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**USING FANTASY LITERATURE IN THE EFL CLASSROOM:
AN EDUCATIONAL INTERVENTION PROPOSAL IN THE DIGITAL
ERA.**

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USING FANTASY LITERATURE IN THE EFL CLASSROOM: AN EDUCATIONAL INTERVENTION PROPOSAL IN THE DIGITAL ERA.

INTRODUCTION:

This masters dissertation aims to present a didactic proposal of intervention based on the introduction of literary-based WebQuests in the English as a Foreign Language (EFL) classroom as a way to deal with the increasing influence of digital technology on our students. The motivation behind this idea is a purely personal one, as I came up with it during a period of supervised practice teaching in a secondary education center: during one of the sessions, I tried to explain the basics of direct/indirect speech by asking the students if they read books. The answer was that only 10% of the class did, and those not frequently. Later, as I was searching for a solution to this situation, my brother told me that his new videogame had features of gothic fiction. How could a young boy, who had never read those books, know about the existence of that specific literary genre? His answer was that he had been looking for the location of an important object from the game when he, navigating through different websites, found an article in which the designer confessed that the videogame was based on gothic stories. This led me to the belief that literature and Information and Communication Technologies (henceforward ICTs) could be combined in order to create learning materials that motivated the students to learn English and enjoy its literature and culture in a digital environment.

Times have changed, and teachers should shift their methodologies in order to accommodate the students' new needs and motivations. In fact, the use of computers, tablets or smart-phones has affected the way they acquire knowledge. The students' learning capacities are nowadays based on the use of multimedia literacy, knowledge discovery –rather than acquisition– through web navigation, and reasoning to find pieces of information to build something important for them (Brown, 2000).

At first glance, new technologies and literature may appear in opposite ends of the spectrum: our preconceived image of literature is that of a book, something tangible, physical and ancient, whereas new technologies represent the modern world and the

cutting-edge research of the late twentieth-twenty first centuries. However, I believe both can be reconciled. On the one hand, scholars point out that ICTs improve not only the quality of learning, but also of teaching, as mastering them implies more prestige to teachers and also helps with their administration of time and didactic resources. On the other hand, literature is presented by scholars as a vehicle for practicing the core disciplines –listening, reading, speaking and writing– and a source of grammar examples and vocabulary, as it could be considered an authentic material. Finally, the didactic use of both ITCs and literary texts is supported by the following educational documents: Key competences for lifelong learning, LOE and LOMCE. They require using the new technologies as tools for teaching and also encourage teachers in EFL to select texts adequate to their students’ interests.

These reasons motivate that this proposal is aimed to mix the advantages of both didactic tools by creating a literature-based WebQuest. However, why have I chosen a WebQuest? It is because, depending on which approach teachers choose, an ICT will be selected. The best approach to treat literature with digital-minded students is the Task-based approach to me, as its methodology (creating a series of activities to fulfill a final task) is perfectly suitable for literature. In fact, this suitability comes from literature nature because readers have to go from the beginning of the plot to the end, as students have to follow a progress to do the final task. In conclusion, students will practice the core disciplines of English –listening, reading, speaking and writing– throughout a fantasy story called “The Traditions of Karzh” written by Paula Volsky and included in an anthology titled *Songs of the Dying Earth*, edited by George R.R. Martin and Gardner Dozois. This anthology is made in honor of Jack Vance, a famous fiction writer. Students will wander through a literature-based WebQuest in which they will have to do online activities, obtain information not only from the literary text, but from internet sources selected by the teacher, and finally create new stories by transforming the information obtained from the activities into new contents.

First, students will discover Jack Vance’s *Dying Earth* –the main context of the short story– and the life of the original author. Secondly, the process is based on some activities related with the different parts of the plot, such as organizing an adventurous peril through the *Dying Earth* to a wizard’s lair –with a comparison of how did the main character does it in the original story–, or working grammar and vocabulary with some elements –like creating a potion receipt, for instance– presented on the story. Finally,

the final task will consist in each group presenting their work to their classmates to see the different versions of the story.

To end with this introduction, I have to remark that this paper is a proposal of didactic intervention and not a real intervention, so the results only could be seen once implemented in a secondary course. All of this has been done in the hope of developing the students' creativity by fostering team-work, and creating motivating material for the study of English in secondary education.

1. EFL IN THE DIGITAL AGE

ICTs can be defined as a group of technologies that enhance acquisition, storage, procession and transmission of digital information (Steinmueller, 2000). This feature has increased their importance from the first IBMs in the 1950s to our days because they solved problems (save time, faster and furthest communication, better quality of documents... etc.) when storing and processing data in the professional world (Steinmueller, 2000). Moreover, ICTs have a great impact on society, especially in young people, who have adopted the use of computers and smart-phones more as a habit than a useful tool (Halewood and Kenny, 2008). In fact, those are the reasons why they are becoming more available nowadays and for that, they have been introduced in teaching.¹ According to Carles Sigalés, Josep M^a Mominó and Julio Meneses (2008), the most common ICTs are computers, internet connection, electronic blackboards and projectors. However, these scholars also suggest other technologies such as a course web/blog, a virtual classroom or e-mails to contact teachers and classmates (Sigalés et al., 2008). Also, a survey made by Margaret Cox, Christina Preston and Kate Cox (1999) shows that teachers, who use ICTs in their courses, point out the following possibilities of using TICs on teaching: “making the lessons more interesting, easier, more fun for them and their pupils, more diverse, more motivating for the pupils and more enjoyable.” (6 Conclusions, para. 2). Moreover, these teachers add that ITCs have other personal advantages such as

improving presentation of materials, allowing greater access to computers for personal use, giving more power to the teacher in the school, giving the teacher more prestige, making the teachers' administration more efficient and providing professional support through the Internet. (6 Conclusions, para. 2).

ITCs may be selected depending on the learning approach chosen by the teacher. Of all the existing methods,² the one that I believe is the most adequate for the EFL classroom

¹ In fact, Spanish educational laws LOE and LOMCE discuss the use of ITCs as it will be explained below.

² It is not the aim of this dissertation to focus on all the different approaches available to teachers of EFL around the world, since some of them such as the grammar-translation method or the total physical response, may not entirely fit within this proposal. There are many approaches and methods that can be implemented in EFL classrooms. The earliest is the grammar-translation approach, which was used from the eighteenth century until the 1940s. On the contrary, the direct method was based on oral disciplines rather than on written ones, in direct contrast with the grammar-translation approach. Then, the Audio-lingual method was developed in the 1950s and 1960s and consisted on giving more importance to speaking and listening without forgetting about writing and reading. The Total Physical Response and the

is the task-based approach, as it provides a final task that motivates students to think that what they do is useful. It consists on a series of activities that students are asked to fulfill in order to achieve a final activity that contains all the elements the students have been working on through the whole process. However, we should first define what a task is exactly.

Khatib et al. (2011b) define it as

a piece of language that linguistically, physically, emotionally, intellectually, socially, critically, meaningfully, creatively, consciously or subconsciously, aesthetically, spontaneously, motivationally, and experientially involves learners in the process of learning. (p. 216).

This means that students might be involved in a complex process of learning through different activities that will require these students to perform different skills in order to complete them.

Khatib et al. also add that a good task-based activity should be carefully prepared as it requires teachers “to scrutinize different aspects and components of the desired task such as goals, setting, activities, teacher role and learner role” (2011b, pp. 216-217). It is very important that teachers set these requirements very accurately before asking the students to do the task since it is a complex process of thinking and everything should be clear from the very beginning.

Among all the different ICTs at our disposal, WebQuests are perhaps the ones that better suit the task-based approach that will characterize the proposal.

A WebQuest, according to Bernie Dodge (1997), its creator, is “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet” (Definitions, para. 1). Other scholars amplify Dodge’s definition; Phil Brabbs (2002) considers that a WebQuest should have a list of specific websites relevant to the activity because it would be easy for students, and the teacher knows that they would not be lost on internet, looking around without finding anything. Brabbs suggests this necessity of giving the students that list because internet is a vast

Communicative approaches were based on oral active learning. The task-based approach I use in this proposal derives from the Communicative approach, and is based on learning the foreign languages through meaningful activities (Lenka Vystavělová, 2009).

source in which information is unlimited. Chinwe H. Izpeke and Fenice B. Boyd (2007), support this argument by stating that users get disoriented when navigating through the internet because of this information overload. In the case of learners, they suggest that students can find themselves overwhelmed by this enormous quantity of information and forget what they were looking for or get tired. These two scholars also add that the chaotic structure of the internet means that information is not always well organized.

After defining WebQuests, Dodge (1997) proposes two levels –short term and long term– based on Robert J. Marzano’s (1992) Dimensions of Thinking Model.³ On the one hand, short term WebQuests, completed in one or three sessions, aim at knowledge acquisition and integration. Dodge (1997) implies that “at the end of a short term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it” (Short Term WebQuests, para. 1.). This means that short term WebQuests are focused on presenting new information to students and helping them to understand it. On the other hand, long term Webquests, which can take between one week and a month, are based on Marzano’s (1992) dimension of extending and refining knowledge. Dodge (1991) then argues that long term WebQuests consist on a student deeply analyzing knowledge to transform it and create new material. Other people could respond on-line or off-line to this new material.

1.1. ADVANTAGES AND DISADVANTAGES OF WEBQUESTS.

1.1.1. Disadvantages:

In the last section, WebQuests have been presented as an activity that uses internet as the main source of knowledge for students. However, some scholars have pointed out some disadvantages that could dishearten teachers when dealing with WebQuests.

To begin with, Brabbs (2002) and Izpeke & Boyd (2007) agree that the first problem encountered by students –and also teachers– is the lack of computer literacy. In fact, the three of them point out that creating a WebQuest is complicated for teachers that do not know about computers or web designing. First of all, it requires teachers to understand

³ A model of teaching focused on five dimensions of how mind works while students are learning. These models are the following ones: “developing positive attitudes and perceptions about learning, acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully and developing productive habits of mind” (Marzano, 1992, p. 6).

HTML and Flash programming because they have to create their own website and exercises. However, there are some sites like webquest.es or aula 21 which help the teacher to create everything easily for free.⁴ Additionally, WebQuests have to be planned carefully taking into account the grammatical level, the content and the time students will spend on it, which is very time-consuming for teachers.

Izpeke & Boyd (2007) suggest that “it is unlikely that many students who use the Internet possess adequate skills and strategies to efficiently and effectively negotiate the realms of available information to learn new content knowledge” (p. 645). This means that, although many students are familiar with the internet, not all of them know how to use it properly for academic purposes. For example, it is possible that teachers may have to spend class time helping their students to search accurate information instead of looking at the first results on a search engine.

Other disadvantages are related to the dependence of WebQuests on internet connections (Brabbs 2002). What happens if there is no internet at school or at home? WebQuests would become useless because students would not be able to access them. Also, low speed connection is part of this disadvantage; WebQuests tend to use an important amount of internet data, as they often incorporate videos, images, and audios that cannot be downloaded properly with a low internet connection (Brabbs 2002).

1.1.2. Advantages:

All these disadvantages could demoralize teachers if they wonder whether to include WebQuests in their schedule or not. Nevertheless, this kind of activities has significant advantages that eclipse these disadvantages. First of all, one of the problems related to WebQuests is the vast quantity of information located on the cyberspace. This can be considered overwhelming, but could also be considered as an advantage. Brabbs (2002) changes this concept by stating that “the internet is so vast and covers such a huge range of topics that your students can undertake projects they could never do without its help - they simply would not have access to the information they would require” (Why use

⁴ As it will be mentioned later, I have used Wix and Educaplay for creating the WebQuest. Both tools have helped me in order to confront the difficulties encountered on the creation process. I, as not being a computer literate, found it overwhelming and confusing for a complete beginner. However, a written draft and some trials will come in handy before creating the first version of the WebQuest.

WebQuests?, para. 3). This means that, despite the great amount of information, the internet is a useful tool with which students are able to undertake projects they could not do without it. Also, the problems that the vast information from internet could bring to WebQuests can be solved by teachers creating a list of the best websites to carry out the activities. Brabbs (2002) argues that if the teacher gives students the websites, this will ensure that “they spend their time working on the task, rather than searching for useful information” (Why use WebQuests?, para. 3). Finally, he adds that “the information available on the internet is not just made up of texts, but also includes pictures, audio and video materials” (Brabbs 2002, Why use WebQuests?, para. 3).

This last point relates to another advantage of using WebQuests: Jordi Adell (2004) states that students use real sources from the internet to carry out WebQuests, such as newspapers, magazines, scientific articles, virtual museums, encyclopedias and, in general, every source of information that the teacher may consider adequate.⁵ Using these authentic materials could benefit students by enriching their language acquisition throughout different types of texts, registers, formats, etc.

There are advantages related with academic purposes. First of all, Izpeke & Boyd (2007) suggest that WebQuests help students to acquire computer knowledge indirectly through its problem-solving process (p. 652). In fact, WebQuests could help teachers to show students the academic usage of the internet through carrying out the activities online, solving the previous disadvantage of students not knowing how to use internet properly.

Adell (2004) and Izpeke and Boyd (2007, p. 652) agree that WebQuests provide an opportunity to develop many superior cognitive processes, such as critical thinking or creativity. In relation to critical thinking, these scholars suggest that WebQuests could show students the need to evaluate different sources of information before reaching a final conclusion.

Izpeke & Boyd (2007) add that WebQuests may be used “to implement thematic, interdisciplinary teaching” (p. 652), which could be not only learning how to use the internet, but to mix different disciplines (e.g. a Biology WebQuest could be done in English, implying the learning of Biology, English and Computer Literacy). This fact is

⁵ As will be seen lately, this advantage will be reflected on the use of Literature in the EFL classroom.

supported by Dodge (1997) who suggests that “WebQuests can be designed within a single discipline or they can be interdisciplinary”.

Some scholars have pointed out the advantages of Cooperative Learning. In the first place, Dodge (1997) states that WebQuests are more likely to be carried out in groups rather than individually. This is related with motivation, as Sonia Lara & Charo Repáraz (2007) mention that students see working in groups as positive. Furthermore, their results show that although students find working in groups more difficult than individually, contents are easily learned. Adell (2004) adds that the roles used in cooperative learning promote both features: more learning and an increase in motivation. He also states that a well designed WebQuest should propose a task that awakens students’ interest (Adell, 2004). In the case of EFL, Brabbs (2002) suggests that many students will feel motivated if they use the internet to improve their level.

WebQuests are arduous to prepare, as they require time and thought to arrange. However, these efforts result on a tool that helps teachers to do things that, without using the internet, would not be possible. Also, WebQuests have a motivating feature as many students like to work in groups and using computers. Finally, this tool suits perfectly the academic purposes because it indirectly encourages students to develop superior cognitive processes while carrying out the tasks on the WebQuest.

1.2. HOW CAN WE CREATE A WEBQUEST?

The main question that could be asked now is: how can teachers create their own WebQuest activities? Dodge (2001) suggests that there are five steps –also known as FOCUS– that can be followed in order to create WebQuest activities effectively:

Find great sites:

Dodge (2001) states that teachers will look for websites that are easy to read and interesting for students, updated and accurate and which also come from sources that students would not probably find in schools. In addition to these features, Dodge also

adds some abilities that the teacher should master before looking for information through the Internet. First of all, they should learn how to use a search engine accurately by tapping on it some commands and important words to find the precise information they are looking for. Secondly, teachers have to probe the Deep Web⁶ in order to go further in their research instead of taking the first options available, since there is a significant number of articles and databases that cannot be found using popular search engines. Finally, teachers should not lose what they find; teachers must continue keeping track of what interests students to create the WebQuest storing in once they find it since teachers can work in different computers along the same day.

Orchestrate your learners and resources:

Dodge (2001) argues that a good WebQuest depends on how teachers organize themselves in order to obtain access to the computers room and on the number of students that would take part in the activity, taking into account the number of computers available in the learning center. Depending on the teacher's aims, collaborative work in pairs or trios may be the best choice instead of assigning a computer for each student.

Challenge your learners to think:

According to Dodge (2001), students “will need to analyze and synthesize information to succeed in most professions and to participate fully as citizens” (p. 3). WebQuests are not tools that serve just to memorize lists, but they help to give a context in which these pieces of information seem to be connected. Dodge also defines some tasks that a WebQuest activity could contain in order to help students think, such as problem solving, create new contents, journalistic tasks, and debating controversies.

Use the medium:

Dodge argues that “the pedagogical structure of a Web-Quest is not limited to the use of the Web” (p. 4), since teachers could do more than only looking for written texts. Dodge adds that teachers could line up with experts on the topic treated, show recorded or written conversations about that topic to the students and also take advantage of audios and videos on the net.

⁶ This concept refers to online content beyond the reach of search engines (e.g. Google, Yahoo... etc.). (2009, Madhavan et al.).

Scaffold high expectations:

Dodge states that “a great WebQuest builds scaffolding into the process as needed so that the bar of what students can produce can be raised” (p. 5). This means that a well-built WebQuest should make students go further and broaden their knowledge.

Once the steps to create a WebQuest have been presented, teachers have to bear in mind the sections that shape a WebQuest. Dodge (1997) states that “either short or long duration [WebQuests] are deliberately designed to make the best use of a learner's time” (Critical attributes, para. 1.) Also, he developed some sections that should be contained in a WebQuest to make it effective and get the best of students. These sections are:

1. Introduction: it sets up the WebQuest and gives details of its background.
2. Task: its mission consists of attracting students and awaking their interest.
3. Process: it describes the process to accomplish the task. It could be divided into steps.
4. Resources: this section contains a list of sources to help students carry out the activities. They must be included on the WebQuest as a way of pointing out the best resources to avoid students wander thought the cyberspace. These sources of information can come from a huge variety of websites (e.g. web documents, databases, books, online videos, blogs... etc.)
5. Conclusion: it reminds students what they have learned and encourages them to use their knowledge in other fields. Furthermore, students could be asked to give some feedback about whether they have learned what appears on the conclusion to help the teacher to improve the WebQuest.

These are the main sections of a WebQuest, but more can be added. The most common are: Home, Evaluation, Teacher’s Page, and Credits (Dodge, 2004; Adell, 2004)

- Home: the main page that appears when you enter the WebQuest.
- Evaluation: here, teachers may include the criteria to evaluate the WebQuest. It could be done in percentages or using rubrics.
- Teacher’s Page: teacher present themselves and give information contact.
- Credits: a section in which teachers address the sources they have used to create the WebQuest.

The creation of a WebQuest is undoubtedly a hard, time-consuming process by which teachers can create useful didactic tools. They must follow a series of steps to create the main sections of the WebQuest and pay attention to important details. This may seem a waste of time, but the final result is that students work together, are highly motivated, acquire relevant knowledge and learn how to use the new technologies. This makes the process of creating a WebQuest worthy.

2. LITERATURE IN THE EFL CLASSROOM:

Literature is a didactic resource with a high potential but it is not used commonly in the EFL classrooms or it is introduced by using graded-readers of classic works that do not fit the needs and motivations of nowadays students.

2.1. ADVANTAGES AND DISADVANTAGES OF USING LITERATURE IN EFL:

2.1.1. Disadvantages:

Some pedagogic scholars enumerate a series of problems when introducing literature in the EFL classroom.

First of all, the most intimidating reason for teachers to reject literature “lies on the complexities of literature”. Khatib et al. (2011b, p. 213). This implies that literature is a very complex didactic material to be used by teachers, who find it complicated to implement it in their classrooms. The reason for this is that literature has to be used properly. If not, “literature is felt [by students] to be something necessarily difficult, complex, unmanageable, and, above all, alien”. (Or, 1995, p. 185). This means that teachers have to be careful of how they use literature or their students will find it as something they do not understand, which could be also discouraging for them. This disheartening can also come from the effort that students have to put into working with literature. Therefore, Gadjusek (1988) argues that literature can intimidate or discourage some students and readers, or even teachers, because students put a great effort to understand the text. These three facts (complexity, inadequate use and the effort required) are the first aspects that create a negative attitude towards literature.

However, as listed above, there are other aspects that come from the field of grammar and linguistics that may discourage teachers from using literature. Donald M. Topping (1969) is a linguistics scholar that criticizes the use of literature in the EFL classroom by arguing that:

the language of what we define as good literature is too complex and unusual for all but the best of our second-language students, who are already beyond need for further careful training in language. (p. 98)

This means that literary language is too difficult for common EFL students, who need more training in order to understand literature. Other critiques about the difficulty of the language are also mentioned in Or (1995) in the way that “literature is likely to be subversive [for these critics] through its lack of correctness, but it is also likely to be disruptive through its lack of control” (p. 184). These authors suggest that literature does not help to learn English as a foreign language due to its complicated nature. Its language tends to break the grammatical rules in order to create an aesthetic effect. Then, most of the critique against literature is focused on this fact. For instance, some teachers and scholars, according to Mackay (1982), affirm that literature, due to its complex structures and unique use of language, does not contribute very much to teaching grammar, one of the EFL teachers’ main goals. Topping (1968) goes further, and argues that:

if our purpose is to teach control of standard English syntax, including compound and complex constructions, then we are doing our students a terrible disservice by asking them to imitate those who practice artful violation of the syntactic rules. (p. 97)

Here, he states that literature is the wrong choice if teachers want students to learn Standard English. It is because writers use literary devices that twist the language and are not good examples of standard grammatical constructions. These authors reflect the critics’ idea that literary language is so complex that it cannot be a good example of Standard English.

Then, we enter the field of academic purposes where, as Or (1995) argues, the learning of English is treated as an instrument for the students’ future. If literature, as has been stated before, does not contribute to the academic goals, if it has no practical uses, we

must conclude that it is not useful in the context of an EFL classroom. Some teachers, or even parents, may think that “the study of literature will contribute nothing to helping our students meet their academic and/or occupational goals” (Mackay, 1982, p. 529). In this respect, Topping (1969) adds the following statement:

The student who needs to learn about contemporary American culture does not need to dig up the fossils of past eras. That sort of study is for the specialist. And we can hardly expect the student of a second language to do the work of a specialist, particularly when his primary concern is to acquire a tool that will help him to specialize in something of his own choosing. (p. 531)

This utilitarian point of view states that EFL students do not need to learn the Anglo-Saxon culture since the only thing they need is to speak English properly. But this elicits a question: how can students truly dominate the target language without knowing the target culture?

This question brings about the last argument against literary texts, which points out that some students may find difficulties to understand the text due to the cultural differences (Mackay 1982). This point of view is less utilitarian and more realistic; on the one hand, it is true that the cultural differences between the student’s native background and the target culture may suppose a barrier but, on the other hand, they have teachers to explain these differences and solve this problem.

This rejection of literature as a didactic material is due to its complex language, the “inability” to fulfill the academic purposes and the cultural differences. These misconceptions are an obstacle in order to consider literature as a didactic material. However, there are some advantages to be taken into account before rejecting it. They will be explained in the following lines.

2.1.2. Advantages:

Literature as a learning tool could be profitable if used properly. To begin with, according to Irma K. Ghosn (2002), if our aim as teachers is to help students to understand the English language and culture, why does literature not fit this?

Sandra McKay (1982) defends that practice with literature helps the students to improve their vocabulary and grammar knowledge because they develop “the ability to interact with a text by decoding the language and comprehending the concepts presented” (p. 530). On the one hand, she explains that the expansion of vocabulary comes from the students’ attention to words and common expressions from the literary texts and, on the other hand, that literature can also be ideal for developing a linguistic knowledge and an awareness of language use.

In this regard, the use of literary texts in the EFL classroom may foster the students’ exposure to authentic materials. Talking about contemporary fiction, Ghosn (2002) states that literature contains characters, expressions or situations that reflect how modern English speakers talk or behave. Matthew Peacock (1997) believes this is a good way to learn English.

Grammar and vocabulary are not the only areas improved with the use of literature: the core skills – writing, reading, speaking and listening – can be developed through dealing with a literary text. The teacher can implement activities in which students have to produce oral and writing texts and perhaps use recorded fragments from a story –as in audiobooks, for example– because listening to a native speaker telling the story while reading it stimulates “phrasing, pronunciation, accent, emphasis, tone and other attributes which characterize standard English speech patterns” (Casbergue & Harris, 1996, p. 54). Finally, Judith Oster (1989) states that “[students] are assimilating ways of using language, particularly figurative language, and are inspired to risk some experimentation with language themselves” (p. 97).

Nevertheless, scholars such as Truong Thi My Van (2009) highlights other advantages unrelated to the academic or the occupational world. Literature can develop personal competences such as motivation, creativity, emotional intelligence or critical thinking. It may be also helpful to create in the students a cultural and intercultural awareness, which is an important element in our globalized world.

In relation to academic goals and students’ motivation, Ghosn (2002) argues that “to analyze the vocabulary or grammar in the context of a captivating story or a poem in order to make sense of the meaning the author is trying to convey may well be much more interesting [for students]” (p. 5). She states that learning grammar or vocabulary would be more amusing if taught with literature. Students could see the contexts where

the language is used, and analyze it while enjoying a story. Khatib, Desarei, & Derakhsan (2011) also agree in the motivating feature of literature by stating that “students are highly motivated when they are exposed to literary texts for language learning purposes” (p. 202). Moreover, as students realize that their four skills (reading, writing, listening and speaking) are being improved with literature, it may increase students’ motivation towards the interaction with texts and also their reading proficiency (McKay, 1982). Finally, Peacock (1997) argues that using authentic materials as literature are considered a source of motivation for EFL students to study it.

Oster (1989) considers that literature can also be used for developing empathy. She states that “as they share their views and perceptions in class discussion, students discover that others in the room have seen things differently, and thus the lenses widen” (p. 89). Furthermore, she argues that “helping students to see from varied perspectives is one way to assist them in raising that maturity level” (1989, p. 100).

Another advantage of the use of literature in the EFL is creativity. According to Oster, literature can promote creativity in the EFL classroom and stimulate students to create texts by playing with the English language. She supports this idea and adds that “students build into their own texts some of those elements and qualities that enhanced their participation in the texts of others” (1989, p. 100).

Finally, literary writers tend to reflect their own society or ideas in their works. That is why McKay (1982) suggests that reading literary texts from other countries or historical periods can help the students to develop their understanding of the target culture. The fact that they study the culture has been criticized by scholars like Donald M. Topping (1969), who focuses only on learning how to communicate ourselves in a foreign language, but there are some others such as Linda Gajdusek (1988) who state that “literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions” (p. 232). All these authors that see literature as a good didactic material coincide that language should be taught inside its cultural context, which forms the background of the literary works. Moreover, Gadjusek (1988) suggests that literature can break the clichés that students could have of the target culture by exploring it through literature. This fact is what helps students to acquire both cultural and intercultural awareness because they immerse themselves in the target culture and language through reading.

The advantages of using literature as a didactic material with WebQuest mean that they not only help students to achieve their academic goals –such as obtaining good writing and reading skills or growing their vocabulary– but also to develop some personal abilities as empathy, creativity and an open mind or a cultural and intercultural awareness.

2.2. WEBQUESTS AND LITERATURE:

The aim of this dissertation is to present a didactic proposal based on the use of literature and WebQuests, and it is based on the premise that literature may be oriented to the learning capacities of our digital-minded students (multimedia literacy, knowledge discovery through navigation, and reasoning) in order to introduce literary texts in the classroom. Therefore, it is necessary to assess how these two elements can combine to create new, motivating learning materials and activities that mix the advantages of the implementation of TICs in the EFL classroom with the benefits of using literature in the target language. In fact, literature and WebQuests not only share several of the advantages discussed above but they also, when combined, turn some disadvantages into new possibilities.

First of all, both WebQuests and literature deal with the authenticity of didactic materials. The activities within the WebQuest should deal with websites, blogs, or online videos that present native speakers using their mother tongue, and literature can be safely considered an authentic material (Peacock, 1997). If teachers include literature in their WebQuests, students will benefit from the comparison of native speakers and writers in different contexts –literary and non-literary.

One disadvantage of using literature is that students may not understand the context of the text. This could be perfectly solved by using WebQuests, as the teacher could select complementary sources (e.g. a history documentary, old photos, music from other countries... etc.) and include them in the WebQuest so that they could enlighten students when reading literary texts from other countries or historical periods.

The advantage of intercultural knowledge and open minded students can also be developed with the aid of literature and WebQuests. In WebQuests, students have to look at different sources of information to reach a conclusion. This is also encouraged in

literature because they could be asked to see the story from the different characters' point of view. Also, if they work in groups with both tools, it is likely that they will engage in debates or discussions, enhancing this advantage.

In relation to content creation, WebQuests demand that students listen or read sources of information to transform it into knowledge. They also ask students to create new pieces of information to share with their classmates. By mixing literature and WebQuests, students will have to pay attention to certain fragments in order to obtain knowledge from the story and create new contents. Hence, the students' creativity could be developed by carrying out activities in which they are asked to create new contents using the information obtained in online sources and in the literary texts.

Motivation is an interesting element to be taken into account, since WebQuests have been presented as a motivating didactic material as students learn the English language through web-based activities. Thus, a literature-based WebQuest could motivate students not only to learn the English language, but to enjoy literature.

2.3. EXAMPLES OF LITERATURE-BASED WEBQUESTS

The combination of literature and WebQuests has been explored before; for instance, Pilar García Carcedo (2009) presents an example of how teachers could use WebQuest activities in order to promote creativity and e-research with the use of literary texts in the students. Her procedure consisted on the students selecting a traditional fairy tale and following some steps in order to investigate alternative versions of them and then, using the features in common to create their own new version of that fairy-tale. García Carcedo concludes that WebQuests contribute to develop the students' capacity to search information on internet, amplify their knowledge about the topic treated and finally, it also contributes to increase their creativity by creating new contents from the information obtained.

Other scholars that have studied how teachers can integrate literature and WebQuests are García Bermejo et al. (2005), who prepared a WebQuest activity done at the same time in a Spanish and an American school. It is based on the *El Quijote* with the intention of commemorating its 400th anniversary. The aim in this activity was to research the meaning of old Spanish words and to locate places on a map that appear in

the first eight chapters of the novel. Although it focuses on the acquisition of the Spanish language, this study is relevant because its authors describe WebQuests as suitable tools for the Spanish curriculum and also conclude that WebQuests and literature develop technologic and linguistic knowledge. Additionally, according to the authors, WebQuests serve to develop other competences as collaborative work, criticality, students' autonomy and creativity. However, although their study is focused on SSL,⁷ their results and conclusions can be equally applied to EFL teaching.

Jorgelina Tallei and Gregorio Pérez (2010) discuss the advantages of using different literary texts along with WebQuest activities to teach Spanish as a Foreign Language (SFL). Their target is to teach the different aspects that language can have when it is used on different literary genres by using Internet research guided by the WebQuest steps. Tallei and Pérez (2010) conclude that WebQuests stimulate students not only to acquire new information but to collaborate in creating a new product or solving by using this knowledge.

Finally, Yousif A. Alshumaimeri & Meshail M. Almasri (2012) talk about the advantages WebQuests have on teaching reading comprehension. They argue that the dynamics of WebQuests –analyzing online resources and working with the information obtained from them– improve the comprehension performance because students feel motivated when they practice scanning, researching and comparison with WebQuests.

In conclusion, all these researches about the use of WebQuests to study literature coincide in going beyond the limits of the workbook activities because literary texts and websites are suitable tools for studying the English language in a more comprehensive way than merely teaching grammar and vocabulary.

⁷ Spanish as a Second Language.

3. PROPOSAL OF INTERVENTION:

As mentioned before, the proposal of intervention presented in this dissertation attempts to join the advantages of literature with those of WebQuests to make the study of English attractive and updated to our students. In order to achieve this goal, I have created a WebQuest based on a fantasy short story in which the students have to create their own version of this story.

The proposal is divided into different parts: selection of the course, implementation plan, objectives, selection and adaptation of the text, and “The Traditions of Karzh” – a Literature-based WebQuest.

3.1. SELECTION OF THE COURSE:

This proposal is aimed at students from the 4th Year of Secondary Education (students between 15 and 16 years old) from Castilla y León. My intention is to introduce this WebQuest in the basic program of Secondary Education – neither in bilingual programs nor in English schools. I have selected this course because these students are supposed to have a good level of English and they are not devoted to prepare the university entrance exam (Prueba de Acceso a la Universidad).

3.2. IMPLEMENTATION PLAN:

It is advisable to carry out this WebQuest in a period in which students are relaxed and receptive to this kind of activities. In fact, a good choice would be the period between the last exams and the beginning of holidays because the WebQuest does not interfere with the courses and the students could have a positive attitude towards it. However, it could also be done as a review of the contents given during the course, so teachers may set it in the most convenient periods for them.

3.3. OBJECTIVES:

My proposal is focused on WebQuests and literature as motivations to help our digital-minded students to become more interested in the English language. In order to achieve it, the main objective of this proposal is to encourage students to read a short story adapted to their level and needs. Then, they will do activities of information searching, writing, speaking, listening and reading. All this has been done for students developing their creativity, working collaboratively and finally, enjoying literature.

As a consequence, the kind of activities students are asked to do should be dynamic, interesting and amusing, showing them that they can “play” with the English language instead of seeing it as “only another subject”. However, these activities must be done bearing in mind that students nowadays live in the digital age as explained in previous sections. In addition, this tool has to be placed within the specific syllabus for 4ESO established by the following laws and decrees:

- RECOMENDACIÓN DEL PARLAMENTO EUROPEO Y DEL CONSEJO de 18 de diciembre de 2006 sobre las competencias clave para el aprendizaje permanente.⁸
- REAL DECRETO 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.⁹
- REAL DECRETO 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.¹⁰
- DECRETO 52/2007, de 17 de mayo, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad de Castilla y León.¹¹

Key competences for lifelong learning:

The Key competences for lifelong learning are a group of features that every European citizen should develop along with the academic knowledge to become better professionals. Teachers should try their best to incorporate these features to their subjects in order to help students to acquire them. According to these principles and the advantages presented on previous sections, the use of literature-based WebQuests as a didactic material could develop the following Key Competences:

⁸ Henceforward Key competences for lifelong learning.

⁹ Henceforward LOE (Ley Orgánica de Educación).

¹⁰ Henceforward LOMCE (Ley Orgánica de Mejora de la Calidad Educativa).

¹¹ Henceforward BOCYL (Boletín Oficial de Castilla y León).

- 2. Communication on foreign languages: using this didactic material in the EFL teaching contributes to the acquisition of linguistic competences in a foreign language (English) as students are encouraged to work on sources of information made on the target language, and also to create oral debates and written compositions of what they have read on those texts as presented in the advantages section.
- 4. Digital competence: this competence covers the computer skills students will develop throughout the WebQuest because students will be asked to do activities online as comparing different sources from internet, using videos to do activities online or sending texts to their teacher's mail.
- 5. Learn to learn: since students are asked to analyze by themselves some sources of information in different formats and to pay attention to important details, it could be inferred that they will learn some techniques useful for other academic purposes.
- 8. Cultural conscience and expression: as stated in the advantages section, the use of literature and WebQuests imply the direct and indirect acquisition of cultural knowledge because students are asked to share their opinions and points of view, or to do written compositions through the eyes of the different characters while they discover a new culture through the activities.

LOE (Ley Orgánica de Educación) & LOMCE (Ley Orgánica de Mejora de la Calidad Educativa):

I have decided to use both laws because LOE remains valid in some courses until the final implementation of LOMCE next year. The main goal is to check which objectives of both laws fit this didactic tool, and if it is suitable for the curriculum of 4ESO.

LOE Objectives:

Secondary Education Objectives:

- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal. (p. 679)
- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una

preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación. (p. 679)

g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades. (p. 679)

i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada. (p. 679)

j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural. (p.679)

l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación. (p. 679)

English as a Foreign Language for ESO Objectives:

1. Escuchar y comprender información general y específica de textos orales en situaciones comunicativas variadas, adoptando una actitud respetuosa y de cooperación. (p. 743)

2. Expresarse e interactuar oralmente en situaciones habituales de comunicación de forma comprensible, adecuada y con cierto nivel de autonomía. (p. 743)

3. Leer y comprender textos diversos de un nivel adecuado a las capacidades e intereses del alumnado con el fin de extraer información general y específica, y utilizar la lectura como fuente de placer y de enriquecimiento personal. (p. 743)

4. Escribir textos sencillos con finalidades diversas sobre distintos temas utilizando recursos adecuados de cohesión y coherencia. (p. 743)

5. Utilizar con corrección los componentes fonéticos, léxicos, estructurales y funcionales básicos de la lengua extranjera en contextos reales de comunicación. (p. 743)

7. Utilizar estrategias de aprendizaje y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para obtener, seleccionar y presentar información oralmente y por escrito. (p.743)

8. Apreciar la lengua extranjera como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos. (p.743)

9. Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando cualquier tipo de discriminación y de estereotipos lingüísticos y culturales. (p. 743)

10. Manifestar una actitud receptiva y de auto-confianza en la capacidad de aprendizaje y uso de la lengua extranjera. (p.743)

These are objectives of ESO that can be developed through the implementation of literature-based WebQuests in the 4ESO classroom. In fact, on the one hand, objectives b), e) and g) coincide with the advantages of WebQuests. On the other hand, objectives i), j) and l) can be achieved by using this didactic tool with literature. Furthermore, in the case of 4ESO, all these objectives are included on the activities as students will have to analyze pieces of information, share their points view with their classmates and finally, write everything down. Also, WebQuests can encourage students to reflect on what they are learning, on their own knowledge, and use it to understand new contents and to create new pieces of information. Finally, it has to be pointed out that WebQuests not only contribute to develop the EFL aims, but also objectives from the entire ESO.

LOMCE Objectives:

Objectives of Secondary Education:

a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática. (p. 176)

b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal. (p. 177)

e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación. (p. 177)

- g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.
- i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada. (p. 177)
- j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural. (p. 177)
- l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación. (p. 177)

In this case, objectives a), b), e) and g) are developed only by using WebQuests and i), j) and l) by using English literature. As in LOE, all these objectives are for the whole Secondary Education because they are the goals of ESO students to be fulfilled at the end of their studies.

However, BOCYL requirements will be used to create the contents of activities because this law regulates what students have to learn in EFL at Castilla y León schools. They will be use as a source of information when creating the sessions' objectives.

To conclude with objectives, taking into account these educational laws, the objectives of this didactic proposal are:

1. To acquire a basic knowledge of computer literacy.
2. To appreciate the artistic creation of literary works and enjoy it.
3. To develop creativity and critical thinking.
4. To develop skills related with cooperative working.
5. To express opinions tolerantly and respectfully.
6. To express themselves orally in a foreign language in order to share or discuss different points of view.
7. To increase vocabulary and grammar knowledge.
8. To know and understand the target culture and the differences with the own one.
9. To read and understand different sources of information to make conclusions.
10. To write brief texts in a foreign language with cohesion and coherence.

3.4. SELECTION AND ADAPTATION OF THE TEXT:

The text used in this proposal is the fantasy short story “The Traditions of Karzh” by Paula Volsky. It is included in an anthology of short stories called *Songs of the Dying Earth*, edited by George R.R. Martin and Gardner Dozois and published in the year 2009. This anthology was made in honor of Jack Vance, the creator of the *Dying Earth* fantasy series. The Dying Earth is a desolate planet Earth in which the sun has grown bigger and its radiation has sent humanity back to the medieval times. Furthermore, monsters, magicians and other elements proper of the fantasy genre are created by mutation from the sunrays.

This short story deals with the adventures of a young man called Farnol. In his birthday, his uncle Dhruzen announces him that he will inherit Manse Karzh, the place where they live. However, there is one condition that Farnol has to fulfill: to obtain magical powers. Farnol does not have talent to achieve this requirement, so Dhruzen poisons him as a “motivation” to do it. Then, Farnol decides, under the advice of one servant, to visit Tcheruke the Vivisectionist, a strange mage that, perhaps, could help him. Tcheruke agrees to help Farnol after hearing his tragic story, and reveals that he is unable to do magic due to his genetic features. Nevertheless, his situation could be changed if Farnol drinks a magic potion. The only inconvenient is that Tcheruke lacks an ingredient called “Pelgrane’s Headstone”, which can be found on the head of a monstrous winged creature. Farnol decides to pilgrim through the Dying Earth in order to find it, living a number of risky adventures. After getting the Pelgrane’s Headstone, Farnol comes back to Tcheruke’s lair and the mage prepares the potion. Farnol acquires the ability to perform magic spells and goes back home. He obtains the antidote by using magic and saves his life, becoming the Master of Manse Karzh and sending his uncle into exile for poisoning him.

Odilea Rocha Erkaya (2005) defends the use of short stories in the EFL classroom because they incorporate all the advantages that can be found in literature without having to devote a long time to read the text in order to understand the plot and the characters, as they are presented in the first pages. I have chosen a fantasy short story because this genre is considered to be motivating by students (Chen, 2012). The result was an improvement of their English level thanks to its motivating nature. Due to its

thrilling and exciting plot, “The Traditions of Karzh” can be a suitable means to motivate students to use the four skills.

In this case, I have selected the main fragments of the story to create the WebQuest. Thus, students would only have to read the following fragments:

- Farnol’s poisoning by Dhruzen.
- The trip from Manse Karzh to Xence Moraine.
- Tcheruke’s meeting and diagnosis.
- The voyage from Xence Moraine to Porphiron Scar.
- The Pelgrane and her Nestlings’ scene.

However, I had to adapt them before creating the activities because they presented some difficulties to 4ESO students. For instance, the level of vocabulary and the length of some descriptive paragraphs may make the text difficult to understand. Additionally, there are some fragments of the story that could not be suitable for them on account of their crude images or vocabulary (e.g. a place full of eyeless corpses). All these changes have been done following the requirements from the BOCYL, especially from the *Decreto 52/2007, de 17 de mayo* because specifies the contents of the English courses.

An example of this adaptation is presented below:

The Nestling Murder Scene:

I have selected this particular fragment because it contains some elements that may not suit the psychological maturity of secondary education students. In the original story, Farnol is supposed to find a Pelgrane (the bird-like monster mentioned above) corpse in order to get the Pelgrane’s Headstone. Unfortunately, he does not find any. Then, Farnol is kidnapped by a Pelgrane Mother and brought to her nest, where there are three Pelgrane nestlings. However, on the adapted version, one element is changed: Farnol finds the headstone on the corpse and then he is taken by the Pelgrane Mother to the nest. This change has been made in order to eliminate the next scene in which Farnol decapitates one nestling and violently breaks its skull to get the Headstone.

The table below shows how I have adapted the scene:

Original version.	Line number.	Adapted version.
<p>“I prepare a new game. I shall run to and fro, you will try to take me down. But it will not be so easy, this time. Observe, I anoint my flesh with an oleaginous substance, allowing me to slide from your grasp as terces slip through the fingers of a profligate. You will not hold me.”</p>	1 2 3 4 5 6 7 8	<p>“I prepare a new game. I will run around here and you will try to take me down. But it will not be easy. Look, I’m covering myself with this oil, which will allow me to slide easily from your grasp. You will not hold me.” said Farnol as he was covering himself with the Stolen Repose.¹²</p>
<p>“Yes we will, yes we will!”</p>	9	
<p>“Prove it.”</p>	10	<p>“Yes we will, yes we will!”</p>
<p>They flung themselves at him.</p>	11	<p>“Prove it.”</p>
<p>Farnol juggled and dodged with vigor, eluding them for a time, but presently found himself prone, the nestlings perched on his back.</p>	12 13 14 15	<p>They flew against him. Farnol avoided them for a while, but the nestlings finally caught him.</p>
<p>“We have won again!” A razor nip underscored the announcement.</p>	16 17	<p>“We have won!” Announced one of the nestlings before biting him.</p>
<p>Four or five nips followed, and a happy gabble arose among the pelgrane.</p>	18 19	<p>They bit Farnol four or five times and his flavor made the pelgrane happy.</p>
<p>“The meat is sweet!”</p>	20	<p>“The meat is sweet!”</p>
<p>“The new sauce is to my liking!”</p>	21	<p>“I like the new sauce!”</p>
<p>“The sauce is tasty and delicious!”</p>	22 23	<p>“The sauce is tasty and delicious!”</p>
<p>He felt their avid tongues upon him; another bit or two, and then the animated voices slowed and slurred as the Stolen Repose took effect. The nestlings fell silent. One by one, they slumped to the floor and slept.</p>	24 25 26 27 28 29	<p>He felt another bite or two, and then the nestlings fell asleep into the floor by the effect of The Stolen Repose.</p>
<p>Farnol stood up, mind racing. He tossed his shoes and pouch from nest. Turning to the nearest infant, he stopped,</p>	30 31 32	<p>Farnol stood up. He put on his shoes and took his pouch from the floor. He climbed out from the nest, jumped</p>

¹² The Stolen Repose is a magic potion that supplies eight hours of sleeping by drinking one drop. If two or more drops are taken, the drinker will suffer an overdose and fall asleep for a month.

strained, and succeeded in slinging the	33	down and landed safely. He found his
limp creature over his shoulder. Thus	34	belongings and checked if the headstone
encumbered, he climbed the nest wall,	35	was inside his pouch.
tumbled the pelgrane out onto the rocky	36	
shelf, and jumped down, landing safely.	37	
His belongings still littered the shelf.	38	
Locating his sword, he drew the blade,	39	
and, with a sense of simple satisfaction,	40	
sliced off the slumbering infant's head.	41	
The skull had not yet acquired the	42	
firmness of maturity. A few blows of a	43	
rock sufficed to smash it open.	44	
Investigation of the wreckage proved	45	
distasteful, but rewarding. At the base of	46	
the brain he discovered the headstone that	47	
he sought; an object no larger than a pea,	48	
hard as a pebble, pied blue and ocher,	49	
dusted with wandering motes of black	50	
glow. He wiped the headstone clean and	51	
placed it in his pouch, then dressed	52	Then, he dressed himself quickly as his
himself with all haste, for instinct warned	53	instinct warned him that Mother's return
him that Mother's return was imminent.	54	was imminent.

There is a prominence of content adaptation in this fragment.¹³ It is due to the murdering of a nestling and the extremely cruel extraction of the headstone from its skull. As it has explained before, in the adaptation, Farnol already has the headstone in this scene. That is why he checks if he has it at the end and escapes when the mother comes back.

In conclusion, changing the moment of obtaining the headstone and eliminating the unnecessary murdering softens the finding of the last ingredient. This content adaptation is done in order to avoid the students reading this unpleasant fragment.

¹³ The types of changes usually found in graded readers, the example for this particular adaptation, are: language adaptation (if the grammar and language style in the text are deemed too difficult for 4ESO students, they can be modified to fit the students' level), content adaptation (the plot is adapted for the students in terms of number of secondary characters, plot, complexity and order of events) and cultural adaptation (particular elements of the target culture is explained to students).

3.5. THE TRADITIONS OF KARZH – A LITERATURE-BASED WEBQUEST.

To create this WebQuest, I have followed the principles and recommendations suggested by Dodge (1995, 1999 & 2001). It is located at the following domain:¹⁴

<http://vongessler.wix.com/traditionsofkarzh>

First of all, as it can be seen on the link, I used the website Wix to create the WebQuest because it is an online web maker that helps users to create their own websites without computer literacy and avoiding learning HTML programming. Also, Wix provides users a free domain instead of paying to obtain it in exchange for putting publicity on the website. This could be considered an advantage for teachers as they can create tools for their students for free. In addition to Wix, I have also used Educaplay, a website where teachers can create online activities such as crosswords, fill the gaps or tests for free. Another interesting feature of Educaplay is that it sends the teacher the results obtained by the users that have done the exercises. This website is as easy and useful as Wix, which makes both tools a good option for teachers. Apart from the options I have chosen for my WebQuest, there are more tools or websites that could help teachers designing WebQuests.¹⁵

3.5.1. WebQuest Contents:

In order to create the WebQuest contents, I have followed the FOCUS steps designed by Dodge (2001), which have been explained in previous sections. Now, an explanation of how they have been followed is detailed below:

¹⁴ After trying some websites mentioned in this page, I finally chose Wix because, in spite of being a website creator, not a WebQuest creator, the possibilities of customization are infinite. Then, I found it easy working with it, as it is similar to the mechanics of Microsoft Word/PowerPoint which makes things less complicated for non-computer literate users as me. Additionally, the creation of the first version of the WebQuest was relatively quick, which eliminates the disadvantage of spending too much time designing it.

¹⁵ First of all, Bernie Dodge created a program called QuestGarden that assists teachers to create them, but a subscription has to be paid in order to use it. Then, he offers some templates that teachers could use with two programs: Dreamweaver and KompoZer. However, the user must be computer literate to use them, so teachers must invest a lot of time on it. Finally, there are a lot of websites –as Generator 1, 2, 3 or webquest.es– that offer the possibility of creating a WebQuest by fulfilling forms, but the final result could not be very attractive for students –the text of activities may appear mixed together, which is not advisable in Dodge (1999) recommendations.

Find Great Sites:

In this first step, I have looked for information sources that would help students to do the activities. These sources come from “The Traditions of Karzh”, literature articles or blogs, and videos from YouTube. All of them deal with literature, the fantasy genre, the Dying Earth and Jack Vance’s life. A thesaurus and a dictionary have also been added to suggest students some tools that they may find helpful.

Orchestrate Learners and Resources:

For an ideal implementation of this WebQuest, there should be a free computer room with a terminal for each student. However, as students will be organized in groups of four, they can easily share computers. Also, if there are not enough computers, the students could be asked to bring their own laptops or tablets to do this WebQuest (if possible). However, mobile phones would not be used, not because students could use them unresponsively, but because the WebQuest activities cannot be properly seen in a small screen.

Challenge your Learners to Think:

Students are not only asked to read fragments of the story or pieces of information but to think critically about them. As students are asked to create their own version of the story, they will have to choose what pieces of information are the most suitable for their option and also to defend their options and reach an agreement with their teammates.

Use the Medium:

This WebQuest is full of interactive activities that were devised so as to use the best potential of internet. In fact, the pieces of information provided to the students come from various sources of different nature, as they come from websites, literary texts and online videos. Finally, the design of this WebQuest is full of images, formats and fonts that could not only attract students’ attention but also reflect the environment and nature of the fantasy genre.

Scaffold High Expectations:

Dodge (2001) suggests in this step that in WebQuests students must do things they have never done before. There are three ways to achieve this goal: Reception, transformation

and production (Dodge 2001). Therefore, students will be asked to read the story, create their own version of some fragments and also add elements of their own to the story (e.g. create the incantation for a magic spell).

3.5.2. Sections of the WebQuest:

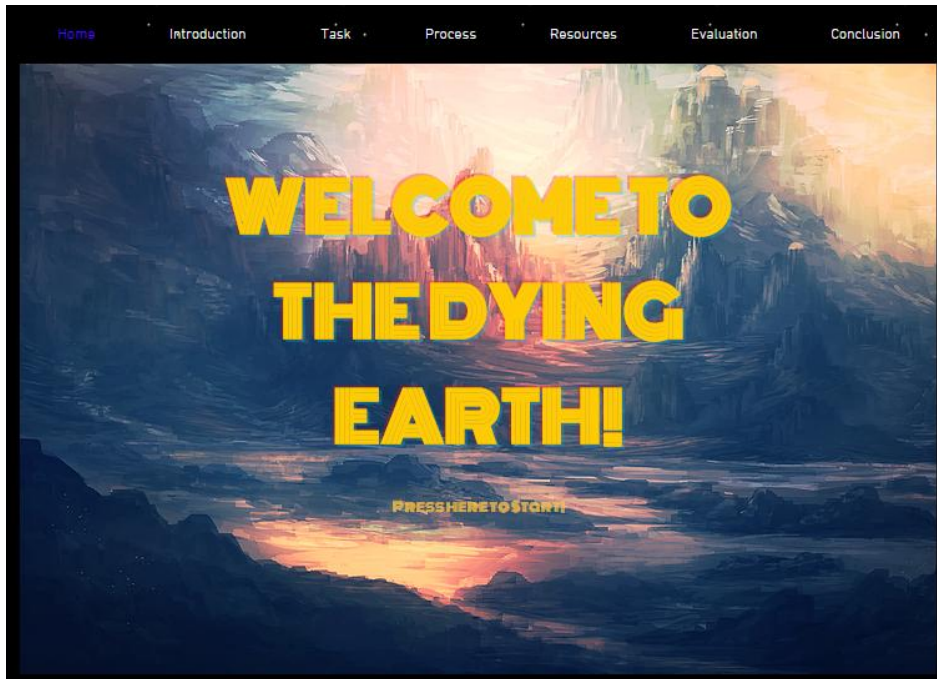
As has been explained, this WebQuest fulfills Dodge's (2001) steps to create a WebQuest. But now, I will proceed to explain its division into sections, as in Dodge (1995), and how I have developed them. First of all, this WebQuest is divided into seven different sections:

- Home.
- Introduction.
- Task.
- Process.
- Resources.
- Evaluation.
- Conclusion.

Nevertheless, the sections of “credits” and “teacher’s page” have been rejected since this WebQuest is a didactic proposal, not a real class intervention.

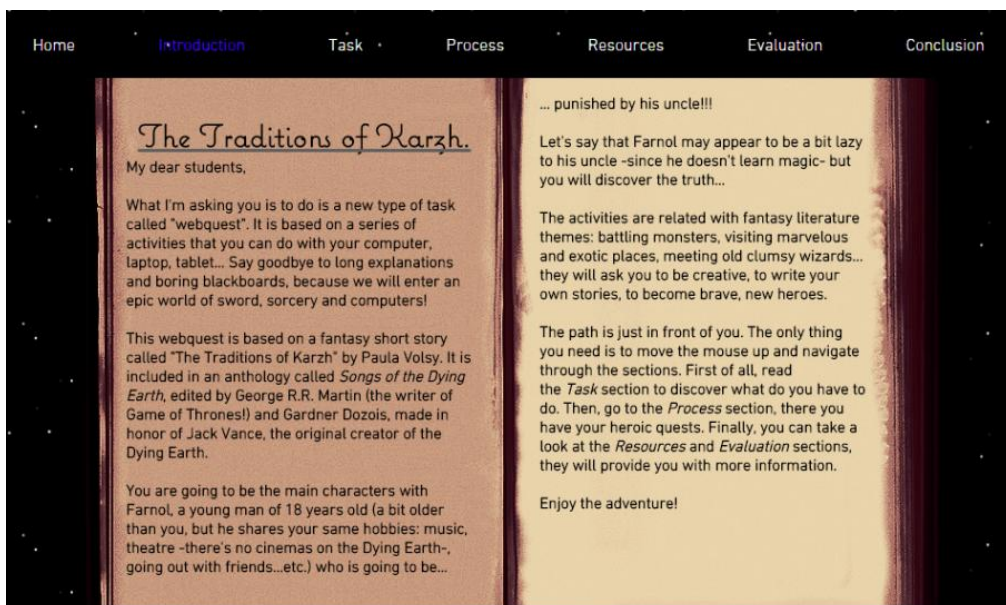
Home:

This section resembles the main screen of a videogame. When students click on the start button, it brings them into the next section: Introduction. Many students could find this attractive as many of them could enjoy playing videogames or know about this hobby.



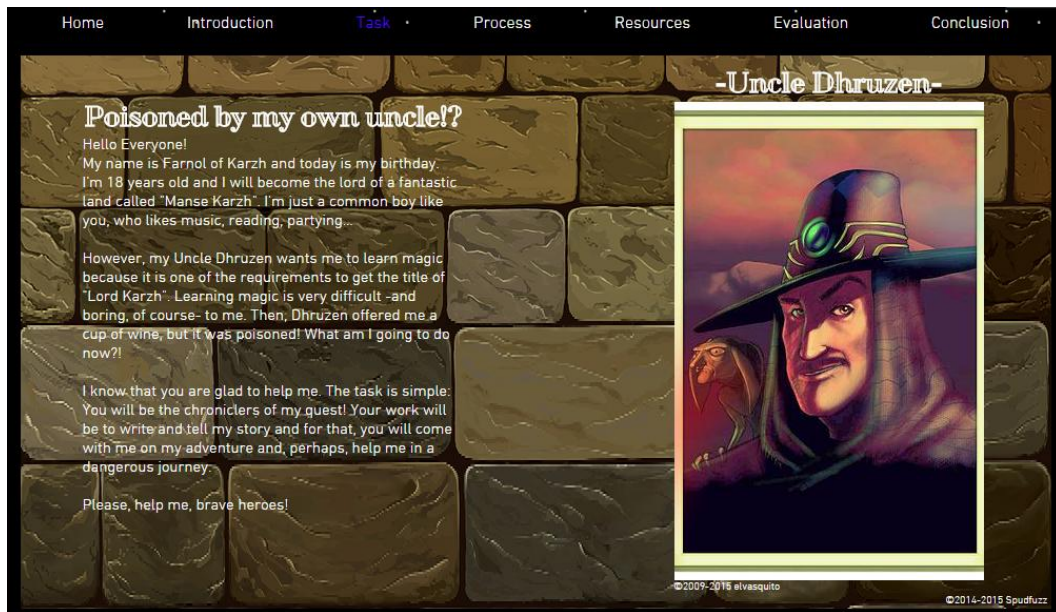
Introduction:

Students are introduced to WebQuests, the plot and the main character. The goal here is to help students to understand what they will do in the following sections and to introduce them to the WebQuest dynamics.



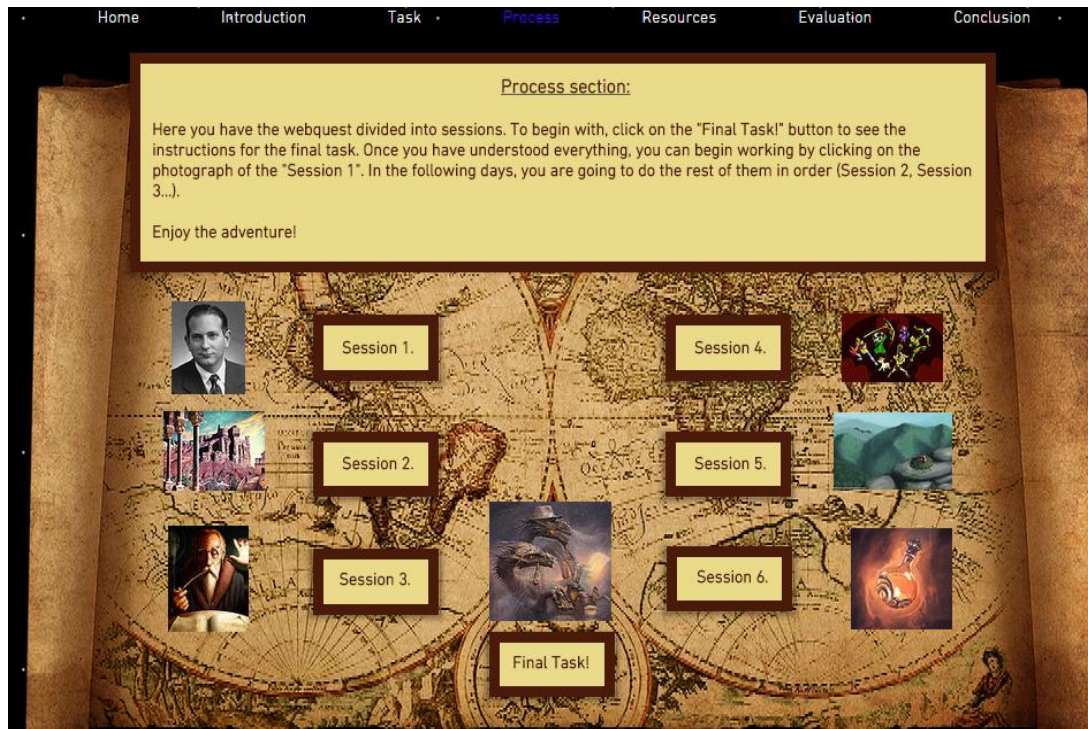
Task:

Here, the main character (Farnol) introduces students to the story and the final task. The students accompany Farnol through the Dying Earth as his group of heroes and the chroniclers of their adventures. In fact, they will have to write down their own adventures as they are doing the activities during the WebQuest.



Process:

The process will last seven sessions (six sessions of activities and one for the final task) of fifty minutes. First of all, students are encouraged to click into a button named "Final Task!" in which it is explained in detail to make students clearly understand what the main objective of the WebQuest is from the very beginning. Then, they will begin with the activities in Session 1. It should be added that students will work individually in the first session in order to help them to understand the mechanics of working with a WebQuest, as it is easier to get used to a new way of learning individually rather than in a group. However, they are going to join in groups of four students from Session 2 until the end of the WebQuest.



The sessions are explained in detail in the following lines:

Session 1¹⁶

In this session, students are introduced to Jack Vance's life and *The Dying Earth* series, and also to the WebQuest mechanics. They are encouraged to work individually as a way of getting used to this tool before joining into groups in the following session. Hence, the activities are based not only on helping the students to understand the kind of text they are going to work on, but also to understand what they asked to do in Web-Quests and how they are going to carry out the activities proposed on it.

In Activity 1 students are asked to read a short biography of Jack Vance and answer some multiple choice questions. In Activity 2, they have to watch a short video about Jack Vance and the Dying Earth from YouTube and fill the gaps on a text. Then, in Activity 3, students have to analyze the features of *The Dying Earth* series and divide them into groups. Moreover, the first and the third activity last fifteen minutes whereas the second activity last twenty minutes because students may need to watch the video more than one time.

¹⁶ The screenshots from the sessions have been included in the Appendix.

Therefore, students obtain the information from websites provided in this session. There are a biography, a literary review from YouTube and a fan-made literary analysis of *The Dying Earth* series. These sources have been chosen taking into account the level and interests of 4ESO students by following the requirements from the LOE, LOMCE and BOCYL. In fact, they provide an opportunity for students to see different registers in texts that are easy for them. Additionally, if students want more information about Jack Vance or his works, they have more sources in the Resources section –similar to those provided for the activities, although they have a higher level of language and a longer extension.

Bearing in mind the activities and the sources, this session aims to fulfill the following objectives:

- Understand, analyze and transform into new contents the information of online texts in English.
- Understand, analyze and transform into new contents the information of online videos in English.
- Use of information obtained the problems proposed by the activities.

These objectives represent the methodology used on WebQuests: students must look for information in different sources from internet and transform it in order to solve the problems proposed on the activities.

Session 2

This is the session in which students divide themselves into groups. The main goal of this session is to introduce them to the mechanics of working together on WebQuest. In the first activity, they have to join in groups of four students and select their group roles. I have based this activity on the Cooperative Learning Approach and the Collaborative Learning Approach, especially on the works of Johnson et al. (1998), and Foyle et al. (1991). The number and names of group roles vary from one author to the other but, in essence, the features are the same. I have decided to use the names from Johnson et al. (1998) and add features from the other reference. Finally, the names have been changed just to involve the students more on the exercises. This is a common practice as Foyle et

al. (1991) do it on their work. The roles created for this specific WebQuest are the following:

- Reader: a student who reads the instructions given by the teacher and tells the others what they have to do. It could be interpreted as the leader of the group. To adapt this role to the fantasy context, I have called it “the Lord/Lady”. This name comes from the condition of being the leader as nobility is in these stories.
- Checker: a student who checks that everybody is doing things correctly and controls the time the group has for doing the activities. To adapt this role to the fantasy context, I have called it “the Rogue”. This name comes from the idea that the Rogue is always looking for traps and watching over the enemies.
- Encourager: a student who gives ideas and solutions to the rest of the group. It is also a figure of motivation. To adapt this role to the fantasy context, I have called it “the Warrior” because it is a brave character that fights the enemies. It is a concept that could fit the Encourager role.
- Elaborator: a student who takes notes of what the group is saying and elaborates this material for the final result. I have called it “the Scribe” because it has the functions these characters perform in fantasy stories.

In the second activity, students are asked to read the description of wizards that have a feature in common: their lack of magical talents. They have to compare *Squibs* (non-magical people born in wizard families) from the *Harry Potter* saga and *Rincewind*, a recurrent character from Terry Pratchett’s *Discworld* saga, with Farnol, the protagonist of “The Traditions of Karzh”. Then, students have twenty minutes to divide de group roles and thirty minutes to compare the three mages.

The resources used in this session are texts given by the teacher: the explanation of the group roles and the description of the wizards. I have described the roles in a few lines followed by a descriptive and attractive image of each role for both sexes. As for the second activity, I have organized it in three columns to show Farnol between the Squibs and Rincewind just to make the comparison more visual. Moreover, these criteria to organize both activities come from Dodge (1999) who advices on how contents should be presented on WebQuests. In these exercises, sources are divided into brief pieces of information, located into tables whose color does not hinder students to do the activities, and images are separated from texts, which makes them easier to be read (Dodge,

1999). Additionally, I have included in the Resources section two articles from two wikis that deal with Squibs and Rincewind if students want to amplify their knowledge about them.

With this session, I want to achieve the following objectives:

- Defend their own points of view and discuss them with their classmates.
- Work cooperatively in an oral way.
- Read texts related with the cultural and literary background of Britain.
- Compare various sources of information to find similarities and differences in common.

These objectives reflect the oral nature of both activities since students must talk with the other members of the group to reach an appointment when discussing the division of roles or the comparison between the wizards. Furthermore, they discover some elements from the works of two of the most important authors (Terry Pratchett and J.K. Rowling) from Britain in the last years. In conclusion, as students have to compare three texts in the second activity, they will develop some skills when dealing with different sources of information.

Session 3

In the third session, students are supposed to understand the WebQuest mechanics so the difficulty of the activities increases. In the first activity, the students are asked to read a fragment from the story in which Farnol travels from Manse Karzh to Xence Moraine to find a strange wizard named Tcheruke who can help Farnol obtain magic powers. Then, once read, they will have to draw a map of the route from Manse Karzh to Xence Moraine. This exercise lasts forty minutes because of its complexity. Moreover, I have designed it following the steps of Dodge (1999) by putting the fragment of the story inside a long scroll. This has been done in order to students get the sensation that they are reading an old text. In the last activity, students have to reorder the words of Tcheruke's diagnosis and discover what happens to the main character. This activity has been thought as a relaxing activity at the end of the session.

The source of information students will use in this section comes from the fragment of the story provided by the teacher. Nevertheless, students are provided with a fan-made map of the Dying Earth in the Resources section. This could help them in Activity 1 to draw their route.

Finally, the contents developed by this session are the following ones:

- Understand, analyze and transform into new contents the information of online texts in English.
- Transform creatively the contents from a literary text into another piece of art.
- Analyze and reflect on grammatical structures and their components.

The first and the second contents are related to of Activity 1 because students have to create a map from the contents of a literary text. For that, they have to analyze it and reorganize the contents to create a path. Then, the third activity consists on reorganizing a sentence so students develop they grammatical knowledge by analyzing and reflecting upon the sentence to reorder it.

Session 4

Students continue the dynamics of the previous session. Students have a little 10-minute activity in which they have to listen to a song from YouTube and fill in the lyrics. Then, students do Activity 2, in which they are asked to write a story of their trip from Xence Moraine to Porphiron Scar to find the Pelgrane's Headstone. This activity lasts forty minutes as students not only have to create one story but to follow the steps of Farnol in the story. I have given the students these steps just to help them to write this voyage and avoid wasting time on thinking about it as has been mentioned in previous sections by Brabbs (2002). Additionally, creating characters with their roles may be motivating for students and enable them to see the story from a different point of view. The resources used in this session are: a song on YouTube featured on Peter Jackson's *the Hobbit* and texts given by teacher.

Finally, this session aims to help students to achieve the following objectives:

- Use listening strategies to identify key words in an oral message.

- Acquire an open mind by seeing a story from the students and their roles' point of view.
- Compose written texts adequate to topic, register and context, in a coherent and cohesive way.
- Narrate events in different past tenses.

The first objective reflects the development of listening skills in Activity 1 as students have to hear a song and fill the gaps on the lyrics. Then, the other objectives are fulfilled in the second activity because they have to write a short story following the steps and becoming main characters of it.

Session 5

This session is devoted entirely to drawing a comic book short story based upon a fragment of “The Traditions of Karzh”. Again, the students will include their roles as characters of the story. This exercise requires them to read the whole text and transform it into another artistic genre.

The source given by the teacher in this exercise is a fragment of the story. The students will have a guide for creating comic book stripes in the Resources section. This guide can help students to have some clear and visual steps to carry out this activity.

Finally, the contents developed in this session are the following ones:

- Distinguish the differences and similarities between two different artistic genres.
- Adapt the information obtained from a literary text into a comic book text.
- Develop their creativity and personal initiative.
- Write dialogues by using different structures and functions of the language depending on the communication context.

All of these contents reflect the aim of this exercise because students have to tell the same story by changing the literature descriptions of actions and dialogues for cartoons and balloons. Additionally, they have to be creative not only on adapting the genre but when adding their roles as characters of the story.

Session 6

This is the last session before the final task. It is divided into three activities: the first one requires the students to write the recipe for a potion by mixing names of ingredients and verbs of cooking; in the second one, the students will have to create the magic words for a spell; finally, in the third activity, they will have to invent a suitable ending for the story. These three activities are thought to be relaxing because students have been working hard along the previous sessions.

The time in this session will be divided as follows: fifteen minutes for Activity 1, ten for Activity 2 and twenty-five for Activity 3. The sources of information come from what they have obtained or deduced in the previous sections. No alternative sources have been added to this session.

Students will develop the following contents by doing these activities:

- Write texts by using structures and functions to give orders.
- Narrate events on the past based on students' hypothesis and conclusions.
- Develop their creativity, personal initiative, criticality, and work collaboratively.

The first content is related to Activity 1, in which students have to create a receipt by using orders. Then, the second content is linked to Activity 3 and the writing of the end of the story and finally, the third content is developed on the three activities.

Final Task

In the final task, students must create their own version of the story by gathering all the information from the following exercises:

- Session 2, Activity 1.
- Session 3: Activity 1.
- Session 4: Activity 2.
- Session 5: Activity 1.
- Session 6: All the activities.

Students have to hand a written copy to the teacher and prepare an oral presentation of it. These presentations last five minutes per group and each member is required to talk at least one time.

Finally, they will fulfill the following objectives:

- Offer information, opinions and points of view orally.
- Express orally the message in a clear, coherent way.
- Make profitable and reorganize all the information obtained on previous sessions.

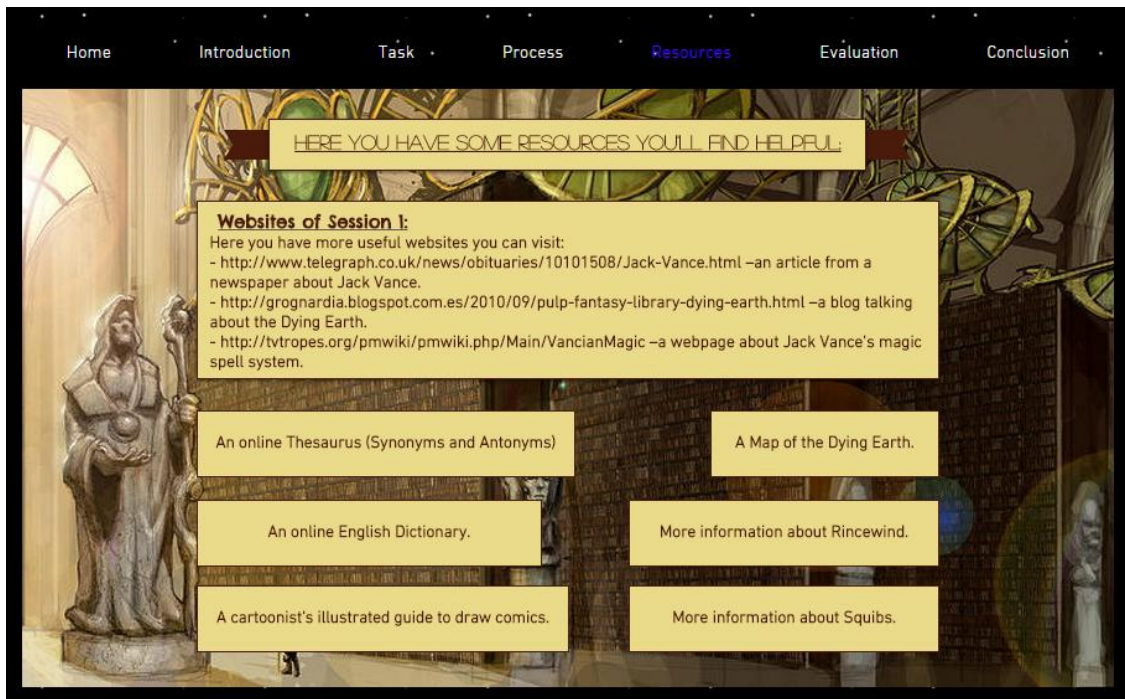
These objectives reflect the oral nature of this final task and the progress of carrying out the WebQuest.

Resources

The links and main sources of information needed in each session are included in the activities themselves. However, in the Resources section I have added other alternative sources. The aim is to provide students with helpful tools they can use to complete the activities. Some of them are websites to complement the websites given to students, but others are instructions they can use for activities (e.g. a guide for drawing comic strips, useful in session 5, activity 1). Additionally, an online dictionary¹⁷ and a thesaurus¹⁸ have been included as tools students could use to search for definitions or synonyms/antonyms.

¹⁷ <http://www.collinsdictionary.com/>

¹⁸ <http://www.thesaurus.com/>



Evaluation:

Here, evaluation criteria will be explained. The WebQuest focuses more on the progress rather than the final result. However, I think that the final presentation should be taken into account due to its difficulty. The different aspects of this proposal will be presented in percentages as follows:

- 50% the process: the activities sent by the students will be corrected and evaluated. In the WebQuest, they have forms they can fill with the answers of questions. Also, the online activities from Educaplay let the teacher to know the result and the number of tries done by students in each exercise.
- 40% the final task: the oral presentation and its content will be evaluated, since oral and written productions are considered important in the Spanish educational system.
- 10% the attitude of the group: every student of the group will obtain the same mark as they are required to work as a group. It would be unfair to mark individually since the activities are done by a team. In addition to this, the teacher should be passing by all the groups to check if they are working properly, answering their questions and doubts, and acting as a guide, not as a leader, to guarantee the proper marking of the work in the classroom.

Home Introduction Task Process Resources **Evaluation** Conclusion

Evaluation

This webquest will be marked using the following percentages:

- 50% the process (work in the classroom and the written version of the oral presentation).
- 40% the final task (oral presentation).
- 10% the attitude of the group.

Every student of each group will obtain the same mark as they are required to work as a group. The webquest will be evaluated in terms of oral and written expression, content and creativity.

Conclusion:

In this section, students can check the objectives of the WebQuest. This helps learners to see the contents introduced on the WebQuest while at the same time encouraging them to tell the teacher whether they think they have acquired them or not. In fact, this can help the teacher to improve the WebQuest. At the end of this WebQuest, students will have acquired the objectives mentioned in section 3.2.

Home Introduction Task Process Resources Evaluation **Conclusion**

Conclusion.

Along this webquest, you have developed the following aspects of the English language study:

- You have increased your vocabulary (parts of animals, cooking...).
- You have practiced English grammar along the webquest.
- You have expressed yourselves orally with your classmates in your group and in the oral exposition.
- You have practiced your writing skills.
- You have developed your creativity.
- You have practiced your listening skills.

4. CONCLUSION

WebQuests and literary texts have didactic advantages in common that may contribute to help students to achieve not only their academic goals but also develop some abilities like creativity, criticality... etc., which are important for the working world.

WebQuests tend to use all the potential that TICs have, as its main element is the use of internet for gathering information. Students not only learn how to use these technologies academically, but they are also more motivated with the EFL course because TICs suit their needs and motivations. In the case of literature, students have an authentic material that serves as vehicle to practice the four core disciplines –listening, reading, speaking and writing– and also develops other cognitive features such as creativity, criticality or cultural conscience.

Both elements fit the requirements of the ESO curriculum. First of all, both LOE and LOMCE support the use of TICs in the classroom as one of the main competences that students should master at the end of Secondary Education. In the case of literature, there are some contents and objectives that suggest its use adapted to students needs. Also, both laws encourage teachers to use literary texts, as they are authentic materials.

By making a literature-based WebQuest I believe that I have gathered the best of these tools. WebQuests give literary texts a motivating component to digital-minded students because they enable them to work with different sources of information apart from the main text in order to create new contents. Also, these pieces of information help students to understand the context in which the plot is located. In fact, this union between TICs and literature serves to create motivating didactic materials that served to develop the competences and culture learning.

The students doing this WebQuest would practice the four disciplines (listening, reading, speaking and writing) throughout the process of compiling information for the final task. They would review and increase their knowledge of grammar and vocabulary by doing the activities and thanks to their classmates' aid. In fact, the cooperative work and the WebQuest mechanics is what would hopefully help these prospective students to increase their knowledge.

Additionally, with this WebQuest students would develop their creativity and artistic expression, as they would be required to transform the information from a literary text

into other pieces of art (they have created a map and a comic book short story) and also they would practice both abilities by writing literary texts to create their own version of the story. Furthermore, these students would develop criticality when reading different pieces of information. They would discover that doing a research is not taking the first results on a search engine but to select different sources and compare them before reaching a conclusion.

Finally, students would hopefully feel motivated for doing this WebQuest as they use computers in their daily lives. WebQuests are a good way of introducing these digital-minded students to literature and reading. I invite other teachers to use this WebQuest in their courses and also to create theirs in order to make English more attractive for students.

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APPENDIX:

Session 1

SESSION 1: PREPARING THE ADVENTURE

An adventurer like you should know which dangers he/she will find along the journey. For that, do these activities by clicking on the links.



Activity 1: Jack Vance's Life. Read the text about Jack Vance's life and complete the answers.

Activity 2: Jack Vance's Dying Earth. Watch the Youtube video and complete the gaps on the text.

Activity 3: The Dying Earth. Read the text about the Dying Earth and match in pairs the elements on the boxes. They belong to the following categories: Magic, Grand Ideas and Social Implications, Characterization, Plot Complexity and Good or bad actions.

Here you have the useful websites you can visit:
- <http://contemporarylit.about.com/od/authorprofiles/p/jack-vance.htm> - a biography of Jack Vance.
- <http://bestfantasybooks.com/dying-earth-fantasy.html> - an article about the Dying Earth.
- <https://www.youtube.com/watch?v=V2pZRw95J6s> - a review of "Tales of the Dying Earth" from Youtube.

Back to Progress.

Activity 1

Jack Vance's Life

100 SCORE

00:03 TIME

Answer the following questions

Which of these options is correct?

- Jack Vance has won Hugo, Nebula and World Fantasy Awards.
- Jack Vance's inspirations are: J. R. R. Tolkien, Michael Moorcock and Terry Pratchett.
- Jack Vance has inspired many authors. Michael Chabon and Neil Gaiman are among them.
- A and C are correct.

Previous 1/5 Next

Activity 2

Jack Vance's Dying Earth

0/2 NUM. INTENTOS

100 PUNTOS

00:02 TIEMPO

Jack Vance is one of the most [] talents to ever grace the world of [] fiction. His unique, [] voice has been beloved by generations of []. One of his enduring classics is his 1964 novel, *The Dying Earth*, and its [] –a fascinating, baroque [] set on a far-future Earth, under a giant red [] that is soon to go out forever.

Palabras para completar los espacios

remarkable science stylish
sequels tale sun readers

Comprobar

Activity 3

The Dying Earth

0/2 NUM. TREES

100 SCORE

00:03 TIME

- The quest could be based on finding some resources or hope.
- People think about the meaning of their lives.
- The protagonists are a person alone or a small group.
- The main characters have strong motivations.
- It is difficult to be distinguished from science.
- The end of the world makes people melancholic.
- It has always a rational explanation.
- The *Dying Earth* is a very cruel world.
- The *Dying Earth* stories are based on searching something important to the main character.
- There can be love, compassion and hope.


Session 2

SESSION 2: THE TRADITIONS OF KARZH

Congratulations, brave heroes! Now that you have learned about the Dying Earth, you must learn about Manse Karzh and Farnol's situation. In Karzh, the tradition says that its ruler has to practice magic. In this session, you will learn about magic in the Dying Earth and the situation of wizards that cannot perform it. The adventure is closer, good luck! Help Farnol by doing these two activities!

"My dear nephew, do you consider me an ogre? What I have done reflects how much I love you. I offer you an opportunity to honor the traditions of Karzh. If you find my methods extreme, you should better think that I have total confidence on your abilities. The poison you have drunk has worse inconveniences than death. You will feel like your body is consumed by fire throughout the process and then, in ten days, you will die. But why speak of such unpleasant things? You need only to perform the Opening Spell to open this magic cage, and drink the antidote. I don't doubt you will complete the task easily. How could the legitimate master of Manse Karzh fail? Nephew, I know you will make me proud."

Dhruzen rose from his chair and left the room.



Activity 1: I want to be the...!

Make groups of four people. Then, click on the button on the left to organize your group while you are doing this activity. These groups will continue until the end of the webquest.

Activity 2: Wizards without Magic.

Read the following texts and make a comparison between the 3 wizards presented here: Farnol, Squibs and Rincewind.



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Activity 1



Activity 1: I want to be the...!

Farnol has been poisoned by his strict uncle. What a tragedy! However, you will become his loyal teammates to help Farnol gain magic powers. In this activity, each of you must choose one role and defend your option. Prepare a little discourse in which you say why you are the best option for that role. Once finished, write down in one paper the final selections and their reasons to include it in the Final Task.



Role 1: The Lord/Lady. Your mission is to read the exercises and tell the others what the group has to do. You are the Lord/Lady, a leader who organizes the activities, so you must be very organized and a good leader to choose this role.



Role 2: The Warrior. The Warrior is a fighting person who encourages his classmates to continue working and helps them if necessary. You must be very creative and friendly to choose this role.

Role 3: The Scribe. You are the Scribe, a sage person who writes down your adventures. Your mission is to write down and prepare anything that your classmates elaborate, so you must be very good at writing to choose this role.

Role 4: The Rogue. Your mission is to revise your classmates' mistakes and control the time they use for each activity. You are the Rogue, a clever person who observes the attitude of the others and controls their activities, so you must pay a lot of attention and have a good level of English grammar to choose this role.

Activity 2

Activity 2: Wizards without Magic.

Farnol's situation is very unfair: His uncle Dhruzen has poisoned him as a "motivation" to learn magic. Farnol feels very bad about that because he has tried his best to learn magic, but he isn't able to perform the simplest of the spells. Perhaps you can help Farnol by showing him that there are more wizards in his situation. Make a comparison of the situation of the Squibs from Harry Potter, Rincewind from the Discworld Saga and Farnol with the texts below. You can do it as you like it (for example, using tables, two paragraphs with similarities and differences... etc.).

Squibs.



Squibs are a group of people without magical talents in the *Harry Potter Saga* by the British writer J.K. Rowling.

They are different from the *Muggles* because they are the children of wizards that haven't no magical powers. Although they continue living in the magical community, they are often isolated because they have any capacity for magic.

The most famous *Squib* is Argus Filch, the grumpy janitor of Hogwarts (a school for young wizards) who envies the students because they have what he wishes.

Farnol.



Farnol is a young noble that is going to inherit a huge land called Manse Karzh.

He likes to spend the time listening music, reading stories or watching plays. However, he has forgotten his duties and his uncle, a cold man called Dhruzen, has poisoned him as a motivation to learn magic, one of the requirements to become Lord Karzh.

Farnol has tried his best to learn magic spells, but it is like the words fly out from his memory. What should he do?

Rincewind.

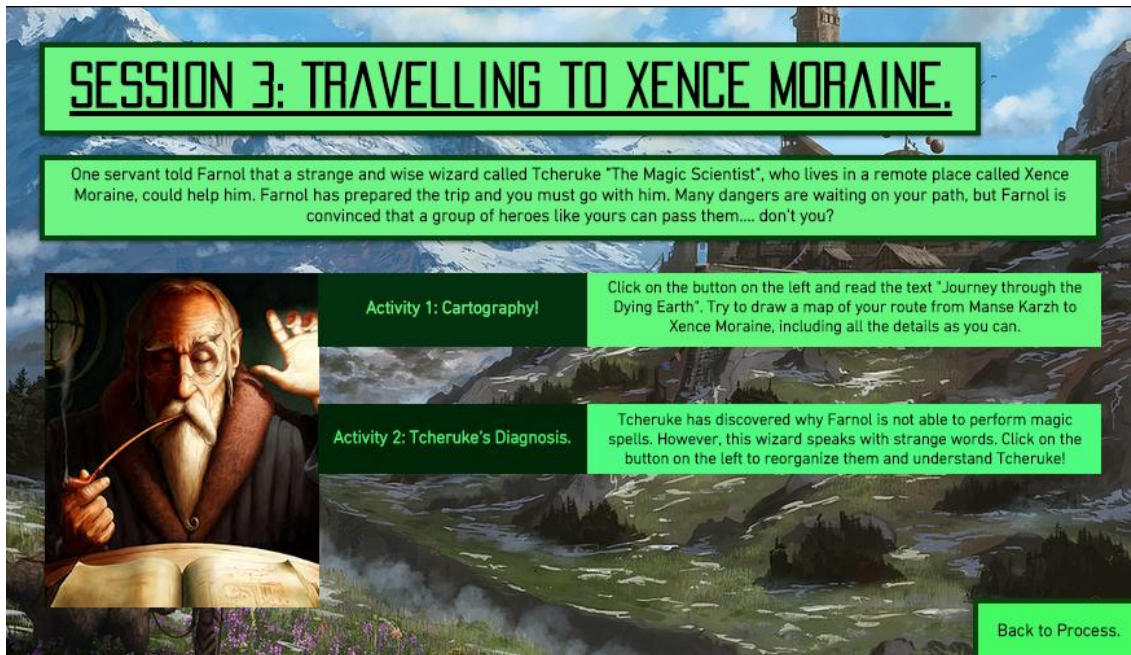


Rincewind is a clumsy, coward wizard that appears on the *Discworld Saga* by the British writer Terry Pratchett.

This wizard is known as the most and the less powerful magician in the Discworld because he knows one of the greatest spells of his world. However, it has filled his magical mind and Rincewind is unable to learn more spells.

The other wizards mock on him because they think that Rincewind is silly. However, he reinforces this idea by running cowardly from danger, which always knocks on his door.

Session 3



SESSION 3: TRAVELLING TO XENCE MORAINE.

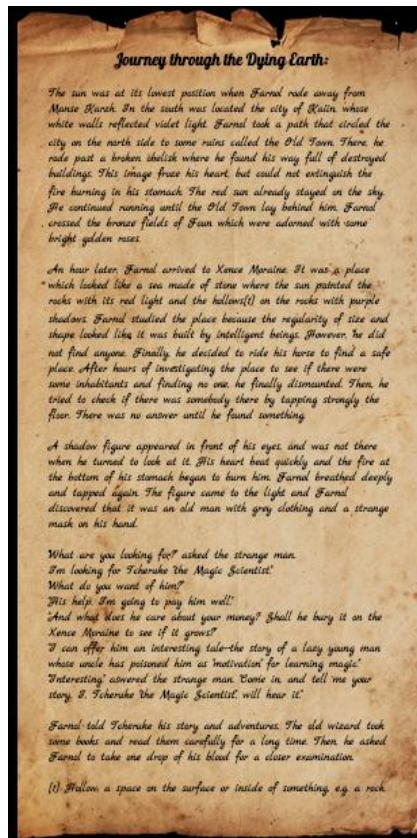
One servant told Farnol that a strange and wise wizard called Tcheruke "The Magic Scientist", who lives in a remote place called Xence Moraine, could help him. Farnol has prepared the trip and you must go with him. Many dangers are waiting on your path, but Farnol is convinced that a group of heroes like yours can pass them.... don't you?

Activity 1: Cartography! Click on the button on the left and read the text "Journey through the Dying Earth". Try to draw a map of your route from Manse Karzh to Xence Moraine, including all the details as you can.

Activity 2: Tcheruke's Diagnosis. Tcheruke has discovered why Farnol is not able to perform magic spells. However, this wizard speaks with strange words. Click on the button on the left to reorganize them and understand Tcheruke!

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Activity 1



Journey through the Dying Earth:

The sun was at its lowest position when Farnol rode away from Manse Karzh. In the south was located the city of Katin whose white walls reflected violet light. Farnol took a path that circled the city on the north side to some ruins called the Old Town. There he rode past a broken shelter where he found his way full of destroyed buildings. This image froze his heart, but could not extinguish the fire burning in his stomach. The red sun already stayed on the sky. He continued running until the Old Town lay behind him. Farnol crossed the bronze fields of Fain which were adorned with some bright golden maces.

An hour later, Farnol arrived to Xence Moraine. It was a place which looked like a sea made of stone where the sun painted the rocks with its red light and the hollows on the rocks with purple shadows. Farnol studied the place because the regularity of size and shape looked like it was built by intelligent beings. However, he did not find anyone. Finally, he decided to ride his horse to find a safe place. After hours of investigating the place to see if there were some inhabitants and finding no one, he finally dismounted. Then, he tried to check if there was somebody there by tapping strongly the floor. There was no answer until he found something.

A shadow figure appeared in front of his eyes, and was not there when he turned to look at it. His heart beat quickly and the fire at the bottom of his stomach began to burn him. Farnol breathed deeply and tapped again. The figure came to the light and Farnol discovered that it was an old man with grey clothing and a strange mask on his hand.

What are you looking for? asked the strange man.
I'm looking for Tcheruke 'the Magic Scientist'.
What do you want of him?
His help. I'm going to pay him well!
And what does he care about your money? Shall he bury it on the Xence Moraine to see if it grows?
I can offer him an interesting tale—the story of a lazy young man whose uncle has poisoned him as 'motivation' for learning magic.
'Interesting' covered the strange man. Come in, and tell me your story. T. Tcheruke 'the Magic Scientist' will hear it.

Farnol told Tcheruke his story and adventures. The old wizard took some books and read them carefully for a long time. Then, he asked Farnol to take one drop of his blood for a closer examination.

(1) Nelon: a space on the surface or inside of something, e.g. a rock.

Activity 2

Tcheruke's Diagnosis!

0/5 NUM. TREES

100 SCORE

00:02 TIME

What's happening to Farnol?

These are the words to use

Farnol allow spells to because it. can't body perform magic his doesn't him

do

Check

Session 4

SESSION 4: OBTAINING THE INGREDIENTS

*"Ah, young man, be happy." Tcheruke said victorious. "I have solved the mystery, and your troubles are finished!"
"Really?" Farnol answered happily.
"A small genetic condition prevents your body to assimilate magic spells. It can be easily solved by drinking a potion that corrects the flaw. However, I ask your help to find the last of the ingredients."
"Sure, which one?"
"A Pelgrane's Headstone. It can be found on the skull of a wicked winged creature named Pelgrane, which lives on the mountains of Dorphiron Scar. It's a difficult quest, but it's the only way to make the potion."*

Finally, we have discovered that Farnol is unable to do magic because he has a genetic condition. Nevertheless, Tcheruke can prepare a magic potion that will restore our poor friend's magic abilities. However, he is becoming more ill as time passes by.

In this session, you will travel along the Dying Earth again to find something called "The Pelgrane's Headstone". Take your sword, your bow, and be prepared to live dangerous adventures in wonderful places. Save Farnol from the fangs of the poison, brave heroes!

Activity 1: The Epic Song. Every adventure begins with an epic song. Click on the button on the left to see this activity.

Activity 2: The Quest for the Headstone. Here comes a long dangerous journey. To see this writing activity, click on the button on the left.


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Activity 1

Activity 1: The Epic Song.

Watch the Youtube video below. Then, click on the button and complete the gaps on the lyrics.

Go to the activity.



Go up.

Activity 2

Activity 2: The Quest for the Headstone.

In this activity, the group will have to write a story of about 300 words on how your group and Farnol went from Xence Morraine to the Pelgrane's Nest on Porphiron Scar. However, there are 5 steps you must follow:

Step 1: The Characters are your Roles.

This means that you have to decide the actions of your characters depending on your roles. For example: if you are the Warrior, think which things the Warrior would do, think or say. If you are the Lord/Lady, you may act different from the Warrior... or not.

You can also maintain your names (for example, Carlos the Warrior) or change them to fit in the fantasy genre (for example, Khari-Osh the Warrior/Conan the Warrior).



Step 2: Farnol goes with you.

This means that you have to protect him from the dangers you will encounter. Take also into account that he is ill because of the poisoning.

However, Tcheruke gave him two magic objects: The Chameleon Mask, which makes you invisible, and the The Stolen Repose: a magic potion that supplies eight hours of sleeping by drinking one drop. If two or more drops are taken, the drinker will suffer an overdose and get asleep for a month.



Final Step: The action takes place at Porphiron Scar.

In his mountainous place, you will have to pass through some dangerous places, and avoid the Pelgranes (winged monsters) and other creatures at your choice.

At the end, you will find a skeleton of a Pelgrane. Inside its skull is the Headstone.



Session 5



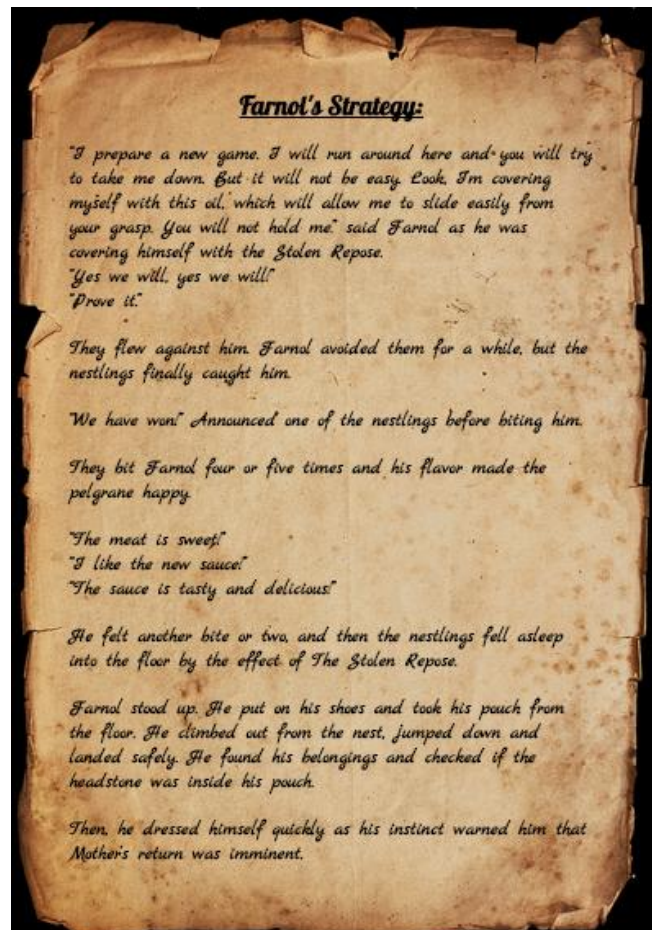
SESSION 5: THE PELGRANE'S NEST AND THE NESTLINGS!

You've been caught by Mother Pelgrane! What a disgrace!
Don't worry, she has abandoned you with her nestlings. These children appear not to be very clever... Perhaps you can trick them in order to escape!
Good luck, cunning heroes!

Activity 1: The Nestlings' Game! Click on the button on the left to read the document "Farnol's strategy". Then, adapt it to a comicbook short story. You can use one page or two, it's up to you. However, your roles must appear as characters of the story with Farnol.

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Activity 1



Session 6

SESSION 6: MAGIC IS COMING...

Finally, you have brought the Headstone to Tcheruke and he is able to prepare the magic potion for Farnol. However, Mother has followed you and is attacking Xence Moraine! While Farnol and Tcheruke distract her, you must prepare the potion to help Farnol. You are getting closer to the end of the adventure. You can't fail!

Activity 1: Preparing the Potion.

Click on the button on the left and follow the instructions to prepare the magic potion.

Activity 2: Hocus Pocus! Abracadabra... Alakazam!

Write the incantation for the Opening Spell.

Activity 3: The End of the Story.

As you don't know the end of the story, write your own version. Take into account that it must fit with your own version of the events worked on these days.

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Activity 1


Oh.. oh... The potion receipt has been erased and you can't prepare the potion! But, don't worry, the verbs of cooking and the ingredients' names are still in the scroll.

The only thing you have to do is to write a new receipt for the potion and Farnol will obtain magic abilities. C'mon, quickly, you don't have much time left!

Verbs of cooking:


- Cook.
- Cut [something] into pieces.
- Boil.
- Peel.
- Stir.
- Shake.
- Grind.
- Heat up.
- Liquefy.
- Fry.
- Burn.







Snake skin.

Phoenix feather.







Mandrake.




Dew drops.

Unicorn horn.





Bat wings.



Pelgrane headstone.

Activity 2

Here you can write the name of your group, the email of one of your members, and the incantation for the spell.

Group.

Email.

Write here your incantation of the Opening Spell.

Send.

Activity 3

Here you can write the name of your group, the email of one of your members, and your end of the story.
Be sure that you revise your text before sending it.

Group.


Email.

Write here your end of the story.

Send.

Final Task

Home Introduction **Task** Process Resources Evaluation Conclusion



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Final Task: Write your own story.

The Final Task consists on an oral exposition of 5 minutes in which each group will present their own version of this story.

How are we going to do it? It's simple: some activities will demand you to create things like drawing a map, writing a spell or elaborating a potion's magic formula. You must include in this oral exposition the results of these activities:

- Session 2: Activity 1.
- Session 3: Activity 1.
- Session 4: Activity 2.
- Session 5: Activity 1.
- Session 6: All the activities.

Remember that, at least, each member of the group must talk one time. You have also to hand a written copy of this oral exposition to the teacher.

Good luck, students. Please, save Farnoll!