

MASTEROPPGAVE

CAN FANFICTION BE USED IN THE NORWEGIAN ESL CLASSROOM TO PROMOTE CREATIVE WRITING?

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ABSTRACT

CAN FANFICTION BE USED IN THE NORWEGIAN ESL CLASSROOM TO PROMOTE CREATIVE WRITING?

This thesis addresses the following over-arching research question: Can fanfiction be used in the Norwegian ESL classroom to promote creative writing? I also ask if fanfiction can improve ESL students' written proficiency and teachers' attitudes towards using fanfiction in the ESL classroom. The thesis documents a project carried out in three ESL classes in a Norwegian upper-secondary school and attempts to answer the questions mentioned.

In total 45 students in three classes took part in this project. One class comprised 23 students in the general studies program, whereas two classes of eleven students each were attending vocational studies programs.

I wanted to find out if fanfiction could motivate upper secondary students to write longer and better English texts. Additionally I also wanted to create and carry out a project to see if fanfiction could serve the function as a digital tool to help upper secondary school students meet the goals set by the National Curriculum (K06) within the areas of creative writing, reading and digital literacies in the ESL classroom. It also contains a section discussing fanfiction as a tool for helping ESL learners to become more engaged in literary analysis. This thesis also discusses how fanfiction can be used as an approach to teach upper secondary school students about the importance of correct referencing and the discussion and interpretation of copyright laws.

The method(s) used in this study were both student and teacher centred. I implemented a teaching scheme in which fanfiction was actively used in three upper-secondary ESL classrooms and collected data using pre- and post-questionnaires. I also analysed student texts and classroom activity. To invite ESL teachers to an exchange of opinions and general reflections on fanfiction in the ESL classroom, I carried out interviews both face to face and posted relevant questions in a closed Facebook chat-group. The data collected was thus both quantitative and qualitative.

The thesis also provides the reader with a definition and brief history of fanfiction as a phenomenon. My four-week project introduced the students to fanfiction through reading and watching *Percy Jackson and the Lightning Thief* (2005) written by Rick Riordan. This was done so that the students would get the opportunity to read and work with a longer fictional text, which intentionally should inspire them in the creative writing activities that followed. I compared previous written work from the classes with the creative texts they produced as part of the fanfiction project.

My findings show that the students who partook in this project did actually benefit from the use of fanfiction as a digital approach to creative writing processes. The majority of the students produced longer and more creative texts. It is necessary to point out, however, that the vocational students benefitted more from the project than the students in the general studies

class did. In one of the vocational study groups, the student essays were far more creative and longer than in the general study group.

Keywords: creative writing, ESL classroom, ICT in the ESL classroom, ICT and the Knowledge Promotion, Fanfiction in the classroom, Fanfiction, Copyright laws, Percy Jackson, Digital tool, didactics, vocational studies, general studies, upper secondary Norwegian school, reading literature online.

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Chapter 1:

INTRODUCTION

1.1 An introduction to fanfiction

This thesis addresses the following overarching research question:

Can fanfiction be used in the Norwegian ESL classroom to promote creative writing?

Two sub-questions are also addressed:

- 1. Can a teaching scheme using fanfiction improve ESL students' written proficiency?**
- 2. What attitudes do ESL teachers have towards using fanfiction in their classrooms?**

The thesis documents a project carried out in three ESL classes in a Norwegian upper-secondary school and a series of interviews with teachers, which attempt to answer these questions. One class comprised 23 students in the general studies program, whereas two classes of 11 students each were attending vocational studies programs. The project aimed to find out how we as teachers can make use of fanfiction in combination with young adult contemporary literature to promote student engagement in creative writing in the ESL classroom.

In short, I have two major aims in this chapter. First, I endeavour to clarify, define and explain what fanfiction involves, and secondly, I introduce and discuss a fanfiction project I have recently carried out in my English classes in upper secondary school to see whether and how it can be used as a method and a tool in the Norwegian ESL classroom to promote creative writing and literary analysis.

My aims in this thesis are the following:

1. To introduce and inform the readers about what fanfiction is, and how it can be implemented in upper secondary English classrooms;
2. To describe research I have carried out to see whether reading and writing fanfiction can improve the written proficiency of VG1\VG2 level ESL students in Norwegian upper-secondary classrooms in any way;
3. To see whether working with fanfiction can contribute to the students' understanding of basic general literary analysis;

4. To find out whether working with fanfiction in the ESL classroom can help upper-secondary students meet the goals of the Knowledge Promotion (LK06);
5. To find out whether a small selected group of upper secondary ESL teachers would be willing to carry out a similar fanfiction project in their English classes.

This thesis is divided into six main chapters subdivided into subsections of relevance to each chapter. The first chapter aims to give an introduction to fanfiction, its origin and a brief history of fanfiction as a phenomenon as well as briefly addressing the ongoing debates about the copyright issues.

Chapter two is a literature review, which goes through a number of research articles on using fanfiction in the classroom and other relevant theoretical material. It also relates my project to the Norwegian National Curriculum (KL06), the Knowledge Promotion. In chapter three I continue with a more in-depth description of the project itself, before I proceed by describing and discussing my chosen methods and materials in chapter four. In chapter five, I present an analysis and discussion of the findings from the research project, before summing up in chapter six and indicating areas of further research. I honestly believe that this project and the results of the surveys carried out for this thesis are eye opening and surprising, and I hope I can manage to transfer my enthusiasm to the readers.

1.2 “When the Lit hits the Fan”¹ – Defining Fanfiction.

Writing the history of fanfiction, as a phenomenon is a more challenging and ambitious task than one initially would have thought. The most problematic part is being able to provide an outsider on this subject with a sufficient and correct explanation of this phenomenon, as it is complicated and multifaceted in its content as well as its usage. There are many different definitions of what fanfiction really is and since there is no such thing as an authoritative definition of the term, I have, after fine-combing the Internet for answers and possible explanations and definitions and rummaging through research articles and printed books on the subject, settled on two definitions which are in agreement with my own comprehension of the term.

¹ Expression borrowed from an article written by Peter Gutierrez in 2012: *Guest Post by Christopher Shamburg... When the Lit Hits the Fan in Teacher Education* published Nov 23 2012 on <http://blogs.slj.com/connect-the-pop>

The first definition is cited from urbandictionaries.com, and defines the term fanfiction as follows:

A piece of fiction within a fandom utilizing characters and situations from a pre-existing work including (but not limited to) books, television programs, films, and comic strips. Typically separated into het, slash, and general genres. Often used to play out AU scenarios and/or various romantic pairings not found in the original work. Distributed via mailing lists, blogs, and zines. Heavily archived online.

Another definition I have chosen to include in this thesis is taken from Sheenagh Pugh's pioneering publication *The Democratic Genre*, (2006). Pugh defines fanfiction in the following way: "Fanfiction is writing, whether official or unofficial, paid or unpaid which makes use of an accepted canon of characters, settings and plots generated by another writer or writers" (Pugh 2006, p. 25).

These sources provide, in my opinion, a clarifying and informative definition of the term. In addition it is important to add the fact that fanfiction also usually includes so-called "cross-overs", where a writer incorporates or adds characters from other pre-existing literary works, films or other types of popular culture in their own creative writing and allows these characters to take active part in their stories.

1.3 Why do adolescents spend their time writing fanfiction?

The reason why an increasing number of people, especially young adult girls, spend their time writing fanfiction is because they are dedicated fans of certain TV-series, films or books, and that they want to see the characters in different or new settings and plots. Some fans write fanfiction because they enjoy letting their creativity flow, and others create their own fan fictional universes because they wish the original stories had a different turn of events or a completely different ending.

When the active writers in online fandoms, for instance fanfiction.net or archiveofourown.com are asked why they would rather write fanfiction than invent their own original fiction, they often say that they like to create a world of their own around the "what if's" that one is often left with after watching a movie or reading a book. In addition, they often simply seem to enjoy getting responses and comments from fanfiction readers when they publish their fanfiction in online forums.

1.4. The history of fanfiction- from *Romeo and Juliet* to *Fifty Shades of Grey*

Jeff Prudcher states in his book *Brave New Words: The Oxford Dictionary of Science Fiction* (2007) that the term fanfiction first appeared in the English language in 1939. B.B. Tucker, dedicated science fiction fan, author and publisher of the fanzine² *Le Zombie*³ congratulated the amateur sci-fi writer Milt on his winning entry in a sci-fi story competition by stating in his Nov 18 1939 issue of *Le Zombie* that “Milt’s story is definitely pro and not fanfiction”. Tucker then used the term fanfiction to unfavourably describe and mock poorly written amateur science fiction stories. After this, the term fanfiction as a term came into use among science fiction fans and was later defined in print in 1944 in John Bristol Speer’s book *Fancylopedia*. *Fancylopedia* is, according to the author himself a book, which aims to “define all expressions which have an esoteric meaning in fantasy fandom” (Bristol, 1944, p.2). Bristol Speer defines the term fanfiction the following way “fan fiction is [sometimes] improperly used to mean fan science fiction, that is, ordinary fantasy published in a fan magazine. Fictitious elements are often interspersed in account of fan activities, which may make them more interesting” (Bristol, 1944).

The very first definitions of fanfiction as phenomenon and a term were limited to include only written amateur science fiction stories published in the so-called fanzines. The authors, the science fiction fans of these stories did not include or set their stories in already existing universes. Nor did they practise so-called crossovers, where they included characters already made famous by someone else.

It is therefore important to mention that the mass distribution of the *Star Trek* fanzine *Spockanalia* in 1967 was a watershed event redefining the content of the term fanfiction when it also started to include fiction written by fans about characters in an already existing universe created by someone else. Further, it also now included works and stories inspired by other genres than science fiction and for the first time defined written fictional work in particular inspired by works within the popular culture segment.

If we use the abovementioned definitions of fanfiction as a point of departure to categorize printed works, there are several examples that could fit the definition. If we allow ourselves to be carried away, why not also include all movie adaptations of all books and plays ever published

² Fanzine, definition: “a magazine or other periodical produced inexpensively by and for fans of science fiction and fantasy writing, comic books, popular music, or other specialized popular interests. “

(<http://www.dictionary.com/browse/fanzine>) Fanzines promote and distribute amateur sci-fi stories.

³ *Le Zombie* was an amateur fanzine published randomly between 1938 and 2001 in Illinois, USA.

and all stories ever written that are inspired and heavily influenced by any other previously published work? It is complicated to recognise and categorize fanfiction simply because everything ever written most certainly has been more or less inspired by or coloured by other existing literature whether the author likes to admit it or not. It is also important to point out that even though the term fanfiction allegedly first came into use for definitional purposes in 1939, there are earlier examples of written and published literary works, which fulfil the criteria of being classified and genrefied, as such.

Shakespeare's *Romeo and Juliet*, a play loved and admired for its timeless plot and brilliant characters through centuries is actually per definition an early example of fanfiction. Shakespeare's masterpiece is in fact a dramatic adaption of Arthur Brooke's poem *The Tragical History of Romeo and Juliet* published in 1562. Shakespeare must have been a true fan of this poem since he decided to develop the original plot of the poem within the same setting and include its characters. Shakespeare then did exactly what today's online fanfiction writers do – he continued the story, he introduced new characters within the set frame of time and place and he gave the adaption a successful and immortal life of its own.

Some scholars who have studied fanfiction even say that the Bible can be defined as one big piece of fanfiction, as it simply retells different stories, myths and legends shared by storytellers in different social settings. The keyword that very often is mentioned alongside the term fanfiction, though, is popular culture. Whether there was such thing as a popular culture, back in the days when the Bible was written is a different discussion, but if Shakespeare's works can be defined as fanfiction, why stop in the Renaissance? Should we not then, for example, also include all versions of the Arthurian legend?

Fanfiction is an innovative genre, which has changed in form and content over the years, and nowadays is functioning well in a digital format. Fanfiction has obviously, due to these changes through time, also required numerous redefinitions. Back in the days storytellers walked around from village to village and home-to-home and told fairy tales and legends to a very responsive audience. Oral storytelling has most definitely been a part of human civilization since we learned how to communicate through spoken language, and so has the need to hear, invent and share stories. A fairy tale or a myth will and always has been coloured and interpreted by the one reciting it, and an experienced storyteller will never leave a story untouched. Original and unexpected twists and turns are the main reason why an audience bother to listen to, read or watch a story (depending on the format in which the story is told), and this is also why fanfiction has survived as a genre and a phenomenon through the centuries.

The most famous and popular contemporary fanfiction is probably the trilogy *Fifty Shades of Grey* written by E. L. James. To begin with, this erotic and controversial story about Mr. Grey and Anastacia Steele has really grown to be just as popular as *Twilight* by Stephanie Meyers – the story on which *Fifty Shades of Grey* is built. Stephanie Meyers discovered E. L. James’ fanfiction in an online fanfiction forum herself, and allegedly encouraged the writer to make some changes in names and settings and then send it off to a publishing agency. The rest is history, but many of the ongoing debates on fanfiction and copyright laws are not.

1.5. Fanfiction and the Copyright Laws

This thesis aims to regard writing fanfiction as an activity that can be used as a didactic tool and digital approach in the ESL classroom. It does not aim to shed light on the complex and comprehensive issues tied to copyright and legality. I mention this briefly in this section of the thesis to underline that I am aware of the ongoing debates and discussions concerning this aspect of fanfiction as a fast growing and popular online activity.

When it comes to the copyright laws the majority of professional and successful authors of popular culture particularly in terms of literature, TV-series, films and games frown upon fanfiction in general. The general attitude towards fanfiction seems to be that authors, no matter how appreciative they might be about the fact that their readers and viewers out there spend so much time in their fictional universes, is that fanfiction is lazy, unoriginal and annoying. For example, George R. R. Martin, the writer of the popular novels *A Song of Ice and Fire* (later adapted in the Home Box Office series *Game of Thrones*) said the following in an interview when the journalist asked for his opinion on fanfiction: “My characters are my children ... I don’t want people making off with them, thank you. Even people who say they love my children. I am sure that is true, I do not doubt the sincerity of the affection, but still... No one gets to abuse the people of Westeros but me” (George R. R. Martin).

In addition to the fact, that many creators of copyrighted creative works oppose the use of their universes and characters for emotional and ethical reason there are of course the monetary and legal issues that follow when someone publishes fanfiction online. If the fanfiction entries become popular, they can be quite profitable for the writer, and some fanfiction authors have as many followers as the original authors of the works they base their fiction on.

All original, published written work is in theory protected by copyright laws, but this is not sufficient when it comes to preventing people from publishing fanfiction in online forums or even in printed books. Back in the early days of fanfiction, when dedicated fans of for instance

Star Trek, or Marvel and DC Comics wrote their own sci-fi fiction and these were printed, published and distributed, the fans in general stayed clear of popular and established universes. The fanfiction writers who published their work in the fanzines back in the 1940's and 1950's and 1960's were clearly inspired by and coloured by their dedication to the fictional characters and popular cultural universes, but they respected the copyright laws in such a way that they did not enter and alter the stories already written.

The distributors of the early fanzines were also working in companies similar to those publishing Marvel and DC Comics, and they did not publish any fanfiction stories similar to the ones we can read and write in online forums today as this was very much frowned upon and could risk legal prosecution by the original creators. In his blog "Not a Blog", George R. R. Martin writes that he used to be a fanfiction writer himself when he was a young boy:

"One of the things I dislike about fan fiction is its NAME. Truth is, I wrote fan fiction myself. That was how I began, when I was a kid in high school writing for the dittoed comic fanzines of the early 1960s. (...) I was a fan, amateur, writing stories out of love just like today's fan fictioneers... but it never dawned on me to write about the JLA or the Fantastic Four or Spider-Man, much as I loved them. I invented my own characters, and wrote about those." (Martin, *Not A Blog*, 2016)

The copyright laws, however, differ from one country to another. This is why authors like J. K. Rowling have had many rounds in the court system in countries like China, where the rules of the copyright laws are far more blurry and ambiguous than in most western European countries and the USA. In China, it is impossible to even estimate the number of printed fake Harry Potter books written by Chinese writers published and sold as independent works. Even though J. K. Rowling is not known to be as opposed to and provoked by fanfiction as George R. R. Martin is, she has allegedly admitted that the fast-growing and expanding Chinese Harry Potter book production is legally and monetarily challenging.

Most established authors seem to agree that one must not view all fanfiction in black and white. They seem to be generally thankful for and appreciative of the fact that people love and cannot get enough of their works. There also seems to be a general tolerance for most entries posted and commented on in online forums written by young adult fans. The challenge comes when fanfiction writers print and distribute their work and actually make a financial profit, building their own reputations as authors in online forums.

CHAPTER TWO: FANFICTION AS A TOOL IN UPPER SECONDARY SCHOOL

Related literature, theoretical focus, and the Knowledge Promotion

2.1 How can fanfiction be used in the ESL classroom?

When it comes to actively making use of fanfiction in ESL teaching, it is of great importance that one acknowledge it as a possible didactic tool and to a certain extent take one step away from the usual sociological and anthropological perspective in which it is usually studied by academics.⁴ It is generally important and interesting to research and shed light on *why* people, especially young adults, write fanfiction in online forums, but it is only partially relevant in the field of ESL learning and didactics.

ESL teachers need to take a pedagogical approach to fanfiction and evaluate it as a tool to get students engaged in creative writing and dynamic feedback processes. I believe that fanfiction can be more or less successfully introduced in the upper secondary ESL classroom if the outer, practical frames are already set. The students and the teacher all need access to computers, internet access, and scheduled time to read a carefully selected, level appropriate novel. In addition to this, it is crucial that the teachers prioritise introducing the students to fanfiction as a phenomenon and, giving them a definition and showing them examples. The introduction need not be very advanced and technically innovative. It can be done simply by using a power point presentation, designing a pamphlet or handout, or just writing a “basic beginner’s guide to fanfiction”. How one chooses to introduce them to fanfiction is subordinate. What is most important is that it is done so that the students are left with a clear understanding of what it involves and why the teacher has chosen to welcome it into the classroom and included it in the syllabus.

When it comes to answering the question on how it can be included successfully in the ESL classroom, it is important to underline that the implementation is much easier if the students and the teacher are all open minded and curious about testing out new methods. Asking an older teacher close to retirement and a bungalow in Spain to channel all his or her creativity, and didactic curiosity to embrace this controversial and relatively new-fangled activity could be

⁴ When I was searching for references and research on fanfiction in the classroom for this thesis, almost everything researched in the past turned out to be studies of *why* people write fanfiction. There is little research on fanfiction as a topic in didactics and ESL education.

challenging. On top of it all publishing and commenting on other people's fanfiction in online forums or even in closed forums reserved for members of a smaller group or a class also requires digital skills and a fairly developed technological mind-set. It might sound as if this is a tool for teachers of the younger generation now, but what I am trying to say is that the teacher needs to understand that this is a teaching method and a didactic tool that requires thorough planning, insight and digital dedication and appreciation. It can also serve as a useful tool if the learners are easily engaged in digital tools, and if the teacher manages to guide and advise the learners in a way that ignites the learners' interest in reading and creative writing. Judging from my own experiences during my 15 years as a teacher, I dare argue that most young adult students more than willingly embrace any teacher-initiated attempt to use digital tools in their teaching as they get the impression that the teacher is attempting to meet them in their own territory.⁵

With all the above-mentioned prerequisites present, time has come to select a suitable book, film or TV-series. I chose to work with Riordan's book *Percy Jackson, the Lightning Thief* (2005) as this is a popular book, and most students between the ages of fifteen and twenty are probably already familiar with its plot and characters. Other suitable books could be *The Fault in Our Stars*, *The Hobbit*, *Twilight*, *The Hunger Games* or one of the Harry Potter books.

If a teacher wishes to use fanfiction in a group where he or she has limited time, or if it is a group of learners on a lower proficiency level or with limited English skills, it is recommended that one work with fanfiction using a film as a point of departure for creative writing instead. A film is less time consuming and is an easier way to get students involved in and develop an understanding for the plot and the characters of the same story. Some may argue that it would be more motivating for the students and easier to get their creativity flowing if the teacher allowed them to choose their own books and films. By doing so, it would get them to write fanfiction in the correct sense of the term as they then would be dedicated fans rather than (at best) conscientious students prepared to work hard to achieve good grades. In my project, I chose the book and denied any requests to read and work with a different book or film. I did this so that I would get more comparable results, and also because it was necessary for me to be able to see if they gained an interest in giving feedback and comments on each other's work. If they had been allowed to choose their own books and films I would have run the risk of ending up with ten or fifteen different stories to work with within the same group. This would have made it less likely to be successful, as they then, due to lack of knowledge about the other

⁵ This is supported by Christina Olin-Scheller and Patrik Wikström in their article "Literary Prosumers: Young People's Reading and Writing in a New Media Landscape" (2010).

students' books would have been less interested in engaging in another person's creative writing process.

Allowing them to choose their own books and films might be a good alternative since it could promote more individual motivation and engagement. My assumption is, however, that this would be far less unifying and not to mention make it much more challenging for the teacher to stay on top of the project as he or she would then need to be updated on and familiar with plots, characters, settings and popular fanfiction entries in many different stories.

Peter Gutierrez is a researcher and a teacher who has written and published academic articles about the use of fanfiction in the English classroom. He is strongly in favour of it based on his own experiences over the past decades, and writes in his 2012 article *When the Lit Hits the Fan in Teacher Education* about his appreciation for Chris Shamburg's academic work within the field fandom and curriculum. Gutierrez writes about a number of ways to include fanfiction in the language classroom, and especially recommends language teachers in general to encourage their students to write fanfiction texts based on their own favourite books, games and TV-series.

He provides us with ideas for future tasks that can be used to promote creative fan fictional writing and emphasizes the responsibility that at all times when using fanfiction in the classroom rests on the teacher's shoulders: the importance to keep the fan in each student throughout the fanfiction project. (Gutierrez, 2012, p. 4). This is probably the most important point to keep in mind as a teacher. When we allow and encourage our students to include their personal hobbies and literal preferences in a school setting, we must at the same time also tolerate the fact that their creativity might reach new and unexpected heights. Teachers then have to accept that they are entering their students' literary world and not vice versa. Gutierrez writes how challenging the canon might be a difficult and sore task for many teachers, and how important it is to treat the fanfiction created by the students with respect, especially from the ones who initially are reluctant writers.

Gutierrez writes how fanfiction inspires students of all ages make use of their creativity. He further argues that it is essential and valuable for the "development of reflective and creative thinking processes that they learn how to take different perspectives on already familiar situations and stories" (Gutierrez, 2012).

2.2 Research on digital tools, fanfiction and language learning

When turning to research and literature from other scholars and academics on fanfiction and digital tools in general and how these can be successfully integrated in the ESL classroom, there is an interesting study on this done by Mohammad Al-Zharani in 2008. He has done research on the learning outcome of male Saudi ESL learners before and after full integration of digital tools and learners participation in online forums where they write and interact with other ESL students from all over the world in English. His research showed that ESL students whose attitudes towards English as a subject were initially negative remained negative until they were introduced to and got the opportunity to work with the language using digital tools and online resources. Al-Zahrani's research illustrates and argues that implementing the use of digital tools and online forums encouraging the ESL learner to partake in dynamic and relevant topical discussions is not only positive, but should be considered mandatory by all ESL teachers. The generation attending upper secondary education today grew up surrounded by new media and are accustomed to using digital tools in an instinctive way. It is the generations before them who are still holding back and constantly seem to search for negative aspects of implementing technology and digitalism in the classroom.

Marc Prensky writes in his article from 2001 "Digital Natives, Digital Immigrants", an article that is now fifteen (!) years old that "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" (Prensky 2001, p. 1). By this, he means that the older generations of teachers and educators, as well as parents, need to open their eyes, broaden their perspective on knowledge and admit that the world has undergone a paradigm shift since the invention of the internet. The parent generation of today's learners have been witnesses to the gradual digitalization of the world, we have learned to accept it, live with it and even embraced it and learned how to make use of it. Prensky stresses in his article that it is only the upcoming generations who are *digital natives* and we, as teachers need to start keeping this in mind.

Not only is it *essential* to consider implementation of online resources verging on social media categorization (as fanfiction online websites per definition are), but it is *crucial*. It is beneficial for the students' attitude towards English as a school subject. Young students seem to expect the schools to integrate digital tools, as they, according to Al-Zahrani's research data, otherwise will be unfocused and uninterested as traditional teaching methods are too archaic and viewed as outdated:

It is fundamental to note that the learners pinpointed that the main reason they had negative attitude was the instructional and conservative teaching methods used by the

ESL teachers. This is because the respondents revealed that they prefer the use of latest technology in classroom teaching as it appears more “interesting” towards them. (Mohammad Al-Zahrani, 2008, qt. from Badusah, J., Nor, D. I., et al. *Integrating LiveJournal in ESL Classroom*, 2014)

Prensky’s arguments and visionary assumptions strengthen and correspond with the descriptive statistics of Al-Zahrani. Prensky argues in his article that the teacher and parent generation needs to acknowledge the sore fact that they are what he calls digital immigrants (Prensky, 2001). By this he means that we will never be able to fully understand the way our students think and process information and that this is what we should address as being the biggest challenge in today’s educational system and ongoing discussions about implemented digitalism in the classroom:

Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language. (...) Digital Natives are used to receiving information fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access. They function best when networked. They thrive on instant gratification and frequent rewards. (Prensky, 2001)

From Prensky and Al-Zahrani’s research and academic arguments, one can easily argue for implementation of fanfiction as well as active use of other online, dynamic social media platforms in the ESL classroom. Fanfiction is, without doubt a media that in its form and function quite possible could be adapted to suit any upper secondary ESL class today. It is simply in accordance with “the digital natives’ ” way of learning and acquiring new knowledge. They are also used to reading on screen, and despite the concern, many educators have shown towards the decline in reading as an activity, there are research results proving the opposite. According to a survey carried out by researchers employed by the academic website *Everything Science* in 2015, people in general read more than ever before:

“Thanks to technology, we are reading more than ever. Our brains process thousands of words via text messages, email, games, social media, and web stories. According to one report, the number of people that read tripled from 1980 to the late 2000s.” (Annie Sneed, 2015).

My research project involves a conscious decision to implement fanfiction in the ESL upper secondary classroom. The students are used to reading on-line, and they will hopefully be inspired to read more literature and become familiar with the literary classics through

participation in online fanfiction forums as well as by reading contemporary young adult literature.

2.3 ICT in the Knowledge Promotion (K06)

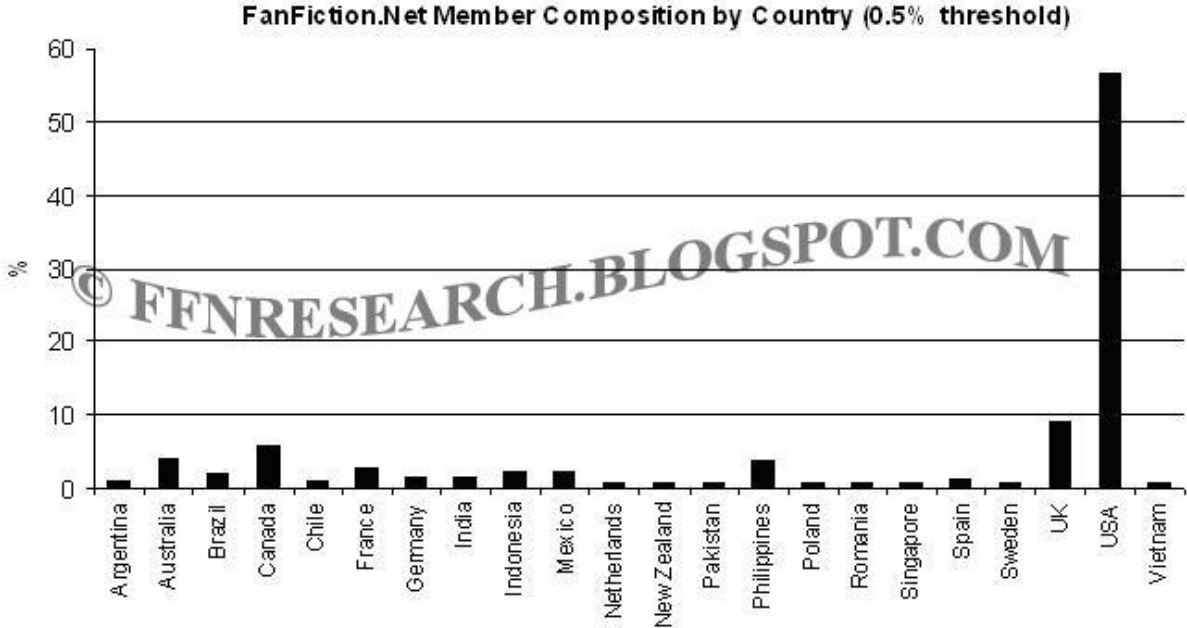
In this section, I relate my research project to the Norwegian National Curriculum (The Knowledge Promotion 06) and the English Subject Curriculum. This helps to explain why I chose to test out fanfiction as a didactic tool in my ESL classes. According to the Knowledge Promotion (K06), digital skills are regarded as basic skills and are put in the same category as the ability to read, write, speak and acquire numeric competence. The National Curriculum states the following about the use of ICT in the ESL classroom:

“Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadapted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources.” (UDIR: National Curriculum K06, 2016)

When it comes to making active use of fanfiction as a digital tool in the ESL classroom, it certainly meets a number of goals in the curriculum. Fanfiction can be seen as both a tool and a digital resource in the sense that it can be viewed as an online database of texts written in English, very often in an authentic language as most of the users are in fact native English speakers.

According to research carried out by fanfiction.net, fanfiction is most popular in English speaking countries. In figure 1 below, we see that most contributors on the online fanfiction forum are American followed by British, Canadian and Australian. This data is of importance

when considering making use of fanfiction in the ESL classroom, as teachers then are aware of the fact that a majority of the written work is written in authentic English language by native speakers. This could contribute to a better understanding of correct use of grammar and general vocabulary for ESL readers. The reason why the data presented in this figure is of importance in my research is to underline the fact that most fanfiction contributors, according to the statistics presented below, are native English speakers. Most ESL learners need to read as much authentic English as possible, and since fanfiction also includes fictional literature of various genres, I would argue that reading fanfiction entries online is good exercise.



(FIGURE 1: Fanfiction member composition. (According to statistics and empiric data presented online on Fanfiction Statistics in 2010 <http://ffnresearch.blogspot.ca/2011/03/fan-fiction-demographics-in-2010-age.html>.)

In addition, the language used in the online stories is adapted to the digital format and young adult readers in general, because most fanfiction writers are the same age as the upper secondary students, or a bit younger⁶. Fanfiction entries are good examples of texts written in authentic and unadapt situations, and further, having the students write fanfiction meets the goals of producing digital texts and developing their knowledge about using sources. Last, but definitely not least, fanfiction is the perfect tool for initiating a classroom discussion about copyright laws and informing them about how these laws apply to all written material both printed and published online.

⁶ The results of research carried out for the website tvtropes.org in 2014 showed that most fanfiction contributors in online fanfiction forums are young adult females between the age of 12 and 25.

The ESL classes in this particular study were introduced to the general content of the copyright laws and why fanfiction as a genre has been a topic in heated discussions and interviews with professional writers and fanfiction writers. The classroom discussions were interesting and productive, and engaged more students than initially expected. Compared to previous attempts to engage the students in the same issues, the fanfiction approach was definitely the most successful approach so far. The goals of the curriculum concerning defining and working actively with the copyright laws and the importance of listing all your sources at all times were successfully reached. Using fanfiction as a tool in this specific connection provided the students with insightful information. Fanfiction is a much more pragmatic illustration of the importance of the laws, and many students said after the fanfiction and copyright session that they now had a different and clearer understanding of the importance of the copyright laws and the use of sources.

When it comes to the competence aims after the VG1 general study programme and VG2 vocational study programmes, the curriculum states the following aims under the section about *language learning*:

The aims of the studies are to enable pupils to

- evaluate and use different situations, working methods and learning strategies to further develop one's English-language skills
- evaluate own progress in learning English
- evaluate different digital resources and other aids critically and independently, and use them in own language learning. (UDIR: K06)

If the teaching scheme I used with fanfiction is evaluated on the basis of these competence aims, it complies with all the points mentioned. The students evaluated and used different working methods to acquire literary knowledge, they evaluated and used a variety of situations to further develop their English language skills through group work, online discussions, working individually and giving each other feedback in pairs. They were also encouraged to participate in ongoing discussions about the Percy Jackson book in online fanfiction forums to use their English in a different situation communicating with other young adults about a known plot and characters. The students also had to participate actively in response groups where they gave each other feedback and commented on each other's texts, and this activity provided them with

a good opportunity to evaluate and reflect upon their own learning progress with regard to grammar, content and genre.

The students were also introduced to different sources providing information about Percy Jackson and Rick Riordan, such as online encyclopaedias, posted summaries and discussions about the book, its content and characters.

2.4 The Fanfiction teaching scheme and the goals of K06 in terms of literature, reading and writing.

The Knowledge Promotion emphasizes the following goals within the disciplines of literature, reading and writing for the VG1 General Study programme and VG2 Vocational study programme:

Written communication

The aims of the studies are to enable pupils to

- evaluate and use suitable reading and writing strategies adapted for the purpose and type of text
- understand the main content and details in texts of varying length about different topics
- read to acquire knowledge in a particular subject from one's education programme
- use own notes to write texts related to one's education programme
- write different types of texts with structure and coherence suited to the purpose and situation
- use patterns for orthography, word inflection and varied sentence and text construction to produce texts
- produce different kinds of texts suited to formal digital requirements for different digital media
- evaluate different sources and use contents from sources in an independent, critical and verifiable manner (UDIR: K06).

The abovementioned goals can all be reached to a certain degree using fanfiction. The students were evaluating and learned how to use suitable reading and writing strategies adapted for the purpose and type of text. Further, through reading and watching the story about Percy Jackson,

they learned to understand a written text about rather complicated topics such as Greek mythology and troubled teens suffering from various learning disabilities. The texts they read on online fanfiction forums were all of various lengths and written in many different genres and they certainly dealt with different topics ranging from world apocalypse to explicit love triangles. In addition, they were engaged in investigating and working actively with different sources for background material online, as well as reading each others' fanfiction texts.

When it comes to the aim concerning gaining knowledge in a particular subject from their education programmes, the choice of novel was a lucky one since the general studies students will encounter Greek mythology as a topic in Vg2 and VG3 school subjects such as history, religion and philosophy. The Percy Jackson book is very true to the different Greek mythological characters and myths in general, so it doubtlessly provides the students with valuable information and knowledge about this particular mythology.

The vocational students, on the other hand, do not have any future encounters with Greek mythology in school, so this particular topic might be less useful to them. Many of the students who took part in this project, however, are in fact students diagnosed with and suffering from learning disabilities and mental disorders (ADHD) similar to the ones of the protagonist in the novel. Not wishing to speculate on how much this is valued by these students as readers or not, I dare not suggest any correlation between their interest in the story and their own personal life, but it is worth mentioning briefly as a reason why this book is suitable for this particular group of students.

The students also wrote texts suitable for the online fanfiction forum while continuously bearing in mind that the language in their texts was to be adapted to readers their own age, and they most definitely made active use of their own research notes and imagination while solving the tasks and writing their creative texts. Further, they “produced different kinds of texts suited to formal digital requirements for different digital media” and “evaluated different sources and used contents from sources in an independent, critical and verifiable manner” and it may also be argued that fanfiction as a didactic and methodological tool assisted them in reaching the goals in written communication as stated in the National Curriculum.

The last category of skills reflected upon here concerns the goals VG1 and VG2 students are to reach within culture, society and literature. The content of the curriculum is as follows:

Culture, society and literature

The aims of the studies are to enable pupils to

- discuss and elaborate on culture and social conditions in several English-speaking countries
- present and discuss current news items from English language sources
- discuss and elaborate on the growth of English as a universal language
- discuss and elaborate on different types of English language literary texts from different parts of the world
- discuss and elaborate on English language films and other forms of cultural expressions from different media. (UDIR: K06: 2016)

My teaching scheme using Fanfiction based on Rick Riordan's novel can help to meet the criteria of the National Curriculum in all the goals cited within the field of culture, society and literature. The novel is set in New York and other cities in America and describes some aspects of the American school system and culture, as well as serving as a valuable illustration of the life of an average, American working class single mother (Percy's mother). In addition, the students read some of the personal profiles of the most dedicated and read fanfiction contributors and gain some insight into their daily lives and social and cultural backgrounds.

News items were also discussed in the class setting, as they had to partake in the reflections on the copyright laws and look into what different online magazines, newspapers and blogs had to say about the fanfiction genre. They read interviews with George R. R. Martin, J. K. Rowling and other writers about fanfiction and these authors' views on fanfiction and the copyright laws.

The students also got the opportunity to discuss and reflect upon *why* most entries on fanfiction.net and Archiveofourown.com are written in English and then the teacher could easily extend this discussion into a lecture on the history and development of the English language. They also discussed and analysed some of the online fanfiction texts and each other's texts. The online texts were of many different literary genres, ranging from short one-liners to novels, and a majority of the students seemed to enjoy the variation in length, and they all got quite involved in reading the different stories.

If viewed entirely quantitative, there is no doubt that fanfiction ticks off many of the listed aims in the National Curriculum. In theory, fanfiction could be used successfully as a didactic tool,

and assist ESL students and their teachers in reaching those aims, as it is a relatively modern and innovative digital phenomenon, which meets the standards and expectations of these young adult ESL learners.

Chapter 3:

3.0 Can fanfiction improve the written proficiency of ESL students in upper-secondary classrooms?

Before the students were introduced to and agreed to take part in the fanfiction project, they were introduced to the term fanfiction and informed about what it is. In addition, they were fully informed about my intentions with the project, what I was attempting to study and what exercises and tasks they would have to do at home and in school over a period of four weeks. They were also informed about the reason *why* I had chosen to invite them to contribute to my research, and I made sure they were all given enough time to think about this project and ask any question relevant to the project both beforehand and during the teaching progress.

To begin with, I wanted to see if there were any significant differences in motivation, written proficiency skills and understanding of literary analysis among students introduced to and actively engaged in working with fanfiction as a method and the other half of the students working with literary analysis and a creative writing project using traditional teaching methods. After a lesson with all of them in the same room, explaining why I had chosen to do it that way, my vocational study programme students came to me and kindly asked if they could work with fanfiction as well. They said that they felt left out and that they would enjoy using their computers more in school and that they needed new input and some inspiration. After giving it some thought, it all of a sudden became clear to me, that introducing both halves to fanfiction and doing identical projects in all three classes would provide me with more interesting results. It would also enable me to research if there are attitudinal differences between the students in the general study programme and the vocational study programme when it comes to using fanfiction as a didactic tool.

By inviting all the students in all three classes to take part in this project, I also got a rare opportunity to investigate whether using digital tools to a broad extent could whisk out the differences in dedication and motivation that usually exist between the vocational students and the study programme students in Norwegian upper secondary schools. It is common knowledge that most students enrolled in vocational study programmes are less likely to engage actively in academic activities such as reading literature and creative writing in their spare time. Further, it is a given fact that most teachers in upper secondary Norwegian schools have spent a lot of time reflecting on and discussing the underlying reasons why the Norwegian National

Curriculum of 2006, the Knowledge Promotion, equates the skills, motivation and achievements of students who have chosen to follow a vocational study programme and students following the general study programme. After almost fifteen years in ESL teaching, I have listened to many frustrated colleagues trying their very best to invent and find suitable methods and didactic tools to help students enrolled in vocational study programmes to meet the goals stated in the Knowledge Promotion. This has never been an easy task. Most vocational students tend to be less motivated and are not cut out for theoretical subjects, and even though many of these students use English in their daily lives on social media and in gaming and other online activities, they are in general not very interested in the written content in their English books. By introducing them to fanfiction, a phenomenon which requires more or less the same skills as online gaming, it would be possible for me as a teacher to see if this could be a creative way of sparking their interest in literature and writing.

I also wanted them to read a contemporary young adult novel, something, which usually is challenging to squeeze into a tight teaching schedule. The students in VG2 vocational studies only have two English lessons per week, while the general study programme students can enjoy five lessons each week. The VG1 vocational students have three lessons a week. This is because the vocational students are supposed to cover the curriculum over two years in upper secondary school as opposed to the general study programme's one-year coverage of the same material. This is usually solved by scheduling three English lessons per week the first year and two lessons a week the following year for vocational studies students. So, bearing in mind that fifty percent of my students only had two lessons per week to work with this comprehensive literature project, I knew that time would be very tight and that the text, the novel I selected for this project needed to fill certain requirements.

The book had to be entertaining, age appropriate, easy to understand and read, relatively new and contain content that was fairly familiar to the students. In addition, I was searching for a book that in particular appealed to the vocational students, as I believe they need characters with which they can identify in order to remain interested. At the same time, I did not want the book to be uninteresting to my general study programme students. I also wanted to choose a book that had been adapted as a film and that contained interdisciplinary facts that could be transferred to other school subjects. Finally, it was an unalterable demand that the book have a tremendous fan base of devotees dedicated to and currently active in writing and publishing fanfiction online.

After thinking, searching and researching, I decided to introduce them to Percy Jackson. I chose to work with the first book in the Percy Jackson series – *Percy Jackson and the Lightning Thief* by Rick Riordan. The book was published in 2005 and has become one of the most popular books in the young adult literature segment. In addition, the protagonist, Percy Jackson, is kind of an anti-hero who is seen as a troublemaker due to his ADHD diagnosis. Further, he is not very fond of school due to learning disabilities and dyslexia. I reckoned this character would appeal to the vocational students, and at the same time, the book contains many historic allusions interesting and comprehensive enough to engage the students in the general study programme.

The first part of the project involved reading the book about Percy Jackson. They read it at home as their day-to-day homework for four weeks, and we worked with fanfiction in the classroom at the same time. We read different fanfiction entries written by fans dedicated to Percy Jackson on fanfiction.net and archiveofourown.com. The students enjoyed reading the creative stories, and most of them took a particular liking to the so-called crossover stories where characters from other fictional universes from popular culture are included and incorporated into the plot and setting of the Percy Jackson stories.

I asked them why this was particularly interesting, and the overall answer was that they enjoyed reading crossovers the most, because they had often thought up similar scenarios themselves. The characters from *Twilight* and the comic universes of Marvel and DC Comics are especially overrepresented in both the online fanfiction entries as well as in the imagination of my students.

They were organized in groups of two or three, and the task I gave them was to read each other's stories aloud to the others in their groups. Then the listeners were to comment on both language and content, and share their initial thoughts about the text. After they had done that, they then returned to their computers to write a second draft and make active use of the feedback and comments they had got from their peers.

In my general study programme group, we did this feedback and comment session differently. Their first drafts were not to be uploaded, but just written. Then they too sat in response groups of three or four, and did the same as the vocational students; they read, commented and reflected together. They just handed in their second draft for final grading, so it is unfortunately not possible for me to write anything about their first drafts or make a comparison. I therefore base

my discussion on the feedback they gave on the questionnaires, and by the looks of it, some of the students have benefitted from fanfiction and some have not.

Chapter 4: Methodology and Research Design

4.1 Choice of methods

I have chosen a mixed methods approach in gathering the data necessary for answering the overarching research question in my thesis and drawing conclusions about my teaching scheme using fanfiction. I have used both quantitative and qualitative methods, using tools like questionnaires with yes and no questions and tables to illustrate the findings. When investigating and trying to find answers to research questions similar to the ones forming the foundation for this thesis, there is a variety of methods available for use.

I spent a lot of time reflecting on and researching which methodological approach would be most suitable for collecting the data and information necessary to answer my research questions. In last years' method and project paper in the Master's in Teaching English in School program, I encountered a number of difficulties when I was carrying out my research, and it became difficult for me to draw any conclusions, as the number of respondents was much lower than expected. In this research project, I have chosen somewhat similar research methods, even though I have been very sceptical and unsure if the data collected in this connection would be sufficient to draw any conclusions from.

I chose to design a simple, basic questionnaire where the students had to tick off a yes or no answer to questions relevant to my project. The students were given a pre-project questionnaire (appendix 1) and a post-project questionnaire (appendix 2). In addition to the questionnaires, I have also designed and carried out classroom interventions using a teaching scheme (appendix 3). Fanfiction texts written by the students and classroom activities are also an important part of this project, as their fanfiction entries were to provide me with student writing that could help me answer my research questions and draw conclusions as to the effectiveness of using fanfiction in my teaching scheme.

In order to find information about other ESL teachers' attitudes towards fanfiction as a method and tool, I also carried out an informal focus group interview with two teachers and used a Facebook chat-group forum for ESL teachers to ask some questions of relevance. The participants in my research project are so-called convenience samples.

Convenience sampling (McKay, 2007 p.37) like I have done in this case is debatable and it is not possible to draw any general conclusions based on the data obtained in such studies. This is not only because the number of participants and respondents is insufficient in itself, but also because there might be a chance that my own students, seen from an objective perspective, might struggle to be impartial and unbiased in relation to the research project. The most advantageous sample for any researcher would of course be if each individual in a population could partake in surveys so that the researchers could get 100% accurate data to draw conclusions from. However, I dare argue that the students selected as participants in this project to a certain extent are representative for a larger population. I have selected three groups of ESL students who are average in grades and who in total constitute an almost equal number of vocational studies students and general study program students.

4.2 Preparatory Formalities

Prior to the project and gathering of research data, it was mandatory to obtain permission from the headmistress at the upper secondary school (appendix 4) to carry out the project within my working hours and to use the students' English lessons over a four week period to gather data through questionnaires, student texts and classroom discussions. I thereafter had to design an information letter (appendix 5) about the fanfiction project and the research questions and send this to my students and the parents of the underage students in order to get their permission to use the students' texts, questionnaire answers and any other subject-related data for research purposes in my master thesis. As previously mentioned, I was granted permission to make use of the written work of 45 out of 47 students. This was a considerably higher number than I had expected, and I am very thankful for the positive response from parents and students. I also have ensured and informed all parties involved that all material used for discussion and research in this thesis is anonymised to safeguard the ethical aspects and out of respect for the contributing students and teachers.

4.3 Participants

The fanfiction project was conducted in an upper-secondary school in the east of Norway housing several branches of vocational and general studies study programmes on all three upper- secondary educational levels. The project involved the students in three of my three ESL classes, and 45 out of 47 students and their parents, as noted, consented to letting me use the

students' written work and texts for research and analysis purposes in this master thesis. Twenty-three of the students participating are from my general study programme class, and twenty-two are from two different VG2\VG1 vocational studies classes, consisting of eleven students each. Twenty-two of the participating students are female and 23 are male. Students from both vocational studies in upper secondary education (electricians and health and social care workers) and first year students enrolled in the general studies programme are represented in equal numbers. The reason for this is that I wanted to find out whether there are any significant differences in results, evaluations and attitudes towards fanfiction as a method and reading and writing as an activity between these two groups of students.

I first intended to divide the students into two groups where one group was introduced to fanfiction and the other one was not, just to see if there were any differences in the grades and results of their hand-in fanfiction tasks at the end of the project period. Thankfully, my vocational students persuaded me to think differently and change my original plan. They said that they also wished to be introduced to and work with fanfiction. Furthermore, they said that they needed something new and inspirational to help them see the practicality of creative writing and literature reading. Due to this change, my project revealed some very interesting and surprising information and I was provided with data that was even more useful and thought provoking than I had expected.

I also chose to carry out a brief and informal focus group interview among some of the ESL teachers at the same school. First, I was given the opportunity to give a 45-minute lecture about fanfiction using the same power point presentation as the one I had used to introduce the topic to my students to give a brief overview of the topic (appendix 6). Afterwards I invited and encouraged the English teachers to stop by my office for a ten-minute talk about their views on using fanfiction as a tool in the ESL upper secondary classroom. Seven out of twelve English teachers decided to share their thoughts and views (appendix 7) on fanfiction after this lecture, a number by no means expected to be regarded representative for all upper secondary ESL teachers. Still, it was interesting and inspiring to get the opportunity to hear their attitudes towards and opinions on fanfiction. Again I would like to emphasize that I am aware of the risks and consequences of so-called "convenience sampling" (McKay p. 37) in this connection and willingly admit to the fact that my participants were merely chosen for their accessibility and nearness.

4.4 The Pre-Project Questionnaire

Prior to the fanfiction and Percy Jackson project, I wanted to find out something about my students' attitudes toward reading, watching movies and writing. I also wanted to find out whether they enjoyed commenting on and actively participating in feedback opportunities in class. In order to do so, I simply sat down and designed a questionnaire with close-ended questions entirely in the alternative-answer category (McKay, p.38) where they were to select from two answers: yes or no.

I could have used alternative-answer questions to get more elaborate information about their attitudes and feelings towards reading and writing as an activity and their general attitude towards response groups and books, but since I considered any additional or in-depth information excessive and irrelevant, my choice of questions was kept as simple and straightforward as possible. McKay states the following advantages of using close-ended questions in research: "Close-ended questions allow for more uniformity of responses and are easy to answer, code and analyse" (McKay, p. 39-40). In this particular study, I preferred to provide my respondents with a questionnaire consisting of seven yes-no questions.

In retrospect, I have to admit that a pre-project questionnaire using the Likert-scale format or rank-answers format (McKay, p. 38) would have been more appropriate choices of formats, as I then would have been able to see the nuances and degrees of their reluctance towards or enthusiasm about the topics mentioned. This would have provided me with more elaborate and specific results and increased the possibility of drawing conclusions that are more accurate from their answers. The yes-no closed-answer questions they were asked, make it easier to summarize the results and are easy to display in bar graphs. I also followed the advice McKay gives in terms of keeping the survey questions short and relevant, and they have been written in a language that the students can easily understand (McKay p. 39-40). My main purpose in asking the students to answer this pre-project questionnaire was simply so that I would get some relevant data and see the frequency of yes or no-responses to each question so I could compare their answers to the answers on the final post-project questionnaire.

4.5 The fanfiction introductory lesson

In order to inform my students about their upcoming, final creative writing tasks and literary analysis of the book about Percy Jackson, I decided to make a Power Point presentation and give an introductory lesson on fanfiction (appendix 6).

4.6 The project and the teaching scheme

The project and the teaching scheme which forms the foundation of this project, turned out to be moderately successful. The most challenging part when carrying out this project was doubtlessly linked to the limitations in time and some students' lack of respect for deadlines. The project was initially designed to be carried out during a period of three weeks, 15 lessons, plus allocated time for homework. My vocational students were with their two weekly English lessons given less time to work on this project, and that is one of the reasons why we did not spend any time reading the novel in school, but focused on the film adaption of the story, a brief literary analysis and the response groups instead. In my general study programme class, we spent four lessons reading chapters 1, 5, 7 and the final chapter, 22. In addition, we worked with the actual fanfiction texts in class, while the vocational students worked on their creative writing tasks at home. We also saw the film adaption of the story in class in my general study programme class, and it became clear to me that, even if the film adaption and the novel differ in a variety of ways⁷ it served as a tool for inspiration and had an explanatory effect on some issues and incidents in the book. Moreover, utilizing the film adaption in this case also contributed to a broader inclusion of students on all proficiency levels, as it was easier for learners suffering from various learning disabilities to follow the plot and understand the themes and characters depicted in a visual format than in a printed or digital copy of a book.

The students were given the following four tasks:⁸

TASK 1

Use the internet and do the following tasks:

- a. Fanfiction is controversial for many reasons. Why does the writing of fanfiction create debates?

⁷ The biggest difference is without doubt the fact that the protagonist and his friends are between the ages of 17 and 18 in the film, while they are about 12-13 years old in the books.

⁸ The four tasks in the project were initially given to all the students in all three groups, but due to the lack of time, I chose to emphasize tasks 3 and 4 in the end as these tasks were the most important ones for the collection of data for this thesis.

- b. What do the authors think about fanfiction? Use the internet to find out.
- c. Log on to <https://www.fanfiction.net/> and see if you can find two interesting entries based on *Percy Jackson and the Lightning Thief*. What is your opinion about fanfiction so far based on these two examples?
- d. Do you think this could be a more exciting approach to English literature in school?

TASK 2: REFLECTION AND POINTS FOR DISCUSSION

Read the novel and reflect upon the following questions:

- a. Which characters did you like\dislike the most and why?
- b. Which parts of the story would you have changed if you could and why?
- c. What would be your alternative?
- d. Which part of the story did you enjoy the most?
- e. What do you think about the ending of the story? Discuss the differences between the original and the fanfiction version.

TASK 3: BASIC LITERARY ANALYSIS OF THE BOOK

- a. Characters (persons in the story)
- b. Point of view (who is telling the story)
- c. Setting (where and when)
- d. Plot (what and who)
- e. Theme (s) (what is the story about)
- f. Examples of figurative language and imagery used in the book
- g. Symbolism
- h. Allusions (references to past literary sources or historical events)

TASK 4: CREATIVE WRITING BASED ON PREVIOUS DISCUSSIONS IN CLASS

You should now write your own fanfiction contribution to the story about Percy Jackson. Choose **one** of the following tasks:

- a. Rewrite the ending of the book
- b. Choose a part anywhere in the book\film where you write your own outcome and maybe add a new character to the story or make the story take a different turn.

- c. Introduce an optional character from another book or movie (examples: Harry Potter or Bella from *Twilight*) and try adding them to a part of the story. What happens when the characters meet? How do your guest-characters react to or solve the challenges of Percy Jackson?

Even though I initially had foreseen the project to go on for no longer than three weeks, I used almost four weeks before I handed out the post-project questionnaires. One of the reasons was that the classes were on different field trips and had to take part in mandatory extracurricular project work. This is also part of the reason why the vocational students were only asked to do the two final tasks, 3 and 4 in the end.

4.7 The Post-Project Questionnaire

After the almost four week long project period and after the students had all finished and uploaded their tasks, I once again wanted them to answer some yes and no questions in the form of a simple questionnaire. The reason for this was simply that I wished to see if there were any significant differences in their attitudes towards reading and writing activities before the project and after the fanfiction project. The questionnaires were answered by an equal number of students as the pre-project questionnaire. I once again chose to make use of a questionnaire consisting of close-ended questions entirely in the alternative-answer segment (McKay, page 38). This was because I did not want the actual questionnaire itself to be the possible reason for any variances in the provided answers. I once again admit to the fact that there could have been other and more advantageous approaches I could have used to measure the post-project attitudes towards the same topics, but I wanted to make the graphic illustrations as easily comparable as possible.

The post-project evaluation also consisted of the same number of questions as the previous questionnaire. The difference in the questions was that whereas the first questionnaire aimed to detect their attitudes towards writing, reading and feedback in general, questionnaire number two aimed to gather data about their attitudes towards fanfiction, Percy Jackson, literary analysis and response groups.

4.8 The Student Literary Analysis

All students involved had to write a literary analysis of the book about Percy Jackson. From previous 15 years teaching experience I know that this is one of the most difficult topics to engage students in, especially vocational students, and as soon as the words “literary analysis” were spoken, I was expecting instant complaints and signs of general despair. Instead, it turns out that students in all the classes were quite enthusiastic about it, and were more than willing to participate in classroom discussions.

In my vocational study groups, we carried out the literary analysis of the book orally in class while the students took notes. This was done because we were running out of time, and because I think, they are less distracted and more actively engaged in the analysis of the book\film when it is done more dynamically. They simply need to focus on what is going on in the classroom, and, I also happen to know from previous experience that these groups of students tend to let their minds wander and find literary analysis very boring.

The general study programme group members wrote down their analyses and handed them in with the other tasks. All the students were more or less enthusiastic about doing a literary analysis, but it is difficult for me to measure the amount of enthusiasm in the classroom, so in this case I refer to the answers they gave on the questionnaire and the feedback comments given orally in class.

4.9 The Student Texts

The students were at the end of the project period asked to write their own fanfiction entries based on the Percy Jackson universe. I got 37 fanfiction texts in total uploaded into the folder in Classfrontier by the deadline. The rest of the texts were sent to me via e-mail, but will not be topics for discussion in this thesis as I had already started my statistical analysis by the time the rest of the texts were handed in. The findings based upon the statistics in the fanfiction texts are then based on data collected from 37 texts and not 44, which is the total number of students participating in this project. The students were given three tasks to choose from (See Task 4 Creative Writing above).

My initial intention was to see if their creative writing had improved since the introduction of fanfiction. I wanted to use some of the texts as examples of possibly improved creativity from previous creative writing tasks they had done in the past. I thought it would be interesting and useful to compare two creative texts, but this is when I encountered a major problem. As I was looking through all the hand-in folders in Classfrontier from the autumn semester, it soon became clear to me that they had not written any creative texts before.⁹ I then decided to compare the grammar and general language in the student texts handed in for this project with previous uploaded and graded written work from a full day mock exam they had in November 2015. Grammar and general language proficiency are without doubt more “measurable” components than creativity, and in addition to general grammar, I also looked into the number of words they had written in their previous texts and the fanfiction texts to see if they wrote longer texts after being introduced to fanfiction.

4.10 Written and Spoken feedback and Comments

I also invited the students to share their comments and give an evaluation and some feedback on the project either in writing or orally. Many of them took the opportunity to do so, and I got some interesting and constructive feedback and general comments that I will share in a subsection in the next chapter.

4.11 The Teacher Perspective

After having the opportunity to give an information lecture on my master thesis and fanfiction to the teachers, I encouraged all of the twelve English teachers present to give their views and comments on fanfiction as a possible didactic tool. They were all encouraged to stop by my office for a brief chat, and I stressed that all contributions, long or short, elaborative or superficial were more than welcome and highly appreciated.

Within the timespan of ten minutes, I had two teachers in my office giving their views and reflections on fanfiction in the ESL classroom. I have orally been granted permission to quote

⁹ My classes all had a substitute teacher from the beginning of the school year until the 4th of January 2016 due to the fact that I was home on maternity leave. I was told that they had done creative writing tasks, but as mentioned- according to the texts uploaded in Classfrontier, no creative writing tasks had been graded in these classes.

their comments and views in this thesis, and to narrow it down a bit, I will now focus on the following questions, since these were all more or less the main topics for discussion:

1. Hva tror du om fanfiction som metode i engelsken som et verktøy i lesing og kreativ skriving? (What is your opinion on making use of fanfiction as a method in the ESL classroom to promote reading and creative writing)
2. Ville du ha brukt det i noen av dine klasser? (Would you have made use of it in any of your classes?)
3. Er du generelt positiv til bruken av digitale hjelpemidler og PC i timene? (Are you generally positive towards using digital tools and PC's in your sessions?)

Both teachers said they were indeed curious about fanfiction as a tool and a methodological approach for sparking an interest in creative writing. They were both very positive, and even said they wished to learn more about it, so that they could base a future literature project similar to my Percy Jackson project on the knowledge they then would have about fanfiction.

Once again, as was the case when I did research for my assignment in the method and project course, I was a bit disappointed that no more than two teachers took time to say anything about it. I then decided to use the Facebook group chat function to try to engage some English teachers¹⁰ in a fanfiction discussion. I messaged the above-mentioned three questions to seven different English teachers asking them to share their thoughts, views and attitudes towards fanfiction via Facebook messenger chat. Interestingly enough, this turned out to be a more successful way of collecting data. I don't know whether it was the convenience of the media or that they at that particular time of day had a few minutes to spare, but I did get more teachers involved this time, and a couple of them also sent me some reflections via e-mail as well. In all, seven teachers responded. Two via email, three via Facebook Messenger and two in my group interview.

Two of the teachers said that they were particularly interested in the way fanfiction can work as a point of departure for classroom discussions about copyright laws and sources. They all would like to try it out in their own classes, and especially the classes they teach in vocational

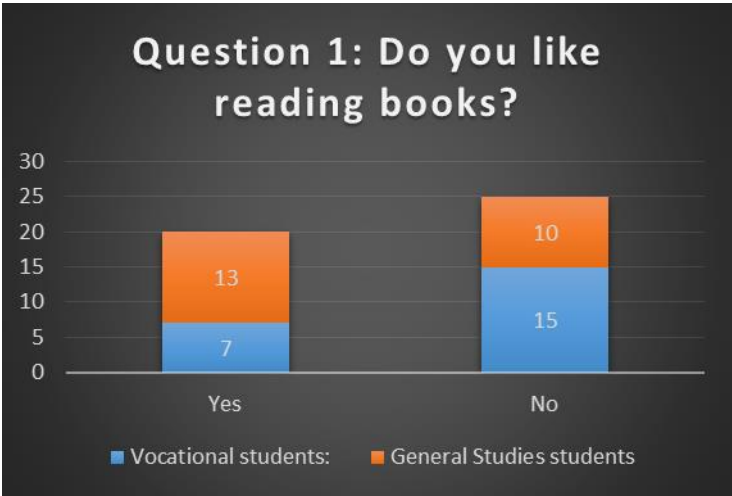
¹⁰ The English teachers who were invited to share their views in this chat forum were all colleagues or previous colleagues already included in my Facebook friend list.

study programmes, as these students tend to be very difficult to motivate. They are also generally positive to the use of digital tools and the students' use of laptops in their lessons, and unanimously said that they were always looking for new, inspiring ways to assist students in creative writing processes.

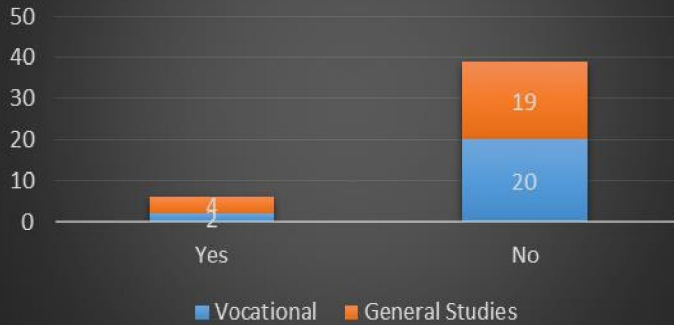
CHAPTER 5: RESEARCH RESULTS AND DISCUSSION OF FINDINGS

5.1 The results of the Pre-Project questionnaire

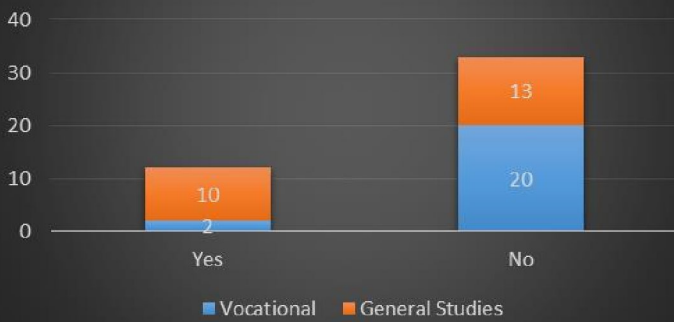
In the pre-project questionnaire, the students were asked to tick off either “yes” or “no” on seven different questions concerning reading, writing and feedback. In total 45 students took part in this survey. 22 of the respondents were students enrolled in the vocational study programmes, and 23 of the respondents were students from the general studies programme.



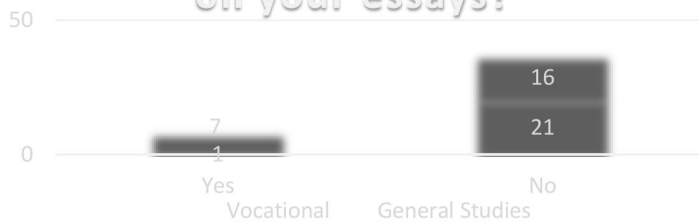
Question 3: Do you like writing essays in school?



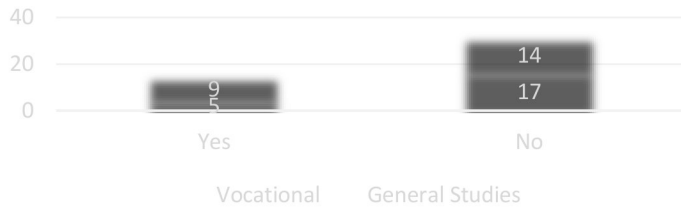
Question 4. Do you like creative writing in general?



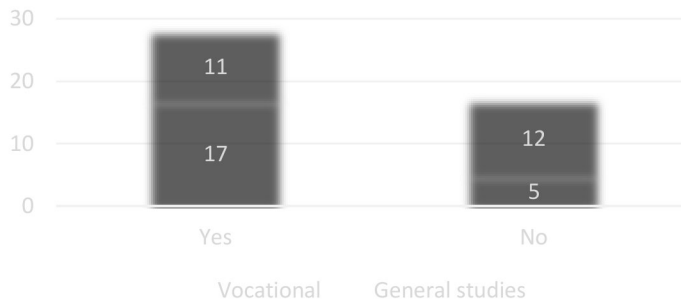
Question 5: Do you like it when other people comment or give feedback on your essays?



Question 6 Do you like to comment and give feedback on other...



Question 7 Have you heard about fanfiction?



5.2 Comments on the findings in the pre-project questionnaire

I think that the answers to questions 1, 2, 3 and 4 are not very surprising but very much as initially expected. Based on my own teaching experience it is common that most students who choose to follow a vocational study path are not very interested in reading as an activity and are rarely likely to embrace opportunities to engage in creative writing, or writing in general¹¹. I asked them about their attitudes towards films (question 2) for the simple fact that I just wanted a confirmation that all of the students like watching films since film is the perfect format to use in a fanfiction project. On vocational study programmes in particular, as it is less time consuming than a book, easier to engage the students in and it could also serve as the first step towards reading the story on which the film is based.

¹¹ This is why the recent revisions of the national curriculum juxtaposing films with written texts are a blessing to ESL teachers working with vocational students. I have yet not come across any students, regardless of study programme, that disapprove of watching films in the classroom.

The online forum, The Teaching Excellence Program,¹² takes the following perspective on films in the language classroom: A movie, used strategically and with accountability pieces, can build inferencing skills, practice identification and analysis of symbols and motifs, and is a natural fit for exploring method, meaning, and so on (...) Film clips are a great way to hit different modalities of learners. (Teaching Excellence Program, 2013).

More teachers should use their students' film interest to their advantage. There were no surprising answers to questions 3, 4 and 5 either and I also think that the answers to question number 6 were as expected.

The most surprising answers in this questionnaire, were the answers to the last question. I had not expected so many to be familiar with the fanfiction phenomena, and I tie my astonishment to the fact that I am getting old and have lost the ability to keep track of new digital media and popular culture. In class, my students said that they had known about fanfiction forums for years and that even though they in general rarely read fanfiction posted on such forums, they still found it interesting to work with fanfiction in class. I told them that my experiences with fanfiction was quite recent, and that the other ESL teachers did not have a clue about what it was until I had told them about it in my lecture. One of the students even said that he was surprised it had not been picked up and used in a classroom setting before and that this way of approaching literature and creative writing was a definite step in the right digital direction.

5.3 The fanfiction introductory lesson

I wanted to make sure that all of my students knew what fanfiction really is, why I had chosen to test it out as a didactic tool and why I assumed that it would be interesting and useful for them to make use of fanfiction in their creative writing processes to reach the goals stated in the National Curriculum, or Knowledge Promotion developed by the Ministry of Education. I used some quotes and descriptions from Katharine E. McCain in her master thesis on fanfiction "Canon vs. Fanon: Genre Devices in Contemporary Fanfiction" (2015), and the students were particularly pleased to hear that the *Fifty Shades of Grey* trilogy originated in *Twilight* fanfiction. They also took an instant liking to the fact that "a comic may take characters from one story and place them into the setting of another" (McCain, 2015, p. 15). It turned out that

¹² <https://teachingexcellenceprogram.wordpress.com/2013/05/29/award-winning-ways-to-use-movies-in-the-classroom-2/>

most of my students had daydreamt a little about the “what if’s” that form the core drive for any dedicated fanfiction writer, and we spent some minutes sharing ideas of Marvel characters entering the Harry Potter and Twilight universes.

Further, I wanted to provide my students with a clear definition of the word “canon”, as this is a term they have often heard but which had never really been to them. It is also essential to know the definition of the Canon when entering the world of fanfiction, as there would be “no fanon without canon” (McCain, 2015, p. 21). In addition to the above-mentioned topics, I seized the opportunity to use fanfiction as a point of departure for discussing the importance of stating sources in all written work and the way the general copyright laws work and how they apply to and affect all of us. In addition to defining fanfiction, reading a selection of different shorter fanfiction entries published on fanfiction.net and inviting the students to a classroom debate about the ethical aspects of publishing whole fanfiction entities and making a profit from them, I also wanted them to come up with some pros and cons of using fanfiction in teaching.

Surprisingly there was a lot more enthusiasm in the classes than usual, and even the normally very quiet and shy students actually spoke their minds about fanfiction. I also soon found out that, some of the students had read a lot more fanfiction than I had, and that a couple of them were even active fanfiction writers with a particular liking for Stephanie Meyer’s *Twilight* series and J. R. R. Tolkien’s *Lord of the Rings*.

I can definitely say that the introductory lesson on fanfiction, copyright issues and classroom debates was necessary and made the students and myself more confident about the aims of the fanfiction project. The students were not given any printed handouts about the topics, but the Power Point presentation and the links to the online sources were all uploaded into a digital folder in their English room in Classfronter for them or their parents to consult when needed.

5.4 The project and the findings in student texts and literary analysis

5.4.1 The student text findings

RESULTS OF THE STUDENT TEXTS ON GENERAL STUDIES PROGRAMME:

Gender F= female M= male	Fanfic task chosen A,b,c in task 4	Literary Analysis word count	Fanfic task word count	Grade	Positive or negative answer in task 1D
F	A	667	1004	5	+
F	B	684	615	4+	+
F	A	438	658	5	-
M	B	0	995	3+	+
F	B	810	1049	5	-
F	C	0	459	3	-
F	B	595	549	5-	+
F	C	313	1098	5	-
F	C	995	1147	5	+
M	C	100	525	3+	+
F	B	409	597	5-	+
M	A	159	780	3	-
F	C	0	414	3+	+
M	A	378	830	4-	- \ +
M	B	992	396	6	- \ +
M	A	0	712	4-	+
M	C	219	570	4	+ \ -
F	C	704	322	3+	+
M	C	643	637	4	+

Average number of words written in task 3: 426, 63

Average number of words written in task 4: 703

RESULTS OF THE STUDENT TEXTS ON ELECTRICIAN STUDY PROGRAMME

Gender F= female M= male	Fanfic task chosen A,B,C in task 4	Fanfic task word count	Grade	Positive or negative answer in task 1D
M	A	1428	5	+
M	B	315	3	+

M	A	512	3	+
M	C	307	2\3	+
M	B	1064	5	+
M	B	944	4	+
M	C	949	6	+
M	C	1098	5	+
M	C	775	4	-
F	C	525	3	+

Average number of words written in task 4: 791, 7

RESULTS OF STUDENT TEXTS ON VG2 VOCATIONAL STUDY PROGRAMME

Gender F= female M= male	Fanfic task chosen A,B,C in task 4	Fanfic task word count	Grade	Positive or negative answer in task 1D
F	A	502	4	+
F	B	651	4	+
F	A	426	4-	+
F	c	0	1	+
F	c	600	4+	+
F	c	399	4	+
M	c	443	3	+

Average number of words written in task 4: 432

5.4.2 Comments to the texts

The student texts handed in were surprisingly creative and varied in content, and most of the students, as many as 28 out of 37 wrote so-called “crossover” texts where they had chosen to include characters from a different fictional universe, or non-fictional persons such as Michael Jackson, Peter Dinklage, Leonardo DiCaprio and Miley Cyrus to mention some. One of the 37 texts is written as an eight-stanza poem (appendix 8) with end rhymes, and I personally found this entry very interesting and creative. This particular student was graded with a top grade (6) as the text itself, the literary analysis and the other tasks were more or less flawless in terms of

grammar, complexity and creative content. This student, enrolled in the general studies programme at VG1, is a high achieving student in English anyway, and when comparing his fanfiction text to his/her previous text (appendix 9), one can see that there are no significant differences in grammar, length or general linguistic flow.

I also took a liking to a very creative story titled “Lord of The Pearls” (appendix 10). This student had written almost the same length and his/her text contained more or less the same number of mistakes in grammar as the text written in November (appendix 11), so there were no significant changes in language in this case either. I was a bit disappointed in the very superficial literary analysis of the book in this particular case, and I cannot see any reason why the student has not solved this particular task more elaborately. The student is an average grade student and would normally have put more effort into a task like the literary analysis task, but for some reason this was not done. I do, however, like the very creative fanfiction text where the student has included Gandalf and Gollum from the *Lord of the Rings* universe. The language could have been more varied and the text lacks some structure, but seen from a fanfiction point of view, it is a good text as it fulfils all the criteria of good fanfiction.

Another general studies programme student text that is very creative and contains fluent and grammatically correct language, is the story about Percy Jackson and the character Jacob from *Twilight* (appendix 12). Once again, though I am surprised to see that the literary analysis of the book is very limited and superficial. I expected more from this particular student as well, but my assumption after reading through and evaluating numerous very short answers on the literary analysis task, is that they have prioritized the fanfiction text and probably had limited time to finish the tasks before the deadline. The students are generally known for being “last minutes uploaders” in this class.

A student from the general study programme, who has written a fairly good analysis of the book, is the student behind a fanfiction text about Percy Jackson and Justin Bieber (Appendix 13). He/she has included a long summary of the plot, a couple of examples of symbolism in the story and I am particularly impressed that the student mentions the cabins at Camp Half Blood, interpreting them as symbols of the different gods and goddesses. I had not even thought about this myself, but do agree that the cabins can be viewed as a symbol in this particular connection.

The next general studies programme student text is about Percy Jackson and his encounter with the Norse god Thor¹³ (appendix 14). This text is a spot on fanfiction text, and could very well be published on fanfiction.net for reviews and comments. Grammatically there are some occasional mistakes, and the structure could definitely have been better. The student also shows lack of knowledge in spelling and the use of capitalization, as well as using paragraphs and quotation marks correctly. The dialogues are jumbled and quite challenging to follow, but even though the grammar and structure in this text are far from perfect, it is technically a far better text than the one he/she handed in in November (appendix 15). In addition to the vast improvements in grammar, the fanfiction text is longer, slightly better, and more creative in content.

In general, the students from the general studies programme wrote longer texts in this fanfiction project than their previous texts during their mock exams in November 2015. They are, however, not significantly longer, and the difference in length could be a sign of natural processes of mental maturation rather than a result of the introduction fanfiction as an inspirational tool. The students in vocational study programmes wrote texts that are far more creative and pushed the boundaries language-wise in terms of including swearing and explicit language in general than the general studies students did. The texts from the vocational students were more dynamic, contained more action and were generally more fun to read, as they were also far more imaginative than what I am used to. Usually, based on my own experiences the texts from the students in vocational study programmes are less imaginative and a lot shorter compared to the ones from general studies students. I link this to the fact that they usually tend to be poor writers and are more practically oriented individuals. They are also very often reluctant readers, and this has made it difficult over the years to engage them in literary projects. This project was successful. The vocational students were more enthusiastic and curious about the story presented than usual, and they were very eager to write their own fanfiction texts. In the classroom discussions, they had the most extreme and fantastic ideas for crossovers and alternative settings and plots, and they were by no means afraid of expressing their ideas. The biggest difference between the general study programme and the vocational study programmes in this project was definitely the enthusiasm and dedication.

¹³ Thor could very well also be the superhero character from Marvel's *Avengers* in this case, but the student doesn't specify.

I will now refer to the four student texts written by students in vocational study programmes, collected in appendix 16. These texts are remarkably creative, and the language is perfectly adapted for the average fanfiction reader, a teenager. Further, it is noticeable how these students stretch the limits in terms of what is politically correct in a school situation, and it is interesting to see how they play with the characters and plots. The vocational students were in general more enthusiastic about reading and writing fanfiction, and this enthusiasm is reflected in their texts.

So, how is it possible that these student groups, who are normally known for being reluctant readers, and unengaged in creative writing now became so engaged in fanfiction that they were talking about “going online” and publishing their stories? Rebecca Black asks the same question in her research article on literacy and composition practices in ELLs (English Language Learners) in online fanfiction communities: “I wanted to find out what was so compelling about this space that adolescent ELLs would spend hours writing and reviewing fictions in English, when I could barely get many of my students to write a one-page essay in English class” (Black, 2005, p. 1).

Black refers to the notions of “access” and “affiliation” in her fanfiction and creative writing study, and points out several interesting points about the students’ attitudes towards in-and-out-of-school factors and how these factors influence the adolescents’ views on creative writing. Keeping Prensky’s article about digital natives and immigrants in mind and seeing the students’ engagement and enthusiasm in online fanfiction forums from that perspective, fanfiction writing differs from creative writing in school. Fanfiction writing is considered by the adolescent generation to involve so much more than the writing. It is about feedback, social interaction online, having fun and sharing. Black discusses how the teachers can use these online spaces to develop new pedagogical practices and approaches to creative writing and reading (Black, 2005, p. 3).

Even though my sample of student texts is a very limited one, and therefore impossible to draw any sweeping conclusions from, I still think it is important and interesting to point out the parallels that can be drawn between Black’s theories presented in her article and the data collected from this project. She states that fanfiction is more about communication and creativity than about using correct grammar all the time. “If grammar and spelling error make the piece difficult to understand, readers will still be able to follow along if they are familiar

with the original text on which the fiction is based. These elements of the genre scaffold ELLs toward success as authors” (Black, 2005, p. 5).

The Norwegian National Curriculum captures and emphasizes the contemporary change in second language learning and teaching from focus on form to focus on communication. Being able to write a text with no mistakes in grammar is no longer the aim of ESL teaching. The emphasis is on communication and how well a text is understood by the reader. This notion suits the fanfiction format perfectly. When working with their fanfiction texts in class, the vocational students were more enthusiastic and focused than I have ever witnessed before in my career. For the first time they wanted to read each other’s texts, they wanted to write and they enjoyed the response and feedback from their peers. The general studies class was less enthusiastic and seemed to be more serious and targeted in their writing process, and interestingly, they called for a justification of and clarifications on the project almost constantly throughout the whole project period. They were also more curious and concerned about the copyright issue, and took greater interest in the legal aspects of fanfiction than the actual creative writing project itself. The student texts also show that only a few students from the general study programme allowed themselves to stretch the limits of creativity, and their entries are characterized by restraint and self-control in content as well as in the use of language.

In all three groups, I said that they were allowed to be as creative as possible and that they should use language suitable in an online fanfiction forum. It was very interesting to see how the vocational students just took the challenge and gave it all they had, while the other students, even though they found the project interesting and exciting, chose to restrain themselves.

There is also an interesting difference between the male students and the female students. According to research carried out by Doctor Gail Gross in 2014 for Huffington Post on gender differences, boys are generally more reluctant to creative writing than girls and that this should be taken into consideration by the teachers in school when designing teaching schemes and lesson plans. My fanfiction project shows that the boys who were overrepresented in one of the vocational classes wrote longer texts than the girls did in general. Even in the general studies class, the boys wrote longer texts than the girls in the same class despite the fact that it normally is the other way around.

I do not have any explanation for this, but one theory could be that the boys who took part in this specific project are all very eager gamers spending a lot of time engaging in online games,

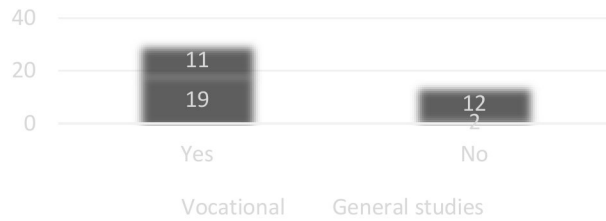
which require interaction with other users from all over the world. They then communicate in English and give each other feedback, just like one is supposed to do in the online fanfiction forums. They are also used to making the most of their creativity, as many online games require the ability to design and build their own fictional universes and characters “from scratch”.

5.5 The Post-Project Questionnaire Results

In the post-project questionnaire, I once again asked the students to tick off either a yes or a no answer to seven different questions to see if there were any differences in their attitudes towards reading and creative writing in general. Once again, I will just report the answers and illustrate briefly the distribution of the answers between the general studies students and the vocational studies students to show the incidence of the different answers. There are only 44 answers here, as one of the students in the vocational study groups was absent at the time the questionnaire was handed out.



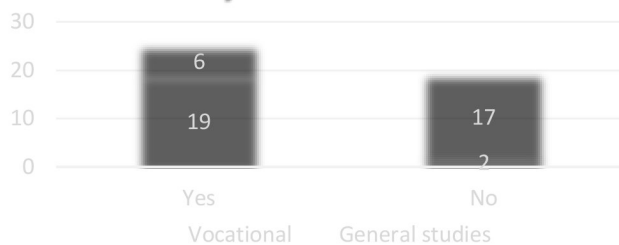
Question 2: Did you like the story about Percy Jackson?



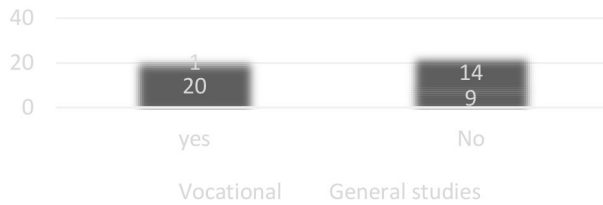
Question 3: Did you enjoy writing your own fanfiction?



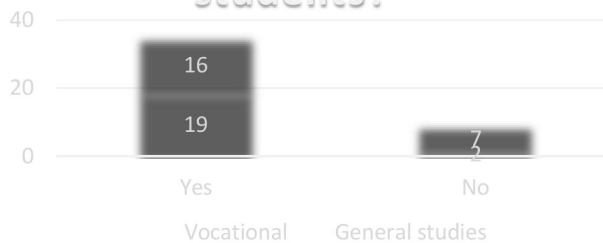
Question 4: Did you feel more interested in literary analysis after the...



Question 5: Did you enjoy reading and giving feedback on your...



Question 7: Would you recommend a fanfiction project to next year's students?



The students were also encouraged to write some general comments and feedback on the fanfiction project on this questionnaire.

It was surprising and interesting to see that whereas most vocational students wrote that they had enjoyed themselves and simply loved being allowed to be as creative as they wanted the comments from the general studies students range from the extremely positive to downright negative.¹⁴ (Appendix 17)

5.6 Comments on the findings in the post-project questionnaire

The answers in the post-project questionnaire were surprising, even after having witnessed the atmosphere and the attitudes in the three different groups during the four week project period. The majority of the vocational students admitted in the pre-project questionnaire that they did not like reading books, and yet they admit that they liked reading fanfiction online in the post-project questionnaire. This was all carried out anonymously, so I cannot draw any conclusions on whether there has been a change here on an individual level, and I also have to keep in mind that fanfiction entries are not the same as books, but they are both fiction. It is also interesting to see how the already suspected difference in attitudes towards fanfiction in the classroom is confirmed and expressed through the simple yes and no questions in questions 3 and 4. The general feedback from the general studies students throughout the project was not remarkably negative, but there was this atmosphere of uncertainty from the beginning to the end of the project. The group is very nice and consists of hard-working and serious individuals, so it came as a surprise to me that they did not seem to fully embrace the fanfiction project.

When it comes to commenting on questions 4, 5, and 6, I again think the answers provided speak for themselves. It is obvious that fanfiction as a tool for promoting creative writing in this particular case comes across as more successful in the vocational classes than in the general studies class. I will return with a discussion of possible reasons for why this seems to be the case in my concluding remarks. It is also surprising to see that so many vocational students show no negative attitudes towards reading and commenting on each other's fanfiction texts, even though they in the pre-project questionnaire were negative to writing, giving feedback and receiving feedback and comments on their own texts. If any conclusions can be loosely drawn based on the given answers in the questionnaires, it is possible to say there has been a change in student attitudes towards feedback and creative writing. I am after, all, very pleased to see that the majority of the students, regardless of study programme, would recommend fanfiction

¹⁴ I hereby refer to the comments included in appendix 19 for further details as these comments are fairly straightforward and speak for themselves.

to next year's students. This tells me that it was right of me as a teacher to use fanfiction in my ESL classroom and that it is possible to develop the project and modify it to be even more appropriate and useful for both types of study programmes.

5.7 The Teacher Comments and Attitudes towards Fanfiction

The two teachers, who participated in the small focus-group interview attempt, were both very positive to fanfiction and to trying it out in their English classrooms. They said that they are always on the lookout for new ways and tools that make it possible to meet the students in their own digital arenas, and that they see fanfiction as a way of doing just that. Further, they said it would be interesting to carry out a similar project where they could also carry it a bit further by letting the students write and post their texts in online forum either anonymously or under pseudonyms, to see what comments they would then get from other fanfiction users online. In addition, the teachers discussed how fanfiction could be used as a point of departure not only for creative writing tasks, but also as an approach to literary discussions.

Marcus Fridström refers in his thesis *Fanfiction i klassrummet* from 2011 to a similar project carried out by a teacher and described by Olin-Schneller and Wikström in their 2010 article *Literary Prosumers: Young People's Reading and Writing in a New Media Landscape*. It turns out that the teacher who experimented with allowing his/her students to write anonymously in online fanfiction forums, was positively surprised about how nice, encouraging and positive the feedback from other users were (Fridström, 2011, p. 23).

Olin-Scheller and Wikström also point to the fact that literacy is no longer only a person's ability to read and write printed material, but has in recent years been replaced by the plural word literacies and now also incorporates the ability to read different genres, media and make use of digital tools and formats (Olin-Scheller and Wikström, 2010). The teachers in the focus-group interview said that they prioritized finding, developing and making use of didactic material that spans and includes several types of literacies, as they regard them all as equally important for the students to build and develop.

Since I felt I needed more response from the teachers, I decided to try to reach out to them using Facebook. One evening I posted three questions in Facebook Messenger and then invited seven ESL upper secondary school teachers to contribute with their views and thoughts. The questions posted were:

1. What are your thoughts on fanfiction as a method and a tool to engage student activity in reading and creative writing?
2. Would you have used it in any of your classes?
3. Are you generally positive towards the use of digital tools and computers in your lessons?

Most of the answers were very short, but positive. I got response from five of the invited teachers, and all of them were positive towards fanfiction in the classroom. Only two of the five teachers answered in more than one sentence or with a thumbs up emoticon, and these two wrote via an email and a longer message on Facebook that

I have not tried fanfiction, but my guess is that it must be fun for the students. Especially since, it very rarely is room for creative writing (VG2\VG3). It is important that they make use of the language in that arena as well. Positive towards digital tools (ordnett and to find information) not positive to using the laptops for taking note taking, as I then know they are elsewhere.

The other longer response I got was the following:

I am not familiar with fanfiction as a topic or a method, but I am a firm believer in the mantra that it does not matter how we acquire knowledge as long as we reach the goals. In order to make use of fanfiction as a teaching method, I need to learn how to use it first. If this is something that is of interest to me is a bit uncertain, as it does not seem to embrace my kind of literature, Percy Jackson, Harry Potter or fantasy in general. However, I do support your professional right to be creative in your own teaching.

The responses were, as previously mentioned, positive and I personally think that some of the teachers who have contributed with their views will try out fanfiction in their vocational study classes next year, as these classes tend to consist of more or less reluctant readers and writers.

5.8 General comments from some of the participating students

Some of the students provided me with relevant and important feedback and comments after the fanfiction project. One of them said that it was interesting and innovative, but that I as a teacher should have allowed them to pick their own books or films.

Another student had a very positive experience and said that fanfiction should be a part of the English subject simply because it was fun and because “many minds think better and more creative than one”.

The more negative comments pointed to the fact that it was difficult to pretend to be a Percy Jackson fan when you hate the book and that fanfiction is an activity that should be kept away from school and educations as it using it in school is a bit intrusive and invades the teens’ private sphere.

5.9 Generalizability, validity and reliability

I have carried out a classroom project that included 45 students in total. This number of participants is of course not representative for the whole upper-secondary ESL student population in Norway, and the results and findings from my studies and research cannot be said to be representative in any way. The findings do however, provide me as a teacher with an interesting point of departure for next year’s fanfiction lessons, and the results of this study might even be of interest to other ESL teachers in upper secondary school who struggle to motivate reluctant writers and readers. Ideally, I would have collected thousands of answers and students texts in order to draw general conclusions from my studies, but even though I strived for validity and reliability in my research, my data unfortunately does not comprise sufficient data to allow any statistical generalizations.

CHAPTER 6: CONCLUSION

6.1 Can fanfiction be used in the Norwegian ESL classroom to promote creative writing?

I think the results of my project, after carrying out one particular teaching scheme in three different upper secondary classes show that it is plausible that fanfiction can be used as a tool to increase L2 learners' written proficiency and as a tool to promote creative writing. In some cases, like in the two vocational study groups, it turns out that fanfiction at least can contribute to more enthusiasm and willingness to write and read fanfiction entries. After comparing the different student essays in length, creativity and structure, it seems possible to draw the conclusion in this particular case that fanfiction is a good tool to use if teachers want to get their students in vocational study programmes interested in literature and creative writing.

The problems I encountered in this project and my research in general, were unexpected. First, I had hoped to have enough time to carry out two creative writing/literary projects, using fanfiction in only one of the two. This would have made it possible for me to draw better conclusions and really see if there were any significant differences between the student essays handed in before and after the introduction to fanfiction in the classroom.

I think the reason why the vocational students seemed to be more enthusiastic about the whole project can possibly be linked to the fact that a majority of these students spend a lot of their free time engaging in various online gaming communities. This is a way of interacting with and using the English language that is somewhat similar to fanfiction. I even dare say that online gaming sites in some cases can be viewed as informal learning platforms where young adults can practice and develop their English in a different setting and learn how to communicate with others.

Jennifer Jenkins refers to these interactive platforms as arenas for participatory culture in her 2008 article *Accommodating to ELF in the International University*. (Jenkins, 2008) and Olin-Scheller and Wikström write about how the upcoming generation of ESL learners are all “*prosumers* used to interacting and communicating in a new media landscape where they get instant response and peer feedback on everything from small comments to longer written messages and texts”

(Olin-Scheller and Walström, 2010). Seen from this perspective fanfiction is not only a didactically advantageous tool to use in today's multimodal classrooms, but also a way of reaching out to our students and meeting them in their own arena. When it comes to meeting the goals linked to creative writing in the Knowledge Promotion, I would say that fanfiction could definitely be a useful tool in helping upper secondary students reach these goals in the fields of creative writing and reading.

Olin-Scheller and Walström make a very important point that teachers need to keep in mind: "At school, digital natives (mostly students) and digital immigrants (mostly teachers) are supposed to work and function together. Thus, awareness of the changing media landscape and the role of the prosumer is necessary to bridge the gap between generations. It is also vital for understanding the new conditions and frameworks regarding learning in and outside school." (Olin-Scheller and Walström, 2010, p. 6). I believe, even based on the very limited amount of data collected in this project, that fanfiction is one way of building this bridge between the digital natives and the digital immigrants.

The vocational students in this particular study showed a remarkable interest in fanfiction, and it is probably because they recognized this way of communicating and participating in writing processes from what they do in social media on a daily basis. The general study programme students were a bit more reserved, showed more scepticism and kept asking for reasons why we should approach creative writing in this way. However, they had no difficulties using the online forums or the computers as tools, neither did they have any problems giving each other feedback or participating in the writing process.

The reason why these students were slightly less enthusiastic about fanfiction might have to do with time and what they consider time well spent in school. Another speculation is that the general studies students might be more conscientious and draw a clearer line between hobbies, free time activities, and school-based activities. Maybe bringing fanfiction into the classroom crosses an invisible line that they did not feel comfortable with. Was it too intrusive?

One of the comments I got as feedback from one of the students in the general study programme was that she found it difficult to write fanfiction based on the Percy Jackson book, as she was not a dedicated fan of the book in the first place. I took her critique into consideration and have

decided to let next year's students choose their own books based on what they are interested in and what they like.

In the conclusion to his master thesis on fanfiction in the classroom, Friström writes the following:

«Om alla skriver utifrån samma bok, hur intressanta blir då kamraternas läsning och kommentarer till ens egen text om alla läst och ska skriva om samma bok? Då försvinner en av poängerna med den kamratbearbetning som jag hade tänkt mig. Tanken är att eleverna ska ge varandra nya idéer och infallsvinklar, och det blir troligtvis bäst om de inte skriver utifrån samma originalverk». (Fridström, 2011, p. 45)

To sum up, I think reading different books is the best way to get the students to be sincere in their engagement, but using the same book proved to work perfectly well among the vocational students. Perhaps making a distinction between vocational and general study programmes when it comes to a common book or free choice of book would be a good idea that allows differentiation?

6.2 Further studies

It would have been interesting to carry out a similar project at a much larger scale to see if the findings and data would be somewhat similar to the results and experiences in this project. It would also be possible for any upper secondary ESL teacher to make use of this teaching scheme and this project to see if he or she gets the same reactions and feedback from their students.

In addition, I think that fanfiction as a digital tool and a methodological approach to creative writing, and an introduction to the literary canon and reading deserves more research and more attention. It is an interesting approach that is in accordance with the new paradigm we see in terms of literacies. Fanfiction also stresses and encourages cross-cultural communication using a modern digital platform. Through a project like this, students can see the applicability of their learning both in the classroom and outside of school.

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APPENDIX 1

PRE-PROJECT QUESTIONNAIRE

Question number 1: Do you like reading books

Yes 20 (vocational students: 7)

No 25 (vocational students:15)

Question number 2: Do you like watching movies

Yes 45 (vocational students:22)

No 0 (vocational students:0)

Question number 3: Do you like writing essays in school?

Yes 6 (vocational students: 2)

No 39 (vocational students: 20)

Question number 4: Do you like creative writing in general?

Yes 12 (vocational students: 2)

No 33 (vocational students:20)

Question number 5: Do you like it when other people get to comment on your essays and give you feedback?

Yes 8 (vocational students: 1)

No 37 (vocational students: 21)

Question number 6: Do you like to comment on and give feedback on other people's essays?

Yes 14 (vocational students: 5)

No 31 (vocational students:17)

Question number 7: Have you heard about fanfiction?

Yes 38 (vocational students: 17)

No 7 (vocational students: 5)

Appendix 2-Post project questionnaire

POST-EVALUATION OF THE FANFICTION AND PERCY JACKSON PROJECT IN 2BUAB\1ELEB\1STUC
January\February 2016

Now that we have finished the Percy Jackson and fanfiction project, I would like you to answer the following questions:

1. Did you like reading fanfiction online?
Yes No
2. Did you like the story about Percy Jackson?
Yes No
3. Did you enjoy writing your own fanfiction?
Yes No
4. Did you feel more interested in or confident about literary analysis after the fanfiction project?
Yes No
5. Did you enjoy reading and give feedback on your classmates' fanfiction?
Yes No
6. Did the feedback and comments on your fanfiction text from your classmates make your text better?
Yes No
7. Would you recommend a fanfiction project to next year's students?
Yes No

Thank you for your time. ☺

POST-PROJECT QUESTIONNAIRE

1. Did you like the story about Percy Jackson

Yes 30 (vocational students: 19)

No 14 (vocational students 2)

2. Did you enjoy writing your own fanfiction?

Yes 32 (vocational students: 19)

No 12 (vocational students: 2)

3. Did you feel more interested in or confident about literary analysis after the fanfiction project?

Yes 25 (vocational students: 19)

No 19 (vocational students: 2)

4. Did you enjoy reading and giving feedback on your classmates' fanfiction?

Yes 29 (vocational students : 20)

No 15 (vocational students: 1)

5. Did the feedback and comments on your fanfiction texts from your classmates make your text better?

Yes 39 (vocational students: 17)

No 5 (vocational students: 4)

6. Would you recommend a fanfiction project to next year's students?

Yes 35 (vocational students: 19)

No 9 (vocational students: 2)

Appendix 3-TEACHING SCHEME AND PROJECT TASKS

Classes: Upper-secondary level, vocational and general studies classes

Theory: Online fanfiction resources, the Percy Jackson novel, the Percy Jackson and the Lightning Thief film, online articles about the copyright laws and authors attitudes towards fanfiction and legal issues

Time: 3-4 weeks (about 20 hours)

Assessment: written tasks, literary analysis and creative writing (fanfiction text)

TASK 1

Use the internet and do the following tasks:

- a. Fanfiction is controversial for many reasons. Why does the writing of fanfiction create debates?
- b. What do the authors think about fanfiction? Use the internet to find out.
- c. Log on to <https://www.fanfiction.net/> and see if you can find two interesting entries based on *Percy Jackson and the Lightning Thief*. What is your opinion about fanfiction so far based on these two examples?
- d. Do you think this could be a more exciting approach to English literature in school?

TASK 2: REFLECTION AND POINTS FOR DISCUSSION

Read the novel and reflect upon the following questions:

- a. Which characters did you like\dislike the most and why?
- b. Which parts of the story would you have changed if you could and why?
- c. What would be your alternative?
- d. Which part of the story did you enjoy the most?
- e. What do you think about the ending of the story? Discuss the differences between the original and the fanfiction version.

TASK 3: BASIC LITERARY ANALYSIS OF THE BOOK

- a. Characters (persons in the story)
- b. Point of view (who is telling the story)
- c. Setting (where and when)
- d. Plot (what and who)
- e. Theme (s) (what is the story about)
- f. Examples of figurative language and imagery used in the book
- g. Symbolism
- h. Allusions (references to past literary sources or historical events)

TASK 4: CREATIVE WRITING BASED ON PREVIOUS DISCUSSIONS IN CLASS

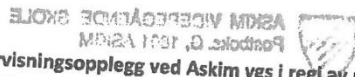
You should now write your own fanfiction contribution to the story about Percy Jackson.

Choose **one** of the following tasks:

- a. Rewrite the ending of the book
- b. Choose a part anywhere in the book\film where you write your own outcome and maybe add a new character to the story or make the story take a different turn.
- c. Introduce an optional character from another book or movie (examples: Harry Potter or Bella from *Twilight*) and try adding them to a part of the story. What happens when the characters meet? How do your guest-characters react to or solve the challenges of Percy Jackson?

Good luck. 😊

Appendix 4- permission letter from the headmistress



Tillatelse til å kunne gjennomføre undervisningsopplegg ved Askim vgs i regi av mastergrad i engelsk didaktikk ved Høgskolen i Østfold avd for samfunnsfag og fremmedspråk

Jeg ønsker hermed å søke om tillatelse fra rektor ved Askim videregående skole, Vigdis Gjerberg, til å gjennomføre et undervisningsopplegg i engelsktimene i 1STUC om bruken av fanfiction som undervisningsverktøy når man underviser i engelsk litteratur.

Fanfiction innebærer at man dikter videre på en allerede kjent historie eller lager sine egne versjoner av en bok eller film som man vanligvis da publiserer offentlig på egne fanfiction nettsteder på nettet, hvor disse kreative bidragene så blir kommentert og vurdert av andre fans som også bruker tiden på å skrive egne bidrag.

Jeg skal sammen med elevene fra klasse 1STUC, 1ELEB, og 2BUA lese og arbeide med boken *Percy Jackson and the Lightning Thief* og elevene skal lære elementær litterær analyse og arbeide med kreative skriveprosesser.

Jeg legger ved undervisningsopplegget i sin helhet, samt et skjema jeg har utarbeidet med informasjon til de foresatte om dette undervisningsopplegget.


Hele opplegget vil ikke ta mer tid enn et ordinært opplegg hvor vi arbeider med bok og litteraturanalyse og en kreativ stil til innlevering. Eneste forskjellen er at jeg ønsker å sammenligne to klasser hvor jeg i den ene klassen (1STUC) bruker fanfiction som et verktøy til å fremme og inspirere til elevenes kreative skriveprosesser, mens i den andre klassen (2BUA) vil det kun bli benyttet tradisjonelle metoder og verktøy. Dette er da ment å danne grunnlaget for en sammenlikning av innleverte kreative stiloppgaver for å se om fanfiction er et godt hjelpemiddel og verktøy å bruke i litteraturundervisningen.

En del av min masteroppgave vil ta for seg hvilke mål i Kunnskapsløftet fanfiction kan bidra til å nå på en mer kreativ og inspirerende måte enn tradisjonell undervisning, og disse målene vil bli formidlet til elevene.

Videre ønsker jeg å understreke at elevenes innleverte arbeider IKKE vil bli publisert på nettet, og at deres arbeider kun er til bruk anonymisert som grunnlaget for kommentarer for innholdet i min masteroppgave.

Jeg håper dette også vil være av interesse for skolen, da det er et undervisningsopplegg som vektlegger og tester elevenes digitale ferdigheter i tråd med læreplanen, og også for å se på om det kan være verdt å introdusere flere lærere for muligheten til å bruke fanfiction aktivt i undervisningen som en del av en fremtidsrettet skole.

Med vennlig hilsen


Lena Schattenherz

Faglærer i engelsk og masterstudent i fremmedspråk i skolen, engelsk, ved Høgskolen i Østfold

Jeg gir hermed tillatelse ~~gjennom~~ til at Lena Schattenherz kan bruke data fra sitt fanfiction prosjekt i sin masteroppgave



ASKIM VIDEREGÅENDE SKOLE
Postboks. G, 1801 ASKIM

Vigdís Gjerberg

Vigdís Gjerberg, rektor v\Askim videregående skole

Appendix 5- permission letter sent home to students and their parents

Askim,09.02.16

Tillatelse av foreldre og elever i 1STUC,2BUA og 1ELEB til å bruke data fra elevenes skriftlige hjemmeoppgaver om boken «Percy Jackson and the Lightning Thief» i min masteroppgave.

Jeg, faglærer i engelsk Lena Schattenherz ved Askim videregående skole, holder for tiden på med en masteravhandling i engelsk didaktikk ved Høgskolen i Østfold, og kommer i den anledning til å introdusere noe som heter *fanfiction* som undervisningsverktøy i engelsktimene.

Fanfiction innebærer at man dikter videre på en allerede kjent historie eller lager sine egne versjoner av en bok eller film som man vanligvis da publiserer offentlig på egne fanfiction nettsteder på nettet, hvor disse kreative bidragene så blir kommentert og vurdert av andre fans som også bruker tiden på å skrive egne bidrag.

Jeg skal ikke publisere noen av hjemmeoppgavene på nettet, elevene skal kun levere sine oppgaver til meg, og jeg hadde blitt veldig takknemlig om jeg kunne fått sett på hva de har skrevet og kunne få brukt noen av de innleverte oppgavene som vedlegg og kommentere eksempler og eventuelle utdrag fra disse i min masteroppgave.

Jeg søker etter svar på om det er noen forskjell på kreativ skriving etter introduksjon og bruk av fanfiction og kreativ skriving etter tradisjonell litteraturundervisning, og ønsker også å spørre elevene om de selv synes det var et interessant undervisningsopplegg.

Dersom jeg kunne fått deres tillatelse til å kunne bruke deler av eller hele oppgaven i mine studier, så hadde det vært av uvurderlig hjelp. Alle elevene forventes å delta i opplegget da det er en del av den vanlige undervisningen, men det er frivillig å gi tillatelse for bruk av deres skriftlige arbeider i min forskning. Jeg vil også forsikre at alle studentarbeidene vil behandles anonymt.

På forhånd tusen takk for at dere tok dere tid til å lese dette.

Med vennlig hilsen

Lena Schattenherz

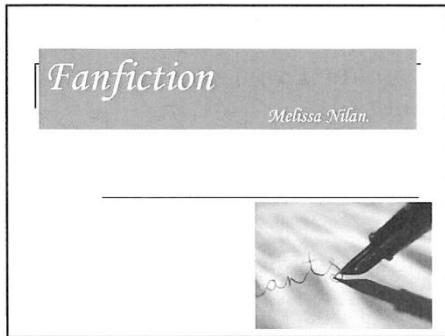
Tillatelse:

DATO: _ _ _ _

Vi gir Lena Schattenherz tillatelse til å bruke de skriftlige hjemmeoppgavene om boken *Percy Jackson and the Lightning Thief* utarbeidet av :

ELEVENS NAVN: _____ Klasse: _____ i sin forskning.

Foresattes navn \ elevens navn (hvis eleven er over 18 år)



Terminology

- **Canon**
 - Established history and characterizations of the show, movie, book, etc.
 - What is considered canon can differ from fandom to fandom.
- **Fandom**
 - All fan activities around and about a particular canon.

What is Fanfiction?

- Original fiction by fans of a show, movie, book or video game.
- Involves the characters and/or the world they live in
- Usually non-profit
- Usually written without consent from the author/creator
- "Derivative works" in legal terminology

Popular Genres within Fanfiction

<ul style="list-style-type: none"> ■ Major <ul style="list-style-type: none"> □ Action/Adventure □ Mystery □ Sci-Fi □ Fantasy □ Drama □ Romance □ Horror □ Parody 	<ul style="list-style-type: none"> ■ Minor <ul style="list-style-type: none"> □ Angst □ Spiritual □ Supernatural □ Hurt/Comfort □ Friendship □ Family □ Fluff □ AU (alternative-universe) □ Crossover
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Why write Fanfiction?

- From mind to paper, turn your ideas and opinions into a story you can share
- Analyze, interpret, understand author's story
- Improve writing skills
- Networking with other budding writers

Genre: Slash

- **Shipper:** From "relationship." A fan who supports a particular romantic pairing, whether or not it is canon.
- **Slash**
 - *Grup* – adult fanzine, est. 1972
 - First story published in 1974 (Kirk/Spock)
 - "f" designator introduced at the same time
 - *Thrust*, an all-slash Star Trek fanzine, 1978

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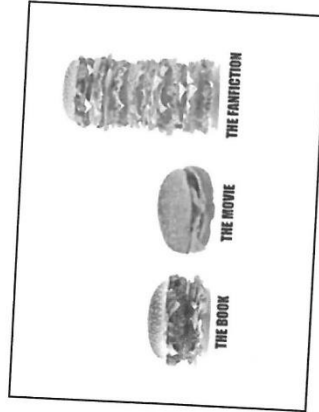


FANFICTION="SPINOFFS"



Intro - What is fan fiction (also known as fanfiction, fanfic, FF, or fic)?

Fan fictions are texts written about media and popular culture by fans. In these texts, fan fiction authors take up the characters and plotlines of the original media and creatively rework them by developing new relationships between characters, extending plot and timelines, creating new settings, and exploring novel themes. (Black, 2006)



WHY WRITE FANFICTION IN SCHOOL?

- From mind to paper, turn your ideas and opinions into a story you can share
- Analyze, interpret, understand author's story
- Improve writing skills and reading skills
- Networking with other writers-peer-reviews
- Beta readers- readers who help writers improve their grammar and language in general and comment on their fic
- Digital format suitable for "digital natives"

MY PROJECT AND RESEARCH

- The students will be asked to write a fanfiction entry based on Percy Jackson and the Lightning Thief
- I realized that this field is fairly new and needs more research
- Exciting
- Useful- can it help improve written proficiency?
- Easier to maintain students' engagement
- Foster digital storytelling

TYPES OF FANFICTION

- (Slash)
- Action/Adventure
 - Mystery
 - Sci-Fi
 - Fantasy
 - Drama
 - Romance
 - Horror
 - Parody
- Supernatural
 - Friendship
 - Family
 - AU (Alternative-universe)
 - Crossover

MY PROJECT

- My project will be carried out in 3 different upper secondary classes
- Intermediate skills
- Aim: get them to be creative and enjoy the writing process
- "Percy Jackson and the Lightning Thief"
- Social Media (Facebook) for interaction with other students- peer-reviews-if we have the time

11 AMAZING FAKE HARRY POTTER BOOKS WRITTEN IN CHINA

- <http://www.11points.com/books/11-Amazing-Fake-Harry-Potter-Books-Written-In-China>

Reading fanfiction during English like

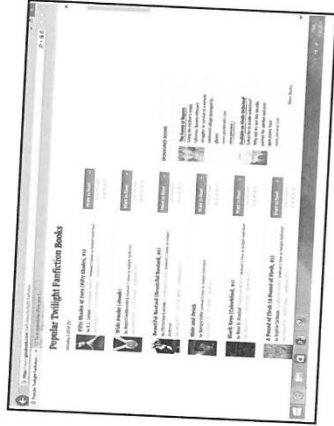


HISTORY OF FANFICTION

- Early fanfiction
- Thomas & Criswold
- King Arthur
- Bible
- Early Modern fanfiction
- Lewis Carroll's *Alice in Wonderland*
- Jane Austen
- Charles Dickens
- Sherlock Holmes

HISTORY OF FANFICTION

- Fanfiction.net goes online in 1998
- The term was first used in 1939 (about amateur sci-fi as opposed to pro-fi)



Star Trek fandom and their fanzines published in the 1960s



Some prominent authors have given their meanings to fan fiction, notably J.K. Rowling (she is "fittender")

Similarly, Stephenie Meyer has put links on her website to fan fiction sites about her characters from the Twilight series.

The Fifty Shades trilogy was developed from a Twilight fan fiction originally titled "Master of the Universe."

DEBATES-WHO OWNS THE FANFICTION?

- Copyright
 - Generally, an author's work will become "public domain" (copyright expires) 60 to 70 years after the author's death. At this time, fanfiction can legally be published for profit.
- Changes author intent
- "Unoriginal and lazy-- no one is allowed to abuse and torture my characters but me," George Martin (Game of Thrones)

Tillatelse til å kunne gjennomføre undervisningsopplegg ved Askim vgs i regi av mastergrad i engelsk didaktikk ved Høgskolen i Østfold avd for samfunnsfag og fremmedspråk

Jeg ønsker hermed å søke om tillatelse fra rektor ved Askim videregående skole, Vigdis Gjerberg, til å gjennomføre et undervisningsopplegg i engelsktimene i 1STUC om bruken av fanfiction som undervisningsverktøy når man underviser i engelsk litteratur.

Fanfiction innebærer at man dikter videre på en allerede kjent historie eller lager sine egne versjoner av en bok eller film som man vanligvis da publiserer offentlig på egne fanfiction nettsteder på nettet, hvor disse kreative bidragene så blir kommentert og vurdert av andre fans som også bruker tiden på å skrive egne bidrag.

Jeg skal sammen med elevene fra klasse 1STUC, 1ELEB, og 2BUA lese og arbeide med boken *Percy Jackson and the Lightning Thief* og elevene skal lære elementær litterær analyse og arbeide med kreative skriveprosesser.

Jeg legger ved undervisningsopplegget i sin helhet, samt et skjema jeg har utarbeidet med informasjon til de foresatte om dette undervisningsopplegget.

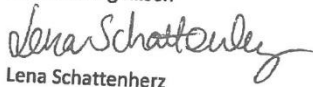
Hele opplegget vil ikke ta mer tid enn et ordinært opplegg hvor vi arbeider med bok og litteraturanalyse og en kreativ stil til innlevering. Eneste forskjellen er at jeg ønsker å sammenligne to klasser hvor jeg i den ene klassen (1STUC) bruker fanfiction som et verktøy til å fremme og inspirere til elevenes kreative skriveprosesser, mens i den andre klassen (2BUA) vil det kun bli benyttet tradisjonelle metoder og verktøy. Dette er da ment å danne grunnlaget for en sammenlikning av innleverte kreative stiloppgaver for å se om fanfiction er et godt hjelpemiddel og verktøy å bruke i litteraturundervisningen.

En del av min masteroppgave vil ta for seg hvilke mål i Kunnskapsløftet fanfiction kan bidra til å nå på en mer kreativ og inspirerende måte enn tradisjonell undervisning, og disse målene vil bli formidlet til elevene.

Videre ønsker jeg å understreke at elevenes innleverte arbeider IKKE vil bli publisert på nettet, og at deres arbeider kun er til bruk anonymisert som grunnlaget for kommentarer for innholdet i min masteroppgave.

Jeg håper dette også vil være av interesse for skolen, da det er et undervisningsopplegg som vektlegger og tester elevenes digitale ferdigheter i tråd med læreplanen, og også for å se på om det kan være verdt å introdusere flere lærere for muligheten til å bruke fanfiction aktivt i undervisningen som en del av en fremtidsrettet skole.

Med vennlig hilsen



Lena Schattenherz

Faglærer i engelsk og masterstudent i fremmedspråk i skolen, engelsk, ved Høgskolen i Østfold

Jeg gir hermed tillatelse ~~og ikke tillatelse~~ til at Lena Schattenherz kan bruke data fra sitt fanfiction prosjekt i sin masteroppgave

APPENDIX 7- TEACHER FEEDBACK

NOTES FROM TEACHER INTERVIEWS AND WRITTEN FEEDBACK FROM TEACHERS ABOUT FANFICTION AND THEIR OPINIONS, VIEWS AND REFLECTIONS ON FANFICTION AS A TOOL TO PROMOTE CREATIVE WRITING IN THE ESL CLASSROOM

TOTAL NUMBER OF TEACHERS PARTICIPATING: 7

(2 via email, 3 in group chat on Facebook Messenger and 2 in oral “focus group interview” in a school office.)

Questions asked:

1. Hva tror du om fanfiction som metode i engelsken som et verktøy i lesing og kreativ skriving? (What is your opinion on making use of fanfiction as a method in the ESL classroom to promote reading and creative writing)
2. Ville du ha brukt det i noen av dine klasser? (Would you have made use of it in any of your classes?)
3. Er du generelt positiv til bruken av digitale hjelpemidler og PC i timene? (Are you generally positive towards using digital tools and PC’s in your sessions?)

Feedback given by email (March, 2016):

Teacher 1:

Hei! Fanfiction har jeg ikke prøvd, men tenker at det må være gøy for elevene. Særlig fordi det sjelden er rom for kreativ skriving (vg 2 og 3). Viktig å bruke språket også på en sånn arena. Positiv til digitale hjelpemidler i ordets rette forstand (jmf bruk av ordnett og for å finne informasjon). Ikke positiv til å bruke pc til notater da jeg vet de er andre steder.

Teacher 2:

1. Fanfiction som metode i Engelsken som et verktøy i lesing og kreativ skriving er nok en hensiktsmessig metode! Ved å bruke en metode som denne må jo elevene først ha kunnskap om et annet litterært verk før de begynner å skrive. Og det ligger vel litt i kortene at elevene velger noe de selv er interessert i? På denne måten får de både motivasjonen til å lese, og inspirasjon til å skrive fordi det er kjent for dem/lesingen blir et verktøy for å skrive hvor de kan bruke kjente referanser og identifisere seg med andre som kanskje tenker det samme eller som finner andre kreative løsninger. Om elevene klarer dette, bruke lesing og skriving i forbindelse med noe de allerede kjenner til og

interesserer seg for, tror jeg at tekstkompetanse og språkkompetanse økes og stimuleres, og at elevene finner mening både i tekstene de setter seg inn i og produserer selv.

Det negative ved å bruke denne metoden er nok de svakere elevene i en klasse med lavere skrive og lesekompetanse som i utgangspunktet kanskje har dårlig med lesepreferanser og som kan finne det vanskelig å i det hele tatt begynne på en prosess hvor de både må kjenne til et litterært verk og i tillegg måtte produsere tekst. I tilfellene hvor læreren vet at hun har elever som sliter med språket eller skrivning/lesing, vil en løsning da kanskje være å velge et verk som er filmatisert eller som er allment kjent, og hvor eleven kan finne lett tilgjengelig informasjon for å sette seg inn i de ulike aspektene ved akkurat det verket. Så hvis det legges til rette for også svakere elever, vil nok alle kunne oppleve mestring og finne mening med fanfiction som metode.

2. Ja, jeg ville definitivt ha brukt det i noen av mine klasser. Min første tanke er at det passer best på studieforberedende siden det er en fordel med gode lese og skriveferdigheter for å få et godt felles utbytte av metoden. (Kanskje jeg tar feil!;-))

3. Ja. Bruken av digitale hjelpemidler og PC i timene er en nødvendighet i dag. Elevene kjenner godt til dette, og har ofte kunnskap som strekker seg forbi lærerens. PC og digitale hjelpemidler gjør tilgjengelig det å dele ideer, samarbeide om tekster, innhente kunnskap og generelt effektivisere læringsutbyttet. Det gjør det lettere for læreren å følge prosessen til hver enkelt elev og klassen som en helhet. Plagiat kan være en utfordring, men om læreren legger fram læringsmålene på riktig måte og klarer å motivere for egenlæring, så tror jeg ikke at dette blir et problem.

Feedback via Facebook Messenger Chat (March, 2016):

Teacher 1:

For å svare mer presis på spørsmålet ditt, Lena: for å bruke fanfiction som undervisningsmetode i lesing og kreativ skrivning, må JEG lære MEG først en slik metode. Er dette noe jeg er interessert i - er jeg usikker primært fordi det ikke er min type litteratur, Percy Jackson, Harry Potter, fantasy generelt. Jeg tror ikke at elevene mine kommer til å være inspirert av Fingerprints of Gods type bøker som jeg digger! Men jeg kommer til å støtte DIN profesjonel rettighet til å være kreativ i undervisning.

Teacher2:

« I would definately use fanfiction in my classes. It seems like fun and interesting, and we need all the help we can get to promote creative writing no matter which study programme. I think it is important to use something that makes use of digital tools and the internet.”

Teacher 3:

«Tommelen opp for fanfiction og kreativ skriving. Det høres veldig spennende ut, og jeg kunne godt tenkt meg nå å prøve dette ut i en yrkesfagklasse for å se om det er like stor suksess hos meg som det var hos deg. Jeg er generelt sett meget positiv til å ta i bruk digitale hjelpemidler og online ressurser i språkundervisningen, men ser problemet med plagiat når det gjelder kreativ skriving.

Uansett er det viktig å være fremtidsrettet og ikke være redd for å teste ut nye digitale tilnæringsmetoder. «

Focus group interview teacher feedback (March 5ht, 2016):

Teacher 1:

Jeg synes det er viktig at vi som lærere gjør det vi kan for å møte elevene våre på deres digitale hjemmebane. Fanfiction er jo et fenomen som er veldig i vinden og ikke minst også fremstår som både interessant og fascinerende både for den yngre og den eldre generasjon.

Jeg tar gjerne i bruk digitale hjelpemidler og PC i mine timer da jeg ser dette som naturlig å integrere i språkundervisningen og undervisningshverdagen generelt.

Jeg vet om flere av mine elever som både skriver og er generelt sett aktive brukere av diverse fanfiction nettsteder på nettet. Dette kan kanskje også bidra til en økt interesse rundt kreativ skriving og «modernisere» dette litt og gjøre det mer dagsaktuelt.

Teacher 2:

«Jeg er ganske positiv til fanfiction og andre digitale tilnæringsmetoder, og bruken av internett og PC i timene generelt. Men spørsmålet jeg stiller meg selv er :blir ikke dette som å «invadere» elevene egen sfære? Er ikke dette noe som ikke hører hjemme i skolen, men heller bør fortsette å være en fritidsinteresse? Hele dette Percy Jackson og fanfiction opplegget ditt hørs unektelig interessant ut, og jeg vurderer å prøve det ut ved en eller annen anledning, så jeg hilser ethvert kreativt undervisningsopplegg velkomment.»

APPENDIX 8- STUDENT TEXT POEM

Grover's inevitable fate

Let me tell you a story, about my friend, Grover, a satyr with a blurred past.

He has always stood close to me, through thick and thin.

He would help me recover from battle, even though it was just a scratch on the chin.

Until that day, when it all was went wrong, oh so fast.

We were in the heat of battle, in Hades' house.
I fought for a good cause, valiantly and strong.
In a battle with devil himself, which seemed to go on for oh so long.
I felt as if he was the Elephant, and I was the mouse.

I reached for my pen feverishly and vigorously.
Praying that nothing wrong would happen with me and my friends.
And that we would all be alive, until our lives reached happy ends.
I fell to the ground and looked up at Hades, who wore an expression so very rigorously.

I proceeded to rise and stood up tall.
But all Hades did, was stand there and laugh.
He yelled higher than heights of Olympus: "Back off half-blood, or I'll rip you in half!"
He chuckled as he began to charge up a enormous fireball.

As he flung the ball in my direction, I closed my eyes, and waited for the heat.
I felt no signs of any fireball.
However, an agonizing scream was heard, down the hall.
When I finally opened my eyes, I watched as a satyr's body hit the floor in a heartbeat.

The fireball reflected from Grover, to Hades' chest.
The devil was flung to the corner and left unconscious.
I rushed towards my heroic friend, I did not think it was merely sub-conscious.
I cried until he spoke with his final breath: "Don't cry Percy, go fulfil our quest".

I stroke his horns, one last time.
"Come, quick Percy, we have to go", Annabeth screamed.
I shook my head, thinking, "I must have dreamed".
I stepped on my pearl, and proceeded to exit, to a place filled with insane amounts of grime.

So this was the story of my friend Grover, a satyr with a blurred past.
He was willing to give up his life for my friends and me.
It is unfortunate that he will never be able to see.
The effect of his actions, which are oh so vast.

APPENDIX 9- NOVEMBER TEXT, SAME STUDENT WHO WROTE THE POEM IN APPENDIX 8

“Your degree is a shadow of your parents income”

The hunt for equality is pointless. Imagine a world where everyone is treated equally, regardless of your profession, or your social standing. A surgeon gaining the same wages as a dustman is ridiculous, though a society embossed by equality to a certain degree might not be as hurtful. Why does so many educational and social conditions affect our decisions, and what can we do to prevent that? On top of it all, why does your parents` income influence your education?

Your friends and family might have a great deal to say about your career choice. There are 7.35 billion people on this earth, though you will only have to interact with a fraction of these throughout a lifetime. Every one of these might have a different opinion on what profession suits you the best.

Whether or not this influences you, it is a contributing factor. Needless to say, influential people may limit your social mobility.

Society have set out boundaries that might be impossible for some people to cross. Some workplaces in the US requires you to have attended to a certain university like Harvard or Yale. This might require you to move far away from your home state, or use every penny of your personal savings. If your dream is to become the most profound attorney in the US, you will most likely have to attend to Harvard Law School. This might seem unfair to people from the lower class in the US, but with a bit of planning and a lot of hard work, even people from this part of the social ladder should be able to be a reasonable applicant. To sum up my point, I feel that anyone with a clear goal should be able to accomplish it with enough hard work and dedication, though today some boundaries are set up to make this more difficult than it should be.

The UK needs to step it up when it comes to social mobility. It is said that: "Britain has some of the lowest social mobility in the developed world". (The developed world excludes most sub-Saharan countries and some Asian countries). This is a shameful statement to have hanging over your head, especially for such a well-known and open country as England. People from England are more likely to reflect their fathers` earnings, which is flat out wrong. You don`t decide who your parents are, but you do set your own goals, so it is only fair that you are the one to carry out those goals, without being dependant on whether or not your father is a profound engineer. In order for Britain to increase social mobility, they have to increase their workplaces for people who have chosen to work with vocational studies, as well as making public school a preferable addendum.

To summarize it all, the hunt for equality is a pointless task, yet the government can do certain measures to better the ability for you and me to accomplish our goals. The UK and US need to better their offers for the middle class people with dreams to advance up the social ladder, and you and I need to stop trying to change people`s minds about what they should choose as their profession.

APPENDIX 10- "Lord of The Pearls" student text

The Lord Of The Pearls

Chapter 17

Percy was dragged down to the deep by the shark, when he came down to a big black gap In the sea, he saw a long white shadow coming closer and closer. It seemed to be a man, but not any ordinary one. He didn`t have any legs, well it was something there. As this thing came closer, I released that it was a long and shining tale. His body looked so hairy, before I realized that that it just was his long and white beard that were moving because of the water (I hope). On top of his head, he had a grey hat. He looked like someone I had seen before. Hi smiled to me and said. `` Well, are just going to stand there and look at me? Because, my name is Gandalf. Moreover, I know your name Percy, I`ll have been waiting for you``. I looked at him and didn`t really get why Gandalf were a mermaid, and

not a wizard, but I didn't dare to ask. "oh, okay. Why?" I asked carefully. He held out his hand, and there was three pearls, big and shiny. In the minute I should grab the pearl, I heard a voice in the distance saying "my precious". As I was holding the pearls, a black shadow scared them out of my hands. As the scares were growing, Gandalf screamed "damn you Gollum!" wait Gollum aswell? Really, I just stood there. Thinking about if Gollum also had tale or if I just saw some swim feet. Gandalf grabbed me in the hand and took with me deeper into down, but the only thing I heard around me was this voice, getting louder and louder. I felt so lost, and scared at the same time. Suddenly, Gandalf dragged me in front of him and pushed me forward. I wasn't under water any more, but more like a dark and mystic cave. "Percy, just find the pearls and run. Your friends will be there when your there" he looked me in the eyes, I saw something in his eyes. He showed me the way out, I hope.

Then he was gone. I spotted the pearls, not so far from me. It was silence, just some innocent rocks rolling on the ground. The atmosphere were grey and chilly. I walked towards the ground with my wet clothes. Started running, I just focused on the pearls. Grab them, and run. Just what Gandalf said. As soon as the pearls were in my hand. I heard the same voice, again. Just closer and closer. I turned around, and there it was the little black shadow. Coming towards me. There he was, his eyes were focusing on the pearls. "THIIIEEF" he ran after me. My feet were running aswell. Just in circles. Trying to run of Gollum. My eyes were desperately looking for the way out. I heard he was starting to get tired as his voice settled down "thieh..thief" I stopped for a second. There I saw it, some kind of opening in the stonewall. Without knowing where he was, I ran. Jumped into the darkness. The way was getting tighter, voices coming like cold chills through my body. It wasn't Gollum any more, but several voices. The way stopped, I looked up at the wall. In Greek letters it said "The Underworld". I entered.

Appendix 11- same student's November text

2B

The text "school leavers better off training for a trade than going to university" is arguing about our society problems when it comes to choosing the "right side" of your education. They have some main arguments in the text witch is that future generations of school leavers should turning their back on university because of sharp rise in the medium to low skilled jobs. UK need more workers with practical skills in the future. They also mean that if all students choose the higher educations, will the vocal positions in skilled trades for bricklayers, plumbers and farm workers. For example.

My education program is useful for the society, because first I have many opportunities to what my future job will be. I can be many things, I know that I am going to go on a university after this. I think it is important that we have many high educations in this society. Not that all should go on university, but we got to have enough doctors, scientists, people that make sure that the world today is good

and well organized. That we take care of our environment. How we are going to make it better in the future. We need scientists and high educations people for that aswell.

I don't mean that the education line I have chosen is going to make us all into doctors or scientists. Nevertheless, since my line is so wide and full of different job alternatives, can I be almost whatever I want. That is how the whole society should be aswell. Every line is important, I would not say the line I have chosen is more important than another line. Although I find it more free. My education is important to the society because we all need someone to take care of the people, animal and the nature in a more precis, extreme and hard way.

Most people with vocal education is important for the society to. Fundamental important. People say in the highest-level that people with vocal educations deserve respect. No one will doubt the meaning of being a hairstylist, working in a kindergarten, a plumber or other vocal educations. No one will not say that these are safe and good educations. Likewise are these occupations brand with an unpopular roomer. Why is it like this? I think that it is the parents fault. Vocal education is nice, but my child would not fit in there. We all have to think of our own future, not think that it exist some popular lines or some unpopular once. You are free to choose. If we all just think about we want, would not the problem within educations be a problem anymore.

Appendix 12-

Percy and Jacob from Twilight

Twilight in Camp Half Blood

! I love you, AB", said Percy. He looked into Annabeth's blue, shining eyes and wanted t tell her more about how he had missed her and wanted her to come back to the camp and live with the rest of the half-bloods. Annabeth, however, was not so sure. She had met someone else. Someone incredible, and she said she loved him to death and beyond.

Percy was heartbroken. He wanted to track this dude down. He wanted to fight for Annabeth's love. He wanted to show everyone that he deserved to be with her. To marry her. To live happily ever after.

"Who is it that you love, my dear? Who is it that came between our love?"

Annabeth stared back at him.

"Promise not to laugh?"

Percy stroked her hair and hugged her dearly.

"Of course. This is no laughing matter, sweetie. This is serious. I mean, what about our kids? What about Nemo and Jack?"

Annabeth looked back at him. "You know how I have always wanted eternal life?"

"Yes".

"Well, I found someone who can give me that. His name is Jacob."

"Jacob Zuma? The president of South Africa? I am confused...and surprised..."

Annabeth laughed nervously.

"No, silly. Jacob from Twilight."

Percy was shocked. He knew he could not compete with him.

Appendix 13- Percy Jackson and Justin Bieber

Petrified by JB

So there we were, Annabeth and Grover and I, walking through the woods along the New Jersey riverbank, the glow of New York City makes the night sky yellow behind us, and the smell of the Hudson reeking in our noses. We had lost our money, our food, everything. We could not go back to the bus, the Kindly Ones could still be there, and we wouldn't find our money in that wreck anyway. I was thinking about how hungry I was, I guess Grover was too because he wouldn't shut up about those tin-cans he craved so much. I couldn't blame him, he was a goat. Anyway, Annabeth was looking for some place to eat, not because she necessarily that hungry, she just couldn't bare listen to Grover wining anymore. Suddenly she stopped.

- Look over there, she said.

Over the road was a big, brand new, Hollywood-style building. I wondered what a house like that was doing out here in the woods. We went over the road, and stopped in front of a big gate. Above the gate, a sentence was written in glitter. To me, it looked something like “BJ’s manshow”.

- What the hell does it say!?

- It says JB’s mansion, Annabeth said.

- What is JB, or who is JB? Grover asked.

- Puh! I was two seconds away from being grossed out, I laugh.

- Let’s just go inside, and see if they would offer food to three orphans, Annabeth said. She glanced at me, blinked and went through the gate.

Of course we would lie, what person would serve three kids who said they were half god? I wouldn’t.

Inside the gate, there was a beautiful garden. There was a pool, flowers all over the place, beautiful green grass and so on. We rang the bell and crossed our fingers.

A slim, tall, handsome man opened the door. He wore a nice suit, looking like a great business man.

- Hello Sir, are you JB? Grover asked with a nice tone.

- My name is Bond, James Bond, he said with a mysterious voice. We all looked at each other, not understanding a thing.

- I’m sorry Sir, isn’t James Bond just a movie character? I asked carefully and looked down.

- James Bond is perfectly real; you’re staring at him right now.

He gave us an ugly stare and continued, “What the hell do you want exactly?”

- We were just wondering if you Sir would give us shelter and some food maybe? Just for a few hours. Annabeth asked kindly. – And we are orphans, Grover added to the sentence.

James Bond turned around and started walking. He mumbled something about audience and a happy JB. – Yes, of course you can come in. Poor little orphans, he giggled.

The house had everything you could dream of, especially if you are a boy. It had the biggest TV I’ve ever seen, a PS4 and a Xbox, a big stereo, fancy furniture and loads of space.

James Bond gave us so much to eat, there were chicken nuggets with BBQ-dip, big juicy burgers, fries, steak, shrimps, pancakes, muffins, cookies, cheesecake and all the sweets we wanted. It was like heaven while eating, but when I finished I almost vomited. Grover ate all he could get his hands on, and after eating all the leftovers, he ate the plates too. Annabeth was more sceptic to all of the food, and she was trying to see the bigger picture. She kept telling me she had the feeling that something was wrong, that this was too much and too easy. She had also noticed a closet full of ears. – OMG, Percy! Maybe it is... She got interrupted by James Bond.

- We saved the best for last, Bond smiled. – You should be excited.

JB.. Justin Bieber! That's what Annabeth was trying to say. So exciting!

- Hey guys, I'm so glad you came! It's been a long time since I've seen anyone here, Justin said. He had a purple leather jacket on, a t-shirt that said "I love JB", saggy pants and purple Supra shoes. – So what are your names? He smiled.

- We are Grover, Annabeth and Percy. I answered. Justin glared at me for a while, like if I was someone he knew.

- Percy? Like in Perseus? Like son of Poseidon? Bieber asked me surprisingly. – You see Percy, your father and I were former lovers.

"What?!" Grover and I yelled at the same time.

- Why aren't you surprised Annabeth? Did you know about this? Grover asked her.

- Of course she knew, she has been scared for this moment her whole life. Athena, Annabeth's mother, cursed me to be a monster. My looks are perfectly fine, but my voice is created to kill, Justin cried.

- If it looks like he's about to sing, just keep your ears closed! That is very important. Don't get tempted to listen! Annabeth ensured us.

- I really want you goat-boy, to tear your ears off, so I get new ones for my collection. Annabeth, I want you to suffer for your mothers mistake, he screamed at Grover and Annabeth. – and you Percy, I want you here as a reminder of your delicious father forever.

Justin opened his mouth, as a reflex I put my fingers in my ears, so did Grover and Annabeth too. I swear to all the Gods that I squeezed my fingers in so hard I must have poked my brain.

We watched the effect that Justin's horrible voice had on James Bond, he was tearing his ears off and was totally petrified. I tried to come up with a plan, a way to kill it. I thought about seducing him a bit. I guess since my father could, I could. I grabbed a "JB t-shirt" from behind me, and I politely asked Justin: "Justin, I love your new album, can I please get an autograph?"

Of course, he stopped singing, stared at me, bit his lip and kissed me.

- I would sign anything for you, sweet Percy, he smiled.

I was shocked, but I saw an opportunity. I reached for my pen, Riptide, clicked it and it opened to be the big sword it actually was. I swung it, and a heavy object fell on the ground. Justin Biebers head was cut off, and I have never felt better.

We searched the house for money, food and other things that might come in handy. I shipped the head of Justin to Poseidon in Olympus, hoping he would understand what I've just found out. We took Justin Biebers sports car and drove to our next stop, Las Vegas. I looked forward to an opportunity of drinking and partying, and especially forgetting all the weird images of my father and Justin. That is just gross.

Appendix 14-Percy Jackson and Thor

Task 4: a)

“Percy! You have to wake up”, my mom said and shook my arm like if it was Gabe’s dead body.

“What’s the problem mom, let me sleep. I am tired”, I said.

I stood up in my rom. I had the worst headache of all time, it felt like my head was going to explode.

“You got bitten by one of the most dangerous scorpions in the world. You’re lucky to be alive”, she said.

“What, I don’t remember that”, I mumbled.

“You were out for a whole week! But Percy, now we really have to go!” she said scared.

“What’s wrong mom? Gabe is gone, so we don’t need to worry”, I said and hugged her.

Suddenly the whole building shook. All of the plates and glasses smashed to the floor with a huge bang. My mom didn’t seem to care about the plates and glasses. She only wanted to pack as much clothes in a small backpack as possible. While she was all stressed out, I started to clean up the mess.

Boom! A huge noise came through the window like a windy breeze in the summer. Then all of things in the apartment shook again.

“Percy!” she shouted scared as if she had seen a ghost.

“Now we have to go”, she kept saying.

She sounded so scared, so I just nodded and took on my shoes.

“I’ll tell you the details on the way Percy. You have to trust me on this”, she said.

I smiled at her and locked the door on the way out of the apartment.

The streets were all destroyed and hundreds of people and cars were heading away from the city. They were all screaming for their lives, like it was the doomsday itself. People left their things and million dollar cars on the street because of all the traffic. Then a huge lightning struck down only a hundred meters away from us. A high scream followed the loud bang. There it was! A huge red monster in flames. It looked like a burning Godzilla-like monster with many more arms or tentacles. It was hard to spot its face until you stared into its eyes. Mouth like the scream panting, long and wide. Eyes like the eye of Sauron in the Lord of the Rings, burning with a black hole in the middle. It was scary as shit!

“Percy, you have to go now. This is not your fight. Thor are too strong for you”, said a dark deep voice behind me.

Everything just stopped. All the sound and people went away. Who was that? I knew that voice. It was my dad, but what was he doing here?

I turned around and said, “What’s going on?”

“This is not your fight son. You and your mom should go now, when you still can. I don’t want you and her in this mess we created”, he said. “Thor” are too strong for you my son, maybe even us. But we started it so we need to finish it as well.”

“Thor?” What happened when I was asleep?” I said.

“A lot of bullshit son,” he said, right before he vanished into water.

“Percy, it’s a rescue boat right outside the city. If we go now we can make it”, my mom said.

My mom and I started to run with the crowd like sheep’s. Then suddenly something fell hard to the ground like a meteor. In the middle of a four-meter wide hole stood a green muscle shaped man. I could not believe my eyes. It was The hulk!

Suddenly a red yellow man came flying down in front of us to. My first thought was the avengers, but the rest didn’t show up. Only the Hulk and Ironman.

“Stay back little man, Ironman got this”, Stark said.

I wasn’t sure if he was talking to me or the Hulk, but he seemed very convincing. My mom kept yelling at me, as I was looking at the avengers helping my father and Zeus. Thor seemed stronger and stronger for every second, and Ironman and the Hulk looked like they were having fun in this mess. It was all a game for the rich science man Stark, and the green muscle man. My mom kept yelled so much that I had to come with her, and not around her like my friends abandoned me.

After the fastest mile ever ran in the world by me and my mom. We finally arrived to boat.

“Where are the boat going mom?”, I said.

“Far far away son. Europe I think”, my mom said.

We then went on the boat. While watching New York city got destroyed to the ground by Thor. People got devastated, and didn’t understand any of this. What’s the monster? Where did it came from? Thor was the only thing people talked about. If they just knew what it could do, like I did. If they just knew.

Appendix 15- Student text from November same student as in previous appendix 14

Long answer 2A

Hi, I am Ah-Kim but you can call me Kimberley. After I was I was done with my education I went to become a heart surgeon. I have become quite good at speaking English to. Today I am going to meet some of my friend that I met at a café lately. We always meet up on Saturdays. Since we all have the day of then. As always, I am the first to arrive. I order also always get a cup of coffee before the other girls come. There they are, -hi Kimberley, say Ashley and Kaylin. They sit down and we start chatting. By the way, I have never asked you what you work as? I am a phycologist says Ashley. I work in a bank said Kaylyn. What about you Kim? They asked. I work as a heart surgeon. Wow, that must have taken a lot of hard work. Yea it did. I worked hard when I went to school. Ugh I hated school said Kaylin. You did? I asked curiously. Ohh god yes, my time in school was horrible. Yea so was mine said Ashley. I loved school I said carefully. Guess you are quite smart though, I wasn't good at studding. Said Kaylin. That's what I did all the time when I wasn't at work. I thought to myself. Well its not like I

need an education for working at a local bank. Kaylin laughed. We laughed with her. Sadly you do as a phycologist. Ashley said. How many years did you study? Kaylin asked Ashley. I think about 4years. How about you Kim? I studied for 8years in doctor school. What! They said at the same time. 8years that is crazy long. Said Kaylin. I was to supriced to reply. How did you manage? Ashley asked. Well I had a lot of support from my family. Your amazing Kim. Kaylin said. Well to be honest it was a pain. I didn't have any friends at school since I didn't speak English. Ashley and Kaylin looked interested in what I had to say so I kept going. And I worked at a low payment job at my aunts factory. And there was so much pressure from my family at the time that I didn't know what else to do but study. It got silent for a little while when suddenly Kaylin stood up and gave me a hug. Thanks I said with a soft voice. I think we all had it a bit hard at school. But that sounds horrible. Kaylin said. Yea no wonder you became a doctor. You've worked so hard. Ashley said. Thanks girls, it means a lot. Well enough rambling about me. Let's get some get cake. I went you the cashier and got 3pieces of cake. I am back. Oh straw berry cake, that's my favourite said Kaylin. Yea mine to Ashley said with a shine in her eye. So how was you school time Ashley. hmm well it was okay, I had a few friends. But I wasn't very interested in classes so my grades were mediocre at best. But when I look back at it I guess I kind of miss it. What about you Kaylin? Ashley asked. I wasn't very fond of school, only reason I actually went there is because I had many friends there, and my grades were crap to put it in a good way. To be honest I was kind of a badass, well at least I thought so. She said laughing. We laugh with her. I used up a lot of time drinking and having fun at parties that I kind of lost interest in school. But It went well at the end. I have two beautiful daughters and a good husband. That's good to hear, I said to Kaylin. Well girls will we meet at the same time next week. I asked with a smile. Yes of course. They both answered. When we walk home I go the opposite direction from them. Today was the first day I actually told anyone of my past. It felt nice. When I was younger I thought I would never get anny friends because of my family and school. But seems I was wrong. Glad I were.

Appendix 16- a selection of four student text from Vocational Study Programme

Text A.

Dinklepool

During the last training battle between Annabeth and Percy, something strange happened. A midget suddenly came from the forest and started talking about his friend that was in great danger. Percy: What is your name? The little man looked up at Percy and said: Dinklage, Peter Dinklage. Annabeth: So, where is your friend? Dinklage: Well, I do not know actually. The last time I saw him was yesterday, in my house where I let him live until he gets a place for himself. The weird thing is that I

do not know how I woke up in the woods. Percy and Annabeth took care of this little man called Peter Dinklage. They were going to help Peter find his lost friend and his pug.

Peter told Percy and Annabeth the name of his lost friend. It was Deadpool. Dinklage said that they had to look for places that many people were murdered lately. When Percy asked why, Dinklage explained that Deadpool is a smartass assassin with superpowers. He cannot die and he does everything to kill his target.

They went to Las Vegas because Peter said that Deadpool loved three things: Girls, killing shit and weapons. They went into the casino they was trapped in before, and guess who they found. Deadpool: Hi Peter, Hi girl, Hi possible boyfriend of girl and hello to you reader. Yes, I am breaking the fourth wall; it is kind of my thing. That is what make little Deadpool so special. Peter: Deadpool, were have you been. I have literally looked everywhere for you. Deadpool: I don't know either. I was spooning you yesterday and the next thing I remember is that I woke up here. Percy: Do you know about someone who might have drugged you? Deadpool: The pug.

Deadpool explained that he remembered that some people took his pug (It was my pug and I love it so much) from him when he was partying here. Dinklage: They took Sir Swaggalot. Annabeth: Percy we have to help them. I know this is a strange quest but I hate seeing the little man so crushed. Percy: And I really like that person Deadpool (thanks) so I think we should do it.

Deadpool: So Percy, I here you are the son of Poseidon. How is life as a demigod? Percy: Well I can....Deadpool: control water, cool. So beautiful, who made you a part of this shithole we call earth? Annabeth: Athena. Deadpool: So I should not mess with you then. Dinklage: Shut up Deadpool. You do not have to try every girl you find. Deadpool: But I like trying new stuff. New weapon smell is like one of the best smells in the world, girls also have a good smell but it's not the smell I am looking for there.(it was a sexual joke) They saw a suspicious house and decided to go in. Deadpool ran in the door and started raiding the house. Suddenly they heard Deadpool scream: I FOUND IT! Everyone ran to him and they saw what he had found. Dinklage: are you serious, the fridge. We are looking for a missing pug, and here you are eating. Deadpool: I cannot fight for justice on an empty stomach. Percy: I think I heard something from the basement. Deadpool: Let me go first, I am a professional.

Deadpool jumped into the dark abyss and you could hear some fierce fighting sounds. After a while, he said that it was safe now. Dinklage: what is that monstrosity? Annabeth: that Peter, is a hydra (hail hydra) and it is missing some heads. Deadpool: IT actually has a name. This is my newly dead friend Roger. Percy: Do you know what happens if you cut one of the hydra heads of Deadpool? Deadpool: Yeah, the head falls to the ground so you can use it like a chair or you can put them together to make a sofa. It is really up to your preference. Annabeth: No, two more grow back! Deadpool: And I am guessing that I have eight heads right behind me. (The other guys was running) Deadpool turned around and started talking to the hydra: If you have my pug, nod eight times and if do not have my pug, shake your eight heads. The hydra nods and turns around. Deadpool: I know that smell and it is not a new weapon or a girl. That is the smell of a pug in a taco costume that is named Sir Swaggalot. He saw the pug on the back of Roger. Deadpool: Swaggalot, stay there, I am coming for you. Dinklage: that is my pug too. If you risk your life to save our pug, I will too. Percy: Should we help them? Annabeth: No, they will make it. I hope.

Dinklage: Throw me at the hydra! Deadpool: Is it a plane, is it a bird. No, it is a flying midget with a gun of course. Deadpool: Now pull the trigger when you have the gun pointed at the hydra head.

Dinklage: Wouldn't that become a huge mess to clean up? Deadpool: It is not my house, so I do not care.

When Peter shot all eight hydra heads, the hydra fell to the ground. Deadpool ran to Peter.

Deadpool: Are you ok? Dinklage: Yes. Deadpool: And the pug? Dinklage: Look behind you.

Deadpool: I have missed you boy, come here. The dog was happy to see Deadpool again. Then the pug went over to Peter and gave him a hug too.

This is the beautiful story about a little man, a smartass assassin with superpowers and two demigods and their adventure to find a lost pug named Sir Swaggalot.

Text B.

Percy Jackson.

Percy Jackson is a so called demigod if you didn't notice it yet. His uncle, Zeus made the whole Titan and God- ish world think that Percy was the lightning thief, but his father Poseidon knew that Percy would never do such a thing. It almost started a war between the gods, but Percy delivered the Lightning back just in time to prevent the war which Luke son of Hermes wanted to happen, that the Demigods could rule the world, but his plan didn't work out because of Percy. The God world and the World of the living is yet again in Peace, but not for long.....

Annabeth and Percy started a new life and moved into their own apartment in wall street to start a new life without the danger this mythological life has given them, they even made new friends, human friends. Annabeth and Percy never talked about the incidents that happened before they moved to New York.

One day Percy heard his father talking to him, he said: «Percy be ready, there will come great evil over you and your friends». Percy didn't understand what he meant by that, he asked Poseidon what he meant with that, but he didn't reply. Percy started to release concerns, but he never told Annabeth something about it. Annabeth knew that something smelt fishy about Percys behaviour. She even found before Percy did even though he got a warning from his father. It was a Cyclops that attacked New York City and his purpose was not to find Percy as everybody thought, no, his Purpose was to revive the evil Titan Chronos. Why? Because he is Zeus, Poseidons and Hadeses father, yes, could you imagine a Titan as a father of the three greatest gods from the greek mythology. Usually all the titans were fought by the gods and if they didn't the demigods did. Let's get back to the main topic, The evil Cyclops is named Gargarensis, he has already tried to awaken Chronos but an Atlantean warrior named Arkantos stopped him then, but now he thinks that he can revive Chronos once and for all since Arkantos is dead. But he never expected a demigod who possesses the power of Poseidon his greatest enemy of all time, but who revived Gargarensis? He has also been dead for over 10 000 years just like Arkantos. There has to be yet again a Traitor who wants to harm the gods, you might have guessed it already, yes it was Luke son of Hermes again. This time he didn't try to do this all by himself, this time he possesses the help of a huge and powerful cyclops, who despises gods, but he is about to revive a former god which Zeus and his brothers later on called for a Titan. The Atlantean used to worship the titan gods, because they thought that the Olympian gods had abandoned them after Gargarensis first try to resurrect Chronos. Atlantis was destroyed after the

first try and the Atlanteans meant that the Olympian gods were traitorous so they stopped worshipping them and started worshipping the Titans.

Gargarensis stole yet again Poseidon's scepter like he did the first time, but Percy still had his so where did he get his? He stole it from a Poseidon statue before he was resurrected, and took it to his grave. The Scepter Percy owns is the second one Poseidon made because of Gargarensis. The cyclops fought its way to the Empire State building because it is not only the way to Olympus, but it's also placed above the gate of Tartarus, in other words it's the gate to hell where Zeus, Poseidon and Hades defeated their father and locked him inside of Tartarus.

Chronos this time is resurrected, he stepped out from the gate of Tartarus, he twice the size of the Empire State building. His destructive power could wipe out entire cities with one blow, but he didn't achieve that power yet, to achieve this power he had to kill his sons and then drain their power to convert it to him. He thought it would be easy to make them come back to the world of the living so he could kill them, but he just destroyed their path to get down to earth and help the humans. Another thing he did not know was that the Son of Poseidon, Percy Jackson had gathered all of the Demigods he knew to fight against Chronos.

Once the fight started Percy tried to catch him with water, but it didn't effect him at all, he was too huge. At that time Annabeth realized something nobody else did, «you need a titan to defeat a titan» she said to herself, instead of face Chronos right on and die Annabeth asked her mother for advice. She told Annabeth that a kind Titan was once alive, she just had to find out how to resurrect her, «her name is Gaia the titan of nature». Annabeth took the advice and started figuring out how she was going to resurrect her, her first stop was at the library where she instantly found the answer from a picture on the wall. It says that you have to find the tree of might and plant the sample of life, the tree needs to fuse with the sample, only this way Gaia can be resurrected. Annabeth thought that this task is impossible because she didn't know where to find the tree of might, but it was closer than she thinks.

New York has a bar called the tree of might, Annabeth thinks that this can't be right, but she went anyway to check it out, she found a little bonsai tree in this bar, but it's something special with this tree, it was glowing. Annabeth firstly thought that LED's make it glow like that, but it didn't only she could see it in some kind of strange way. She took the tree and was off to find the sample, but before she was starting to think her mother said: «Your Necklace is the key». Annabeth doesn't understand anything from that, she took her necklace out and looked at it, it suddenly started glowing as well, but Percy doesn't see it, only Annabeth does. She puts the necklace on the tree and the tree suddenly started growing bigger and bigger, while Chronos kept releasing his destructive rage above New York City. The tree grows huge, it's as big as Chronos now, but nothing is happening until Chronos started screaming. Annabeth and Percy heard a huge Crack from the tree, as they hear that the tree started to split, from that crack they see an arm come out which makes the crack bigger so the full body can come out of it. Percy and Annabeth can't believe their eyes, it's Gaia the titan of nature. Gaia looks down to Annabeth and gives her the necklace back with a flower and says: «This is for your mother, my sister». After she handed over the necklace with flower to Annabeth, she suddenly collapsed, it was a flower that makes everyone who looks at it fall asleep. Why did Gaia do that? The gods ask themselves, Athena said: «It's simple, not even a god can survive a clash of titans while they are awake, when demigods and gods are asleep they get protection from all of their believers and Annabeth and Percy made New York City believe in them so their protection is strong». They will be asleep the whole fight.

Only the gods knew how the fight ended, but they never tell anyone about it, because its destruction, only telling about a clash of titans can whipe out hundreds of lives. The best thing is to keep things shut, and pretend that nothing happened. The humans were revived by the Olympian gods and they took the memory of the titans and demigods from them so they can live a normal life again.

Annabeth and Percy still know what happened in New York, but they never talk about it because it scares them alot just by talking about it, but the thing that concerns Annabeth the most is what Gaia said to her, she did`nt know that she has an aunt. Athena said not to worry about it, but for Annabeth it is`nt that easy to fulfill.

Percy and Annabeth are back to their old lives, they have job and their appartment and live togethe rwith their freshly newborn son Perseus. Poseidon made sure that they are safe, for now.....

Text C.

«Percy Jackson fiction»

Percy was in a magic place. Hes mother was taken by a monster outside the gate. And percy tried to save her but he could not save her. He was very sad for that. But he wanted to take her mom back. So he tried to find a way out. But it was nearly impossible. Because you need special card to get out. He was going around in the magic world with his friend Grover. He was his guard. To protect him if an enemy was trying to hurt him or something like that. He didn` t know so much about “T he lightning bolt” so Grover explained little bit about that. And he understand why some enemies was trying to take him. Grover also told him that a powerful enemy is looking after him. And his name was Batman. He is big and dark like a dark night. You cant see him so fast. He is like a snake who is looking for you. He can attack you anytime. So you must be very careful where you are going.

- Why will he attack me, said Percy?

He will also have the lightning bolt, said Grover

- Is he very dangerous?

He is very dangerous said Grover. That is why I ask you to be aware of where you go so you do not meet him. He has very dangerous forces. He is known for fire. If he hits you with the fire, you may be seriously injured.

- I will try to avoid him, said percy scared.

Forget that know. Lets play with the others. Team vs team. Its like a war. You must take others teams flag to win. Ok percy?

- I will try my best.

They where fighting hard. Both of them. And they was looking for the flag. That was there mission. When there was fighting Grover and Percy split up. Percy tried to find grover but it was so many

people there. So he could not find him. And he saw the flag a couple hundred meters away from him. So he was running towards it. But when he was near there. He saw a dark thing beside the tree behind him. He was unsure who it was. It was very difficult to see. This creature is very fast.

And suddenly he was in front of Percy

- I was thinking that it was Batman. It was like Grover said. He is big and black. And his body is on fire. And at that moment I didn't know what to do.

Give me the "Lightning Bolt" kid.

- I am not a kid bro.

Yes you are kid.

- I am 18 idiot.

Who cares? Give me the bolt! If you don't do that I will put you on fire. Not the song but I mean real fire. You have 10 seconds on you. If not you are dead.

- I don't have it! If I had it would not give to you anyway. Good bye loser.

THE END

Text D.

PERCY JACKSON FIVE

The room is moving, floorboards are pouring themselves all over as the surging beat of the overwhelming music turns into an acid like smell of epic proportions. The euphoric feeling of perfect harmony with my surroundings, the drug slowly pulls itself out of my body, the absence of the mind-raping drug leaves me in an alarmed and focused state of mind. Now that I can think and act straight. It is vital that I now find my friends so that we can continue our suicide mission to stop the gods, save my mother and find the lightning thief. First, I need to find the third and final pearl, so we can go visit Hades in hell.

A soothing and high-pitched female voice fills my ears, singing ' Oh baby, give me one more chance. Oh baby, give me one more chance.

(To show you that I love you)

Won't you please let me back in your heart

Oh darlin', I was blind to let you go.

(Let you go, baby)

But now since I see you in his arms.

(I want you back)

Yes I do now.

(I want you back)

Ooh ooh baby.

(I want you back)

Yeah yeah yeah yeah.

(I want you back)

Na na na na'

Walking towards the source of the female voice. I see something truly awesome, the only words that can really describe what I feel right now, is the wise words of Mary Poppins' supercalifragilisticexpialidocious!' right before me the late and great Michael Jackson and The Jackson five stand, and on Michaels necklace the last pearl of Persephone, the pearl rests on Michaels chest. Standing there gazing in awe of a legend I realize, I haft to get the pearl. I try to grab it, but he just moonwalked swiftly away from my reach. Then Michael says 'the only way you will get this pearl from me is by defeating me in an all-out dance off!'

I may as well just give up. Defeat Michael fricking Jackson in a dance off, I'd rather fight the hydra again. There is no way of beating him. 'F**k it!' I draw my magical pen, and as it transforms, I point it towards Michael's abdomen. The edge enters him with great power and speed. I reach for the pearl, but as I feel the cold and sweaty pearl in the palm of my hand. I hear Michael say 'Heal the world Make it a better place For you and for me And the entire human race' In his voice I feel his understanding for my action's, but I do not feel him forgiving me for my action's.

Appendix 17- Students' general comments after the fanfiction project

" I liked this project."

"The fanfiction project was interesting,and I am actually surprised that no one has done this in a class before. It is up to date, relevant and very interesting and a fun way to twist the tasks of creative writing".

" We sat together in the breaks as well and discussed our next fanfiction entries. We are going online now. "

“ It was nice to get and give feedback”

“ My favourite part was when I got to read my classmates’ fanfiction and comment and make suggestions “

“ Very entertaining. I learned a lot”

“ I didn’t like it that much as I am not really a big Percy Jackson fan. It is difficult to write about a book that you don’t really like, and especially if you’re gonna write fanfiction. It would have been better if we got to choose our own books.”

“ I think it was a waste of important time we could have spent preparing for the exam”

“ Fanfiction? What’s the point?”

“ I don’t want or like other students to read my written work and assignment. I only want feedback from the teachers.”

“ I have read a lot of fanfiction and I liked this project.”

