the Queen?

- similar to: great, good, and pig
- similar to: large, general, and giant

An awful truth

Horatio tries to cheer Hamlet up by telling him that he saw his father wandering about outside the castle. Horatio believes that if it is truly the ghost of the late King, he will not refuse to speak with his beloved son. Shaken by the news, Hamlet asks his good friend not to tell anyone.

At midnight, the ghost reappears in the presence of Hamlet. It laments with him about its cruel fate: being tortured during the day and roaming the earth at night. The deceased King cannot rest in peace because he died unexpectedly. He was killed in his sleep by the very man who now assumes his ____, wears his ____, and takes his ____ away. The villain is none other than his own ____, Claudius.

Fill in the blanks by setting the options in the correct order:

throne

crown

wife

brother

The beginning of a tragedy

Hamlet is unsure whether or not he should believe the ghost's words. But his emotion has certainly changed, and for the worse: what began as a son's grief over his father's death has now evolved into something far more dangerous, destructive, and deadly. The Prince decides to conduct his own investigation. Harsh fate has placed on his frail shoulders a heavy task: to unravel the truth and seek revenge.

"The time is out of joint: O cursed spite / That ever I was born to set it right!" (I.v.189–190)

Rumours spread throughout the court that Prince Hamlet has completely changed: his shirt is unbuttoned, his socks are hanging around his ankles, his face is pale, his steps are stumbling. He wears a glum expression on his face, as if he has just escaped hell to terrorize people. Every now and then he will stop, stare at a face he has come across, then sigh, stagger away, dull and bewildered. People assume he is depressed as a result of his father's death. Polonius, on the other hand, has his own Theory.

What do you think Hamlet is up to? (optional)

(Answer box)

Polonius - the king's right-hand man

Polonius loves drama. The chief counsellor is an interesting character, his conversations with Hamlet can add humour to the play. He can be both wise and silly, both clever and hilarious. He is described as a capable elder statesman, a caring father, and a real schemer. His manipulative nature and his nosiness later lead him to a fatal end.

Hamlet's secret plan

Love can make people do stupid things, and even drive them to madness. That is, at least, what our statesman believes. Polonius curses himself for urging his daughter, Ophelia, to **reject** Hamlet's affection, and now the boy's out of his mind. The counsellor, however, doesn't know that it is Hamlet's intention to make people think he's gone insane. Polonius, due to his love for schemes and drama, is unable to see through the plan. The mad Prince has laid the bait, and the cunning old man takes it.

Replace the blue word with another one:

(Answer box)

Polonius's secret plan

Polonius instructs his daughter to pretend to be reading a prayer book when Hamlet walks by, while he and the king hide nearby, eavesdropping, in order to observe how the two interact, thereby discovering the roof of Hamlet's insanity.

A forbidden love

Ophelia is a nice, beautiful girl who also has feelings for Hamlet. She is torn between two worlds: her genuine feelings for the Prince and her submissive nature toward the other men in her life. The girl eventually resigns to her lot, choosing to avoid Hamlet out of loyalty to her father and brother. Women in Shakespeare's Hamlet are portrayed as weak and frail, often used as puppets in a play directed by men. They have limited choices, even as noblewomen. Ophelia has been always obedient to her father's commands, no matter what they are. Perhaps love to her is only something secondary, just as women's condition in society at that time.

Do you think women's status has improved since then?

0	1	2	3	4	5	6	7	8	9	10
Not at all										For sure

Hamlet's got stuck between his duty and his desire

Hamlet takes his usual long, meditative walk through the palace's main hall. "To be or not to be—that's the question." Hamlet is tortured by his own existence and longs to escape it. He cannot decide whether he should kill Claudius—and can't even decide whether he should kill himself. He is torn between thoughts and actions, unable to choose between life and death. He desires nothing more than to be free of the duty laid before him; but paradoxically, he can't even bring himself to take the steps necessary to do so.

Then he sees Ophelia with a book in her hand.

Ophelia greets Hamlet:

- My lord, how have you been doing lately?
- My lord, how mad you have become.

Hamlet angrily tells Ophelia that he no longer loved her, that she'd better go to the nunnery.

Suspicion

That conversation makes Claudius suspect the source of Hamlet's crazy behaviours, not out of love, but for other deeper reasons, and he has to do something about it. Hamlet's major antagonist is a shrewd, lustful, conniving king who contrasts sharply with the other male characters in the play. Whereas most of the other important men in Hamlet act on ideals of justice, revenge, and moral balance, there is nothing Claudius will not do to maintain his power. He, being a king himself, even goes eavesdropping on others' conversation, which he admits are "ugly actions disguised with fine words." We have probably seen Claudius's image somewhere in some corrupt politicians who possess the ability to manipulate others through their skilful use of language, like poison poured into the ear.

Synonyms (optional)

	cunning	astute	lecherous
shrewd			
lustful			
conniving			

In case you have never read the story, do you think it was Claudius who killed the old King?

(optional)

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									Extremely likely	

Hamlet has a brilliant idea

Meanwhile, our Prince has come up with a strange idea. He has a way of putting the ghost's words to the test. He asks his favourite troupe to perform the play "The Death of King Gonzague" which will be inserted with some lines he has written.

The Prince sees it as a decisive test. The play, now modified, will re-enact his father's murder in such detail that, just by hearing it, the perpetrator will be unable to hide his emotions. And thus, the performance will certainly be an opportunity for him to capture the king's conscience.

A troupe is:

- a group of performers
- a group of soldiers

Hamlet, who is weak and sentimental, does not completely believe the ghost's words; he thinks the spirit might be malicious and only wants to torment him. With a numb will and a dreamy soul, he curses the crime but does not dare to punish the murderer, despises the murderer but does not summon the courage to expose them. Our **protagonist** is a man who lacks the will to avenge, who prefers to console himself with words rather than actions, to the point where he ends up accusing the ghost to justify his own impotence.

Opposite of the blue word (optional)

(Answer box)

Poor Ophelia is being teased by Hamlet

The play begins. Hamlet refuses the honourable seat beside his mother to come to sit with Ophelia.

HAMLET: Look at my mom's cheerful face, it's only been two hours since my father died.

OPHELIA: No, my lord, it's been twice two months.

HAMLET: As long as that? Good heavens, he died four months ago and hasn't been forgotten yet.

It's time to lift the curtain on, and disclose the truth

On the stage, the audience can see the stupid old king being lulled to sleep by his wife with an oath of fidelity and then poisoned by her accomplice. This is the climax of the play. The spirit has told Hamlet that poison was poured into his ear. Hamlet has changed the script and lines to depict his father's death, which he believes can make even the most cold-blooded criminal startled and pale. He bets Horatio that what the ghost said is true, and that he will act as soon as his uncle's crime is revealed.

Hamlet is frustrated with his own indecisiveness, but at the same time he is relieved that he won't have to think about what to do until later that evening, after the play is performed. The Prince only needs the tiniest reaction from the suspect to confirm his suspicions. If Claudius remains calm and unfazed, then the ghost is a devil. Hamlet believes he has finally found the solution to his dilemma, and will be able to put an end to his problems once and for all.

TRUE or FALSE. Mark the statements that are correct.

- ☐ Horatio is certain that Claudius committed the crime
- ☐ Hamlet is indecisive
- ☐ Hamlet believes in the ghost
- ☐ The old King was forced to drink poison

And now comes the time. The actors on stage are enacting the scene in which the king (actor) is poisoned. Hamlet and his friend, of course, do not miss the opportunity to study Claudius's facial expression for any signs of guilt.

As for the king, to the astonishment of all the people present, he springs from his seat and storms out of the room.

CLAUDIUS: Turn on the lights! GET ME OUT OF HERE!

The Prince now has more evidence than he needs to win his bet.

Hamlet thinks his sufferings will finally be over; but he cannot be more wrong

Claudius retires to his room, badly shaken by the performance. He reckons the Prince's insanity has reached a dangerous level, and he must be sent to England immediately. Alone, the king confesses his sinful behaviour and begs God's forgiveness. He kneels down and prays. He is completely unaware of someone approaching from behind. Hamlet is sneaking into Claudius's chamber, knife in hand. His death is close.

If you were Hamlet, what would you do?

- The time is right. Let's kill him!
- The time is right. Let's pray together.
- Other option

Hamlet realizes Claudius is praying. He recalls his father telling him that he was murdered in his sleep before he could confess his sins and was thus condemned to hell. If Claudius is killed now, will he be cleansed of all his sins and enter heaven? No, that's not the revenge Hamlet wanted. The snake must be punished for its lethal bite. He decides to wait. Sooner or later Claudius will commit some sins, that will be the moment to take revenge. Hamlet leaves the room.

Claudius gets up and confesses that he couldn't pray properly. "My words fly up, my thoughts remain below" (III.iii.96).

Rate Hamlet's action:

☆ ☆ ☆ ☆ ☆

In such a mood after a failed assassination attempt, Hamlet is summoned to his mother's room, where Polonius is eavesdropping on the conversation from behind a tapestry. Queen Gertrude tells Hamlet that he has offended the king.

Disappointed, infuriated, and disgusted, the Prince accuses his mother of having a hand in his father's murder and marrying his far inferior brother. "You are the ____, your ____'s ____'s wife, and you are my ____, though I wish you weren't."

Set the answers in the correct order:

queen

husband

brother

mother

Terrified by the Prince's aggressive attitude and concerned for the Queen's safety, Polonius shouts for help, but is immediately stabbed to death because Hamlet mistakes him for Claudius.

POLONIUS: Oh, I've been killed!

Hamlet's bizarre behaviours have finally worn the king down, but still he doesn't dare to harm the Prince who is adored by the kingdom's subjects. He resolves to send Hamlet to England, making sure it will be a one-way trip.

Another word for **subjects** in this context:

- people
- animals

A rival returning from France, a son who's lost his father, is out for revenge

Ophelia's brother, Laertes, after hearing the bad news, is enraged. He swears to make the Prince pay for his father's death. Polonius's son and Ophelia's brother, Laertes, a young man who prefers to spend his time in France, has left his innocent sister alone in the midst of chaos. He appears in the play as a character contrasting to Hamlet. Laertes is active when Hamlet is pensive; physical when Hamlet is verbal. Passionate and quick to action, Laertes is undoubtedly a foil for the reflective Hamlet.

What is Laertes referring to?

- Hamlet is responsible for his father's funeral expenses
- Hamlet must die, "Blood will have blood"

We're nearly done, good job!

Here's a small memory challenge for you. Which of the following are used in the story to describe Claudius?

- ☐ snake
- ☐ perpetrator
- ☐ suspect
- ☐ antagonist
- ☐ schemer
- ☐ villain

Who are you?

Now that all the important characters have appeared, which ones do you think resonate with you the most?

- ☐ A hesitant and pensive, but sometimes reckless and impulsive person - Prince Hamlet
- ☐ A cunning, crafty old fox - king Claudius
- ☐ A nosy, scheming, manipulative politician – Polonius
- ☐ A fragile and good-natured young woman – Ophelia
- ☐ A man of action, a hot-tempered – Laertes
- ☐ A loyal friend – Horatio
- ☐ A woman who's happily married to her dead husband's brother - Queen Gertrude
- ☐ None of the above

A person's life has been lost as a result of Hamlet's extreme actions. The Prince is often described as hesitant and indecisive, but sometimes he can be rash and impulsive. Nobody knows what Hamlet will do with his vengeance. It's really likely that he may continue to pursue his irrational plans, putting everyone in danger, including the girl he once loved, and even throwing his beloved country into the hands of the enemies.

What role Laertes plays in the second half of the play

How Hamlet's actions affect the fate of the royal court and the country as a whole; after all, is his madness merely an act?

How the death of a father turns his children's life upside down...

All will be revealed in the final part of the story.

Coming up: The death of Ophelia, the duelling match between Hamlet and her brother, and the fall of the Danish Kingdom.

APPENDIX B

Questionnaire

Interactive stories and Reading interests

YOUR EXPERIENCE WITH ENGLISH

These questions are intended to know more about your language background and learning habits.

1. Your name is:

2. What is your age?

- Under 18
- 18-24
- 25-34
- 34-44
- Over 44

3. What is your first language?

4. How long have you been learning English?

- Less than a year
- 1-3 years
- 3-5 years
- 5-10 years
- Over 10 years
- Other

5. Evaluate your English skills (CEFR levels)

	A1	A2	B1	B2	C1	C2
Listening						
Speaking						
Reading						
Writing						

6. How often do you read in English?

- Never
- A few times a week
- A little daily
- Several hours a day
- Other

7. What do you often read in English?

- Fiction
- Nonfiction
- Other

8. Are you familiar with any of these platforms?

- Google Slides
- Google Forms
- Microsoft Forms
- Kahoot/Socrative/Quizlet
- None of the above

9. Which device did you use to read the story?

- Tablet
- Computer
- Mobile phone

FEEDBACK

These questions are intended to know how much you enjoy the story.

10. What motivated you to keep reading till the end?

- I didn't finish the story
- Because the plot is good
- Because the characters are interesting

- Because the narrative is compelling
- Because the questions help me learn
- Because it's easy to understand
- Because I've learnt new words
- Because I like the story
- Because I just want to finish what I've started
- Other

11. What kept you from completing the story? (You might have answered all the questions but didn't want to read all of the texts)

- I have finished the whole story
- Because the plot is bad
- Because I don't like the characters
- Because the narrative makes it difficult to follow the story
- Because the questions are useless
- Because I don't understand the language
- Because it's too long
- Because the story is boring
- Because there are many words that I don't know
- Other

12. Why did you decide to read this interactive story?

- Because I love reading
- Out of curiosity Because I have read/watched Hamlet and I like it Because I like the genre
Because I have read other interactive stories before and I like them
- Because I wanted to improve my English
- Because I have heard about Hamlet before and was curious about story
- Other

13. Did you answer the optional questions?

- All of them
- Some of them
- None of them

14. The questions disrupted my reading.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Multiple choice					
Short answer					
Gap-fill					
Rating					
Long answer					

15. The questions helped me follow the story easily.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Multiple choice					
Short answer					
Gap-fill					
Rating					
Long answer					

16. I prefer NOT doing these types of questions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Multiple choice					
Short answer					
Gap-fill					
Rating					
Long answer					

17. Have you ever read or watched Hamlet before?

- Yes
- No

18.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
These types of stories appeal to me more than a typical reading task in textbooks					
I enjoy studying English with these types of stories					
I prefer learning English with other types of stories or reading tasks					
I'm interested in reading Hamlet after reading this version					
This version has made me lose interest in reading the original					

19. Do you want to read other interactive stories?

- Yes, I want to read the final part of this version of Hamlet
- Yes, I want to read other similar stories
- Yes, I want to read other interactive stories but different genres
- No, reading is not my hobby
- No, I only read this because I was curious
- No, this story makes me feel like reading is boring

- Maybe, if I have time
- Maybe, if I have read the original version before
- Maybe, if the story is new or seems interesting
- Other

20. How likely are you to recommend this story to a friend?

0	1	2	3	4	5	6	7	8	9	10
Not at all likely								Extremely likely		

21. Completion of this activity (the story and the questionnaire) will be considered as consent of participation.

Any other comments you want to add.