Enjoyment of Interactive Fiction Compared to Non-Interactive fiction, in a Norwegian EFL Classroom

Can Interactive fiction be enjoyable for young students, and how does it compare to traditional fiction?

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Abstract

This master's thesis aims to shed light on using "interactive fiction" (IF) to promote reader engagement in a Norwegian EFL (English foreign language) classroom. In this thesis I look at interactive fiction in light of reading pleasure, enjoyment, and extensive reading. In this paper, I research whether a class of eighteen Norwegian 5th grade EFL students enjoy interactive fiction. The classroom intervention spanned three 60-minute English lessons, over three days. For this project they read both an interactive text and a non-interactive one. The students wrote reading journals where they wrote about their experiences with the two texts, before they answered a questionnaire on the final day. After the intervention was concluded, the teacher was interviewed about their observations. The student participants, on average, preferred the interactive text over the non-interactive one. The interactive text, on average, scored higher on fun, ease of reading, and fun to talk about, than the non-interactive text. There was, however, little evidence that it increased the likelihood of extracurricular reading. On average, the boys scored the interactive text higher on fun than they did reading books or stories in general. The girls scored the interactive text lower than books or stories in general, but higher than the non-interactive text they were provided for comparison.

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1.0 Introduction

Language acquisition occurs when the learners acquire language through exposure to, and use of, the target language through meaningful interactions. Acquiring a second language is similar to acquiring a first language, in that communication is based on conveying and understanding messages, with little attention to form (Krashen, S.D, 1981, p. 1). Many students in Norway have learned to become proficient English users by in- class education, but also through language acquisition outside of the classroom. Norwegian learners of English are frequently exposed to English input through films, games, social platforms, news, music etc. This exposure leads to language learning that many students enjoy, seek out, and participate in willingly. However, teachers may find it challenging to evoke a similar enthusiasm in the classroom. This predicament could be part of the reason many teachers work with integrating mediums that excite students into the classroom. Examples of this could be gamification of education, watching movies, having book clubs, or use music to teach English.

Despite the progress made with bringing students' interests into education, little progress has been made regarding reading. In fact, some studies indicate that students who read for pleasure has declined since year 2000 (Frønes, 2020, p. 111). The decline in the number of students who read for pleasure could have ramifications for school performance in general, but particularly in language and reading comprehension (Whitten et.al, 2016, p. 50). Interactive fiction (IF), like any other fiction, relies heavily on extensive descriptions of locations, characters, and actions to immerse the reader. In addition to immersion through descriptions IF- literature also immerses the reader by giving the reader agency in a non-linear story. Interactive fiction (IF) can be defined in several ways as there is no single authority that can claim a definitive definition. Most sources agree that IF is text based and has a story that develops based on reader/player input. These stories can be presented through either books or computer programs (Queen, 2023; Dictionary.com, 2023; Farber, 2015).

While rarely considered gamification, interactive fiction and videogames share the quality of having the capacity for including the reader/player in the outcome of the story. Gamification is often associated with implementing point systems, badges, leaderboards, and challenges (Buljan, 2021). However, the definition of gamification proposed by Deterding et.al is more general: "We propose a definition of 'gamification' as the use of game design elements in

non-game contexts" (Deterding et.al, 2011, p. 9). By the definition of Deterding et.al, one could argue that interactive fiction could be considered a type of gamification of literature because of the interactive element it shares with videogames. Some IF utilizes several game elements such as achievements, dice, and health points. This thesis, however, will focus on IF in the form of literature without these elements.

The IF- literature genre can be said to have its origins in 1969 when Edward Packard conceived the idea and wrote his first IF book (Packard, E. 2023). IF literature today, however, is more closely associated with its digital counterpart. As of January 30th, 2023, the IF genre is evidently fairly popular. "Episode- Choose Your Story", published by Episode interactive, has more than 100 million downloads on the Google Play store, and is the 11th most popular game in the role-playing genre on the iPhone App Store. Additionally, the app has the average rating of 4.1 stars out of 5, based on more than 3 million reviews. (Google Play, 2023; App Store, 2023).

1.1 Aims of the study

The relative popularity of interactive fiction on Google Play and the App Store prompts the question whether IF can be engaging in education as well. Do students enjoy interactive fiction? If so, how does it compare to traditional fiction? By using a mixed-methods action research design, this study investigates student perceptions of IF compared to traditional fiction. The research questions this paper is centered around are:

1. **How much do students enjoy IF compared to traditional fiction?**
2. **Does IF promote joy of reading thereby promoting extensive reading and language acquisition?**

This action research project aims to investigate students' enjoyment of IF compared to traditional fiction. This paper discusses the relevance and contribution of this study, as well as the theoretical framework it is based upon. The methodology is discussed before the data is presented. The presentation of the data includes the results of a post-intervention questionnaire, reading journals, and an interview. Finally, the results are discussed and contextualized.

1.2 Relevance and contribution of study

Interactive digital stories are a form of literature that is not commonly represented in Norwegian schools, yet it seems to have potential when it comes to engaging young readers. Bringing interactivity into literature may participate in bridging the gap between videogames and literature. There is, however, little research regarding the use of IF in Norwegian English as a foreign language (EFL) classrooms or in Norwegian classrooms in general. This study hopes to contribute to shedding light on the merits and student perception of IF in EFL education in Norway.

The competence aims of the Norwegian national curriculum (LK20) specifies that the students by year seven should be able to "read and present content from various types of texts, including self-chosen texts" (Ministry of Education and Research, 2019, p. 7). This study will investigate students' experiences with interactive fiction as compared to traditional fiction for the purpose of engaging students more in reading activities. Students are encouraged to read various types of texts by either self- selection or by the teacher choosing texts for them. IF is a type of text that could be a beneficial addition to both students' and teachers' repertoire of educational material. The literature suggests that there is a connection between enjoyment when reading, reading pleasure, extensive reading, and language acquisition (Drew & Sørheim,2016, p.79; Krashen, 1981, p. 22; Mason & Krashen 1997, p. 93; Nakanishi, 2015, p.9). By shedding light on students' perception of IF, educators may have more information when making a consideration whether they should integrate the format of IF into their own lessons.
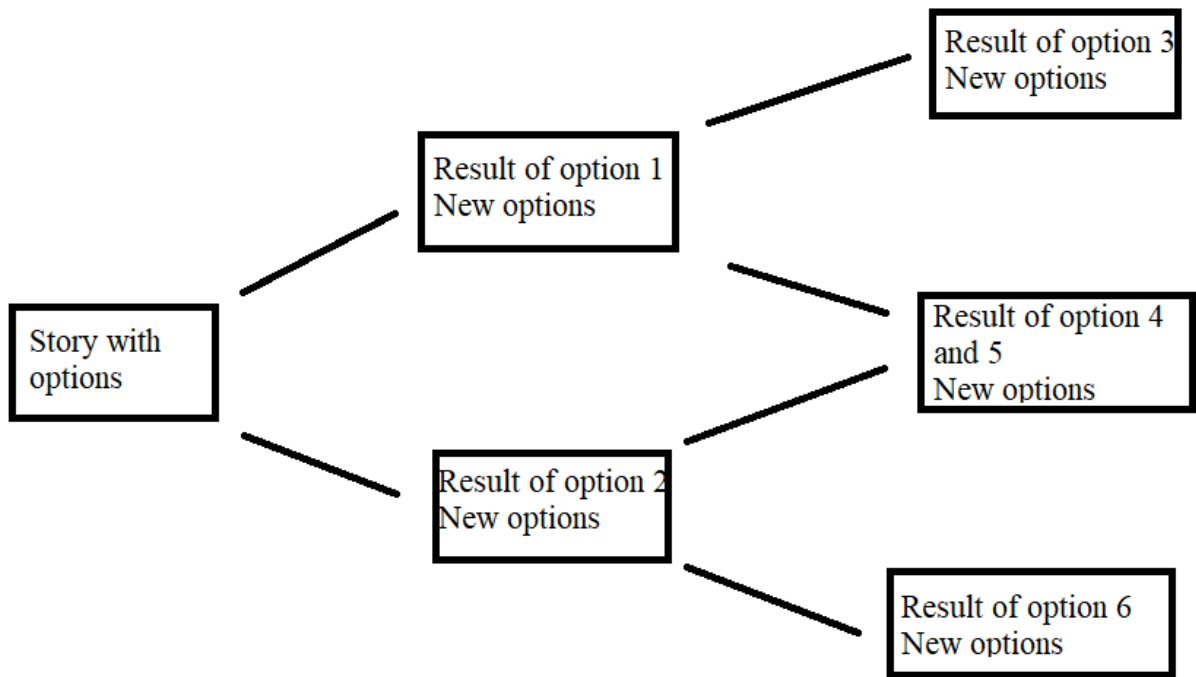
Figure 21. Flowchart visualizing the concept of branching stories in interactive fiction. The left side of the chart shows the initial story where the reader is presented with choices. The choice the reader makes leads to new texts, based on the choice previously made, before they are presented with new options that branch to different choice-dependent stories.

2.0 Theoretical framework

2.1 Comprehensible input hypothesis and language acquisition

The comprehensible input hypothesis can be explained as being exposed to language input one understands and contains new element of linguistic knowledge. It can be explained as i+1, where "i" represents previous knowledge and +1 represents new knowledge, such as grammar, words, or pronunciation (Lightbown & Spada, 2021, p.111). Krashen explains that the comprehension hypothesis in brief: "The Comprehension Hypothesis says that we acquire language when we understand what we hear or read. Our mastery of the individual components of language ("skills") is the result of getting comprehensible input." (Krashen, 2017).

Krashen describes language acquisition by comparing it to how first languages are learned, and that it is contingent on meaningful interactions in the target language. The language should be natural, with little emphasis to form, but rather a focus on conveying meaning. Typical language learning strategies, like error correction and explicit teaching are not relevant in language acquisition, but it rather depends on modified speech that helps the acquirer understand (Krashen, 1981, p. 1). Furthermore, he theorized that language intake is the most important part of language acquisition. He defines "intake" simply as all input that is understood and theorizes that comprehension may be at the heart of the language process (Krashen, 1981, p. 102). He suggests that language acquisition may come from understanding language that is slightly beyond the current level of competence (Krashen, 1981, p. 103).

According to Stephen Krashen, language acquisition is related to the learners' affective filter, meaning that the learning outcomes of language input and output are contingent on the motivation of the learner. Krashen identifies two different forms of motivation for language learning: Integrative and instrumental. Integrative motivation is characterized by the learner interacting with the target language out of sheer interest, whilst instrumental is characterized by a pragmatic view on language learning based on need. Although integrative motivation predicts a low affective filter, and instrumental one is a stronger predictor. However, instrumental motivation risks the acquirer stop learning once it has enough practical knowledge to get the job done (Krashen, 1981, p. 22). Hence a reading activity that the students enjoy, such as with extensive reading, may promote a low affective filter which in

turn may lead to improved language acquisition. The affective filter relates to the learners' "affect", referring to negative attitudes or anxieties towards the learning activity or material. The affective filter hypothesis is proposed by Krashen to account for students who receive large quantities of comprehensible input yet does not acquire language at the expected level (Lightbown & Spada, 2021, p.111).

2.2 Language acquisition and extensive reading

Extensive reading in schools refer to a method of teaching reading that differs from the traditional intensive reading method. Whereas intensive reading includes students working with shorter, more difficult texts in a highly supervised manner; extensive reading focuses on self-selected books that are often longer, more comprehensible, and enjoyable for the students. One of the goals of extensive reading is to promote enjoyment when reading (Nakanishi, 2015, p.9). Furthermore, extensive reading has been proven to be an efficient way for EFL students to improve their reading comprehension and lexical knowledge in English (Mason & Krashen, 1997, p. 93). Extensive reading is frequently correlated with increased reading proficiency as shown in a 2015 meta-study (Nakanishi, 2015, p.21). Extensive reading is described as an approach to language learning where the reader chooses reading material independently of the teacher and reads for understanding of meaning, information, and enjoyment (Bamford, J. 2004, p. 1).

In the framework of extensive reading, it is important that the reading material is easy to understand, and learners read as much as possible. The selection of reading material should be wide, reading should be individual, and the learners choose what they read (Bamford, J. 2004, p. 2) Munden & Sandhaug (2017, p. 311) identify some of the principles of extensive reading as texts the students have chosen that are motivating for them to read and understand. They specify that reading is not teacher controlled, but that it is an individual activity. They continue with saying that the school should set aside time to read and talk about books. Lastly, they state that the school should also encourage reading outside of school.

Mason & Krashen (1997) conducted three studies in which they found that the experimental groups that were subjected to extensive reading showed consistently statistically significant performance gains compared to the control groups. Additionally, they found that particularly

the reluctant EFL students experienced improved attitude for reading, EFL learning, and experienced the most development in EFL performance (Mason & Krashen 1997, p. 93).

Drew & Sørheim (2016, p.79) claim that inconsistent frequency of reading will hardly help learners become good readers and writers. They specify that children should be encouraged to read thirty to forty minutes a day, but preferably an hour or two. Furthermore, they claim that students who read a lot at school, will go on to do so at home as well. They note that it is important to read both in school and outside of school, and that it is important to read both intensively and extensively. Intensive meaning shorter texts with a focus on detail, and extensive meaning longer texts for overall meaning and enjoyment. Krashen argues that vocabulary and spelling skills are best attained through reading. Reading with a focus on meaning makes learning an unconscious activity, thus making it incidental learning (Krashen 1989, p. 440). Learners who read more, are more proficient readers and writers, and are more skilled at vocabulary and spelling (Krashen 1989, p. 441).

2.3 The curriculum

Norway's national curriculum (LK20) serves as a theoretical framework for the research in this paper, as the curriculum contains the goals and ideals teachers should strive to meet. The core curriculum defines reading as one of the five basic skills that students will learn (Ministry of Education and Research, 2017, p. 13). The core element of reading is also central in the English subject. Reading in the English subject is largely about understanding and reflecting on written content, but it should also contribute to reading pleasure and language acquisition (Ministry of Education and Research, 2019, p. 4). As described earlier in this paper in the part about language acquisition and extensive reading, there is a correlation between reading pleasure, language acquisition and extensive reading (Drew & Sørheim,2016, p.79; Krashen, 1981, p. 22; Mason & Krashen 1997, p. 93; Nakanishi, 2015, p.9). This suggests that there is consensus in the field of education that reading pleasure can improve reading habits, and by extension promote language acquisition.

2.4 Previous research on interactive fiction in the education

Previous research suggests that there is merit in using IF in education as well as specifically in foreign language education although there is not a lot of research on the topic. Neville et.al

(2009, p.416-417) found that IF in what they refer to as "digital game-based learning" seemed to have an impact on vocabulary retention and transfer in university students who attended an entry level German class. In the study, the authors conducted the experiment over only three days with only one class of students, meaning that the time span and sample size was too small to establish any statistical significance regarding vocabulary retention and transfer between the control and experimental group. They did, however, note some difference in performance between the two groups. The print-based group (control group) seemed to be more comfortable and confident in the traditional reading and solving tasks method, while the IF group were less confident that they had effectively learned the expected vocabulary. However, the IF group outperformed the print group in both the homework section and the assessment (Neville et.al, 2009, p.417).

In the qualitative part of the study, the researchers also found that it seemed that the IF group exerted more mental effort while playing the IF game than the print group did on the text. On the other hand, the IF group reported having exerted less mental effort when doing the homework than the control group. Furthermore, the IF group also found writing the homework essay to be easier while incorporating more of the vocabulary than the print group managed to (Neville et.al, 2009, p.417-418).

An older study conducted by Lancy & Hayes (1988) explores the effect of interactive fiction on reluctant readers. In this study exploratory study, the researchers sought to investigate whether reluctant readers would engage with a computer game that required extensive reading over a longer period of time. Because of the program's complexity, the researchers would help the readers with encouragement and tips to prevent them from being "bogged down" by not being able to progress in the story. The researchers found that the subjects, who in this case were two boys who scored low- to- average in interest for recreational reading, were reading three hours a day for 8 days in their attempt to complete the game "Seastalker" (Lancy & Hayes, 1988, p. 44-45).

A study conducted by Simon Flynn & Mark Hardman (2019) investigated the effect of interactive fiction in physics education. Their interactive fiction text was based on the "Force Concept Inventory" designed to measure students' understanding of concepts in physics. Their sample were twenty-seven students aged 16 and 17 years, who took physics. The students were given 2 hours to engage with the interactive book in silence, and no mention of

the book was allowed during the break. The researchers used a tracking sheet to track the participants' routes within the text. The route the students chose would allow the researchers to score the students based on the Force Concept Inventory.

Interestingly, the researchers found the student enjoyment of the text was skewed towards positive. However, the median and mode was scored "okay". Although there was a small correlation between reading for pleasure and enjoyment of the interactive fiction, it was not statistically significant (Flynn & Hardman, 2019, p. 145). Furthermore, the researchers found that their IF text "A Forceful Adventure" had a sizable positive impact on the average students' ability to answer Force Concept Inventory questions. Particularly the students who had only been introduced to Newton's law only once before, benefited the most from the text (Flynn & Hardman, 2019, p. 146).

3.0 Methodology

The primary research question of this thesis is how much students enjoy IF compared to traditional fiction. A secondary research question is whether IF promotes joy of reading, thereby promoting extensive reading and language acquisition.

The research presented in this paper is based on action research design. Action research designs are popular in education because they seek solutions to very specific and practical issues. In a classroom setting, this often means that an educator investigates how their practice may improve or how students learn. By studying a problem the educators themselves face, they may learn how to improve their practice (Creswell & Guetterman, 2021, p. 639). Practical action research is characterized by small-scale projects that have a narrow area of focus. Teacher-researchers in practical action research aim to reflect and improve upon their practice using data collection techniques and develop action plans (Creswell & Guetterman, 2021, p. 643).

Additionally, this research is also characterized by intervention research, which is "the use of a quantitative experimental design with a planned intervention" (Creswell & Guetterman, p. 360). Intervention research is a way to measure changes in a situation or group after applying a change in the previous system (American Psychological Association, 2023).

3.1 Background for choice in methodology and research design

In order to investigate the difference in enjoyment experienced by students when reading interactive fiction as compared to traditional fiction, two texts were developed by the same author. This was done so that the students could compare the formats of the text rather than focus on the difference in quality or genre preference. The two texts were similar in content with some key differences. Firstly, one of the texts was interactive. Secondly, the interactive text was written from a 2nd person perspective ("you" perspective), as is common in interactive fiction. Thirdly, the interactive text contained a substantially higher wordcount due to it being based on the original text, but also containing text pertaining to the choices made within the text. However, by reading the interactive text only once, the reader would not encounter the content hidden behind choices they did not make in the text.

The original intent of the study was to measure both reading enjoyment and vocabulary retention. Due to several factors, such as the scope of the texts the students would read, the English level differences in a 5th grade EFL classroom, and time constraints; only reading enjoyment was included in the final design of the study. Additionally, there was a possibility that a focus on vocabulary testing could have a significant impact on the students' experience with reading during the experimental period, hence making discerning the difference in enjoyment between the two texts difficult.

The original goal of also measuring differences in vocabulary retention contributed to shaping the research design in a way that was soon discovered to be redundant in the research execution. The research design was therefore adapted after the first day of the experiment. When the difference in vocabulary retention was removed from the research question there was no longer a need for segregating the class into an experimental and control group. In fact, it would provide more useful data to have all the students read both the texts so that they could give feedback on which text they preferred.

It was concluded that the best way to investigate the students' experiences with the two texts would be to ask all of them by survey rather than interviewing a select few. To get a fuller understanding of the effect of the intervention, it seemed likely that having as much input from as many students as practically possible would be the best alternative. Therefore, it was decided that the research would require a survey of the students' experiences.

In order to better understand the reported experiences, it would be necessary to supplement the quantitative data with more qualitative data. Keeping in mind the need for wide representation, a reading journal was selected for data collection. A reading journal would allow the students to provide additional information about what they liked and disliked. It would also give room for them to provide information throughout the teaching intervention, that would not necessarily be provided by the survey. Furthermore, the survey and reading journals could be supplemented by both the researcher's and teacher's observations of the class in question. This paper, therefore, also includes an interview with the teacher in the class where the experiment was conducted.

3.2 Participants

The research was done by conducting a teaching intervention in a 5th grade EFL classroom over three days. The class consisted of 41 students; however, only about half of the students were present for the first day of the intervention. There were 18 students who responded to the questionnaire, and 17 who finished it. The participants were selected based on convenience sampling which is characterized by the sample being selected for the experiment because they are willing and available to be studied (Creswell & Guetterman, 2021, p. 173). Although the sample was for practical reasons, a convenience sample, the sample would not have been selected if it were not relevant for the study of IF in classrooms. The chosen sample can be characterized by selecting participants or a site that is information rich, meaning that it can also be defined as purposeful sampling (Creswell & Guetterman, 2021, p. 240). The class of 5th graders were selected based on discovering their attitudes towards interactive fiction and reading in EFL learning. Hence, one can say that it was also theory or concept sampling (Creswell & Guetterman, 2021, p. 242).

3.3 Teacher

The teachers' role in this intervention was primarily to assist and motivate the students during their reading sessions. One of the teachers present for the experiment also made observations that were later recounted in an interview. My role as the researcher, was to introduce the project to the students, motivate them to participate, and give them instructions on what the next three days of English lessons were going to be like. In practice I performed the role as their teacher for duration of the experiment. Additionally, I collected data by handing out and collecting reading journals, but also by talking to and observing the students during their reading.

3.4 Data Collection

3.4.1 Pre-test

The data was collected by giving the students a pre-test to gauge their enjoyment of reading as well as how comfortable they were reading in English. Additionally, it was intended to map how many of the students had already read interactive fiction before. Pre-tests are commonly used to measure attributes or characteristics of the participants before they receive a treatment

so that changes can be compared with a post-test (Creswell & Guetterman, 2021, p. 338). Comparing the changes between the two tests allows the researcher to consider the effectiveness of the treatment. However, a pre-test may also come with the disadvantage of affecting the outcome of the post-test by raising the students' expectations about the outcome of the experiment. Attitudinal pre-tests may affect the results of the post-test because students may anticipate the questions of the post-test (Creswell & Guetterman, 2021, p. 339).

The questionnaire was designed based on the 5-point Likert-scale where the participants represent their attitudes on a positive/negative spectrum. However not all the questions were posed in this manner. Some of the questions were presented on sliders from 1-10, where 1 represented overwhelmingly negative and 10 exceedingly positive. 5 would always be the neutral answer. This choice was made because it was believed that the students could more accurately describe their attitudes on a wider spectrum. Ranking things on a scale from 1 to 10 is also a common rating system that presumably many people are already familiar with. Having 10 alternatives allows the students to give a nuanced expression of their opinions, which could be particularly useful when reporting levels of enjoyment. The teachers were available to answer any questions on matters that the students found confusing or difficult to understand.

The pre-test survey ending up not being included in the data because of an error during data collection. The pre-test had more respondents than were likely to have been present for the experiment, and could therefore not be considered useful data, as it was uncertain who the respondents were.

3.4.2 Post-test

Surveys can be used to describe trends within a population or research individual opinions. They can be useful in evaluating programs in school (Creswell & Guetterman, 2021, p. 429) The post-test survey included many of the same questions that the pre-test did. However, due to the pre-test data not being included, there is no way to know the student opinions before the experiment took place. The post-test also included questions regarding general interests and their experiences with the two texts. The final questionnaire was designed similarly to the pre-test in that it used a five-point scale when relevant, but adapted the alternatives based on the questions. This means that the post-test also included sliders from 1 to 10, and questions

adapted so that they would be easily understood by 5th graders. The post-test also differed from the pre-test in that it included questions regarding the two texts they read for the experiment. The post-test also included questions about general interests and gender.

3.4.3 Interview

The teacher was interviewed after the experiment to collect further data. The interview was conducted in a semi-structured manner, where new ideas were allowed to be followed up on and expanded upon. An interview guide was used to make sure that relevant questions were not omitted. The interview was conducted over the phone and the teacher's responses were written down in the form of notes. Telephone interviews are practical when the participants are geographically dispersed or unable to meet for an interview. Due to the lack of physical presence, it may be more challenging for the interviewer to understand the interviewee's perceptions of the experiment (Creswell & Guetterman, 2021, p. 253).

The interviewee was informed that they were completely anonymous, and that consent can be withdrawn at any moment. They were also informed of the purpose of the interview and that they were not being recorded. Furthermore, they were informed that their responses would be written down and deleted at the end of the project. They were also offered to have the notes read back to them to ensure that the notes reflected their thoughts in a fair manner.

The purpose including an interview of the teacher in this data collection was to contextualize the other methods of data collection. The teacher could have perspectives or observations that were missed by the researcher, and they could contribute to covering "blind spots" in observations.

3.4.4 Reading journals

Data collection also included "reading journals" collected at the end of every session. Reading journals can be a convenient way for the research to access the participants reflections regarding the reading experience but can also be used as a didactic tool to promote reflection and understanding of the reading material (Wollman-Bonilla, 1989, p. 112). The reading journals included questions meant to help the 5th graders with writing about their experiences. The questions were in Norwegian so that they may better express their thoughts. The reading journal, or "leselogg" as it were presented to the students, included questions such as "Did

anything you thought was fun happen in the story? Briefly describe what happened". The original questions can be found in appendix 1.

3.4.5 Observational data

Additional qualitative data was collected by observing the students discuss what they had read. The groups were largely self-selected by the students with the only requirement that they be in groups of four where two had read the traditional text and the other two had read the interactive one. The group discussions were included both for data collection, but also to make the process of reading more enjoyable. Some of the observational data was gathered by conducting an interview with the teacher who was also present for the duration of the research.

3.4.6 Intervention

Interventions can be used to test the effect of a change in methods or strategies (Fraser & Galinsky, 2002, p. 459). Education interventions are pragmatical and aim to solve specific issues, such as literacy (Pressley et.al, 2006, p. 2). This study uses an intervention, where the effect of IF literature is tested. The students were provided both and interactive and traditional text. There was no control group, but rather a control treatment. The non-interactive text would serve as a basis to measure the effect of the interactive text against. The exclusion of a control group also limits the threats to validity that may come with it. Resentful demoralization, where one group feels they are receiving the less desirable treatment is not a factor when both groups receive both treatments. The same can be said for compensatory rivalry, where one or both the groups compete for the best results for their treatment. Since all the students received the treatment, there is also no risk of diffusion of treatment (Creswell & Guetterman, 2021, p. 347).

The intervention was conducted March 6th, March 7th and March 9th, 2023. The first day of the intervention the students were introduced to the research topic and what interactive fiction was. It was explained to them that they would take part in research for a master's thesis, and that it was completely anonymous and voluntary. Furthermore, the purpose of the study was explained with an emphasis on the connection between extensive reading, learning, and language acquisition. Using a PowerPoint presentation, the students were also introduced to the concept of branching stories in literature; the concept was visualized and explained.

Additionally, the introduction of the research project also emphasized the importance of honestly answering the surveys and giving feedback.

Following the introduction, the class was divided into two groups at random by separating the student group by the middle of the seating arrangements. They were then divided into group 1 and group 2. Group 1 would read the traditional text while group 2 read the interactive one. The participants were also told to answer a questionnaire called "pre-test", and that it was voluntary to do so. They were encouraged to participate by being reminded that it would be very helpful to the research. Finally, they were told to find their seats and read their respective texts individually. The first day of the intervention was concluded with spending the last 15-minutes of the 60-minute lesson on writing a reading journal that was collected at the end of class.

The intervention was intended to be mundane, so that the format of the two texts were in focus. The intention of the study was not measuring the participants' experience of any particular teaching method, other than the texts themselves. Hence, the only activities that did not involve simply reading the texts were limited to data collection activities, that doubled as pre- and post-work related to the reading. This would be the reading journal and discussion groups. Activities like reading logs encourage students to interact with the text in a way that promotes understanding and reflection (Ekstam, 2018, p.6).

After the first day of the intervention ended it became clear that changes had to be made to the original plan. Many of the students had nearly finished their 3000 words texts and they would have little to do the last two days of the research period. Realizing that the students would be able to finish their texts much quicker than expected, it became apparent that some of the students would even have time to read both. Having the students read both the texts could provide useful information on their attitudes toward interactive fiction contra traditional literature. Therefore, the design of the intervention changed as a result of information gained on the first day. It was decided that when the students were done with the first text they would read the other text.

The second day of the intervention the students were asked how many of them were either finished or nearly finished reading the texts they had started on the previous day. A large majority of the students raised their hands when asked if they were nearly finished. I then told

the students that when they were finished, I wanted them to read the text they did not read yesterday.

The students were also told that this session was going to start with them discussing what they had read, what they liked or disliked, and whatever came to their mind regarding the text. They were told to discuss in groups of four, where two people in the group had read the traditional text and the remaining two had read the interactive one. The students would find their groupmates independently of teacher instruction. This allowed the students to find discussion partners whom they were comfortable talking with during the discussion. The second session also ended with the collection of reading journals.

The third and final session the students were thanked for their participation thus far, and they were reminded that this was the final session of the experiment. The importance of honestly answering the questionnaire was reiterated. The session was spent on reading, but the last 20 minutes were spent on the questionnaire.

3.5 Validity and reliability

The validity of the study is greatly limited by the scope of the research for this paper. Particularly the size of the sample population limits the possibility for broad generalizations regarding representation of students in Norway. It is also noteworthy that the response given by fifth graders may greatly differ from EFL students in other grade levels.

The reliability of the data may be affected by the nature of the experiment; in that the experiment itself may have been perceived as unusually exciting because it is a break from what the students usually expect from their education. Factors such as: a new teacher entering the classroom, the presentation of a new concept that the researcher is excited about, and the students participating in that research. These factors may have an effect on how they perceived and experienced both the traditional text, and the interactive one. Furthermore, simply the fact of being aware that they are being observed may cause research subjects to alter their behavior, such as described by the Hawthorne-effect (Macefield, 2007, p. 146). The surveys may also be a threat to the reliability of the research, seeing as there is no way to ensure that students answer candidly. Students may answer what is expected, randomly, or actively try to sabotage the research by answering inconsistently. However, steps were taken

to mitigate these types of behavior by frequently reminding them that participation was voluntary, anonymous, and only helpful if answered honestly.

The study may be challenging to reproduce because of the idiosyncrasies that characterize any given fifth grade classroom. There are countless variables that can affect a classroom action research study. Examples of important variables that may greatly change the outcome of the study are the students' previous experience with both types of literature, the literature they are provided with for the experiment, reading ability, English level, and other experiences that day/week/month. However, some precautions were taken so that these variables would be minimized. These precautions were a focus on anonymity and participation being voluntary. Additionally, the students were provided with similar texts with a focus on which one they preferred reading. The survey they were provided with, also had questions to control for English levels, reading experiences etc. Having participation be voluntary allows demoralized students to not participate rather than answering randomly in data collection. The anonymity makes it easier for the participants to answer candidly without the fear of embarrassment or consequences.

The students that chose not to participate may have provided important data that could have affected the outcomes of the surveys. An example could be a student who loathes reading to the extent that it opts out of participating in the experiment altogether. This student could have provided relevant data but is now not represented in the surveys or reading journals. It is conceivable that the students who were most excited about reading either of the texts were more likely to participate in the research than those who were apathetic. If this were the case, it would undoubtably affect the reliability of the experiment.

3.6 Ethics and handling of personal data

Personal data has not been stored or used for this project. No information presented in this thesis can be used to identify any of the participants of this project. E-mails, phone numbers or other personal characteristics have not been stored or recorded either physically or digitally. It is not possible to track the information back to any individual, municipality or institution. It has been communicated both in written form and verbally, that participation is voluntary. Participation has been voluntary throughout the experiment, and consent can be withdrawn whenever the participants wish to do so. All the participants have been explained

what the purpose of the research is, and that everything is completely anonymous and will not be possible to track back to them, either by the researcher or anyone else. Additionally, the teacher who was interviewed was informed that any personal data that may come up in the interview would not be written down in the notes.

No personal data was collected either in the reading journals or the questionnaires, and it was therefore not necessary to have the parents' written consent for the data collection. Due to there not being handled any personal data for this project, it was not necessary to apply for permissions from the Norwegian Center for Research Data (NSD).

4.0 Results

The results presented in this chapter were collected by a survey, interview, and reading journals. The data was collected in Norwegian but is presented in English for the purpose of this paper. The questions are added in appendix 2 of this paper. The percentages are presented in whole numbers which can skew the total percentage to more than 100. An example of this is question 2 where the total percentage of respondents add up to 102%.

4.1 Survey results
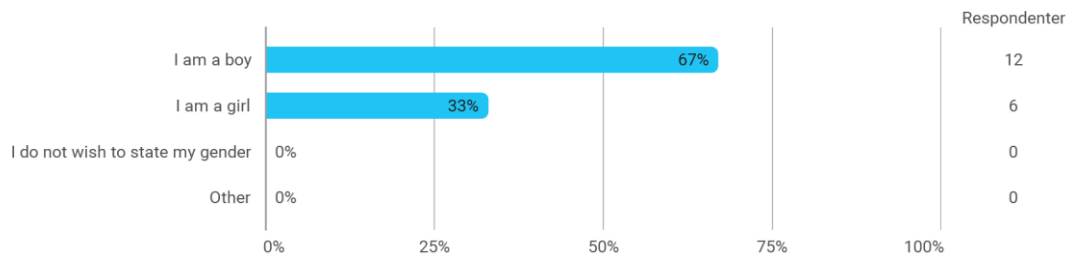
Question 1

Are you a boy or a girl?

Figure 1. Bar-chart of the gender distribution of the sample group. The percentages of the total population are listed horizontally along the bottom of the figure and are additionally displayed on the bars corresponding to each category. The actual number of respondents are listed to the right of their respective category. Of the total of 18 respondents, 67 percent were boys, thus accounting for the majority of the group. The remaining 6 respondents, were all girls.

Question 2

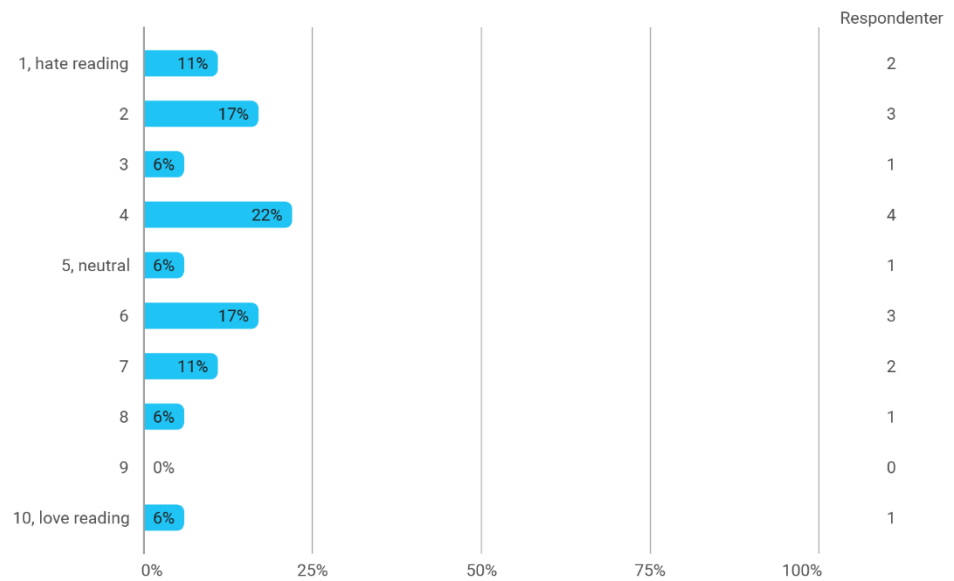**How fun do you think it is to read books or stories? Place the glider between 1-10**

Figure 2. Bar-chart of the distribution of responses provided by the participants. The percentages are displayed on the bars and along the X-axis of the figure. The right side of the Y-axis shows how many respondents selected the respective categories. 40 percent of the respondents reported that they like reading books or stories, to various degrees. 56 percent of the students dislike reading, to various degrees.

Question 3
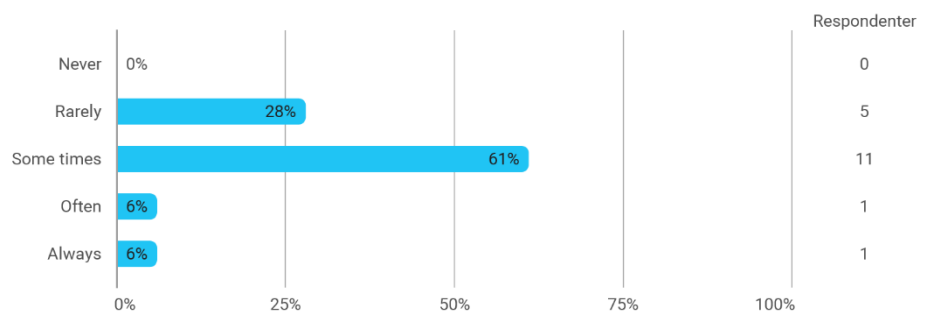
Do you like reading books or stories?

Figure 3. Bar-chart of the percentages of the total number of participants who responded to how often they enjoy reading. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 18 respondents, 61 percent report that they sometimes like reading books or stories.

Question 4

When reading a book or story, do you experience being so engrossed in the text that you forget the time?
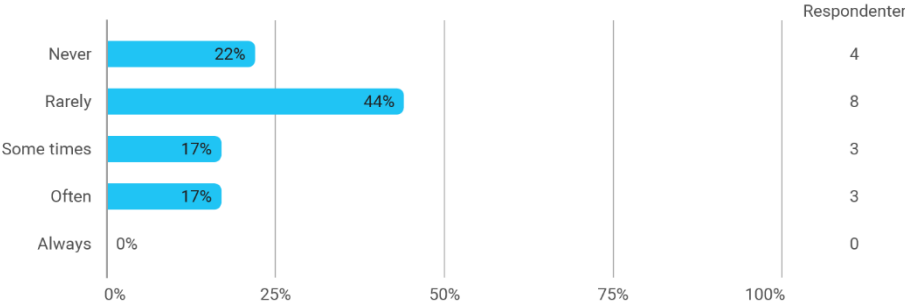

Figure 4. Bar-chart of the percentages of the total number of participants who responded to how often they experience being so engrossed in a text that they forget the time. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 18 respondents, 44 percent reported that they rarely so engrossed in a text that they forget the time.

Question 5

How likely do you think it is that you are going to read a book or story voluntarily (not as part of a school assignment) this year?
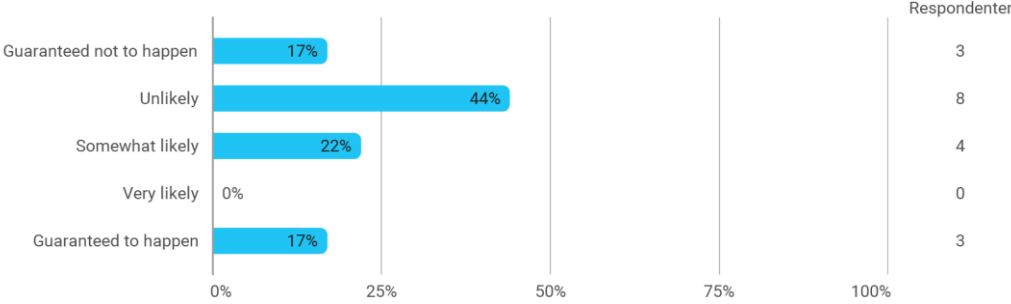
Figure 5. Bar-chart of the percentages of the total number of participants who responded to how likely they think it is they are going to read a book or story voluntarily. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. 61 percent of the 18 students don't believe they are going to read a book or story voluntarily.

Question 6

With which of these methods do you prefer learning English? You may choose several alternatives.

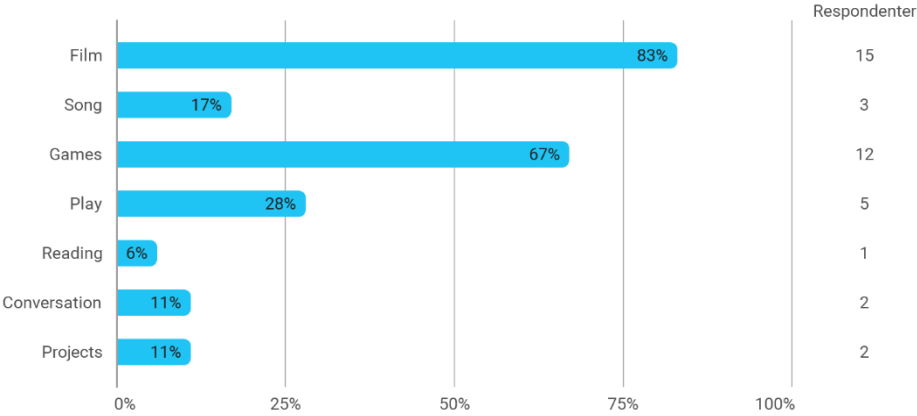Figure 6. Bar-chart of the percentages of the total number of participants who responded to which methods they prefer learning English with. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. The most popular method was film, which 83 percent of the participants selected.

Question 7

How difficult do you find reading texts in English? Place the glider between 1-10.

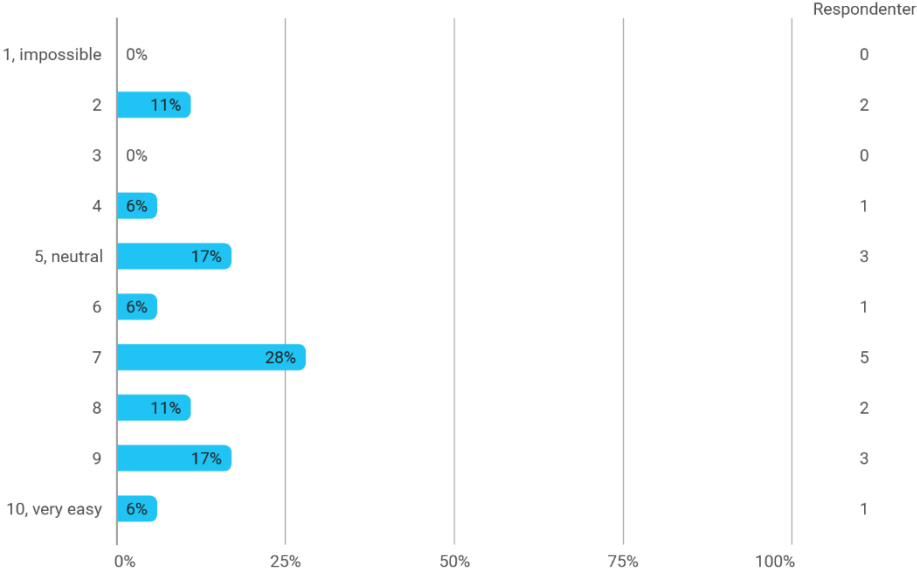Figure 7. Bar-chart of the percentages of the total number of participants who responded to how difficult they find reading texts in English. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 18 respondents, 68 percent reported reading texts in English was easy, to varying degrees.

Question 8

Which of these activities do you enjoy in your spare time? You may choose several alternatives.

		Respondenter
Read	11%	2
Watch movies	44%	8
Play videogames	83%	15
Sports	50%	9
Use social media	17%	3
Watch TV	56%	10
Watch YouTube	72%	13
Draw	39%	7
Arts and crafts	22%	4
Other	17%	3

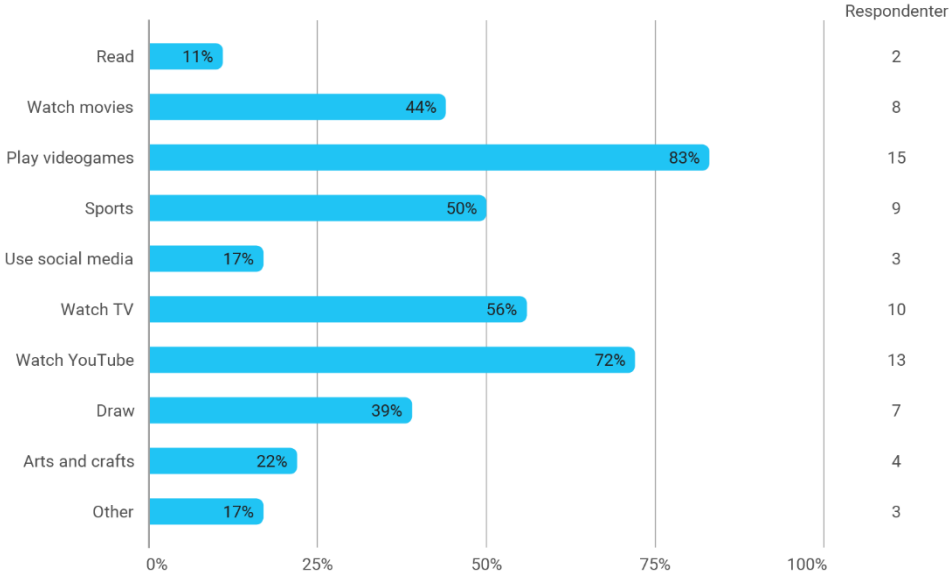Figure 8. Bar-chart of the percentages of the total number of participants who responded to what activities they enjoy in their spare time. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 18 respondents, only 11 percent reported that they enjoy reading in their spare time.

Question 9

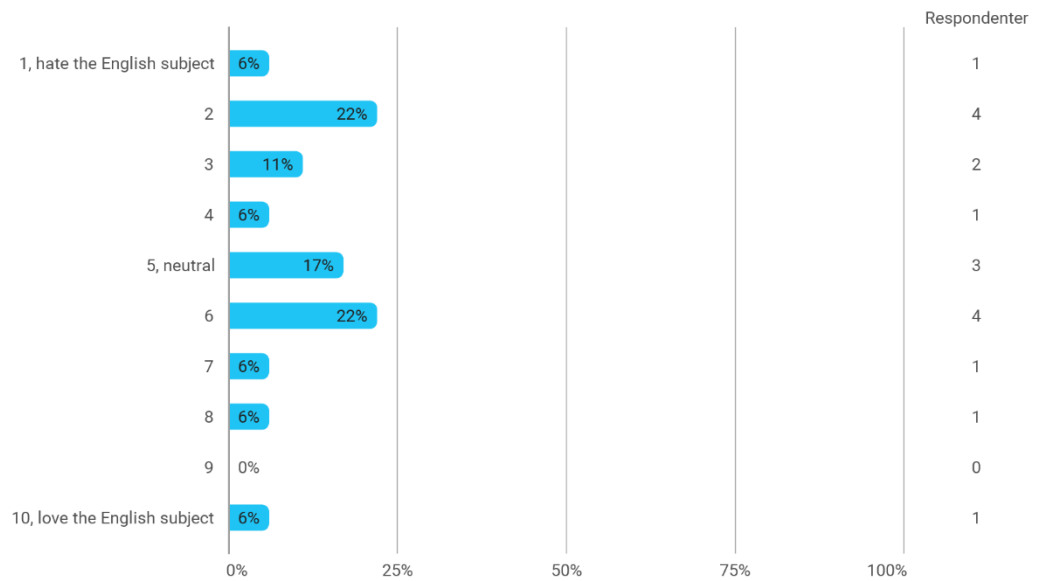**How much do you enjoy the English subject?**

Figure 9. Bar-chart of the percentages of the total number of participants who responded to how much they enjoy the English subject. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 18 respondents, 45 percent of the participants reported disliking the English subject to various degrees. Another 40 percent reported liking it to various degrees, while the remaining 17 percent responded neutrally.

Question 10

Which group were you first placed in?

Figure 10. Bar-chart of the percentages of the total number of participants who responded to which group they were first placed in. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. From question 10 and onward, there were only 17 respondents. 53 percent of the 18 respondents reported being first placed in group 1. The remaining 47 percent were in group 2.

Question 11

Have you read both the texts?

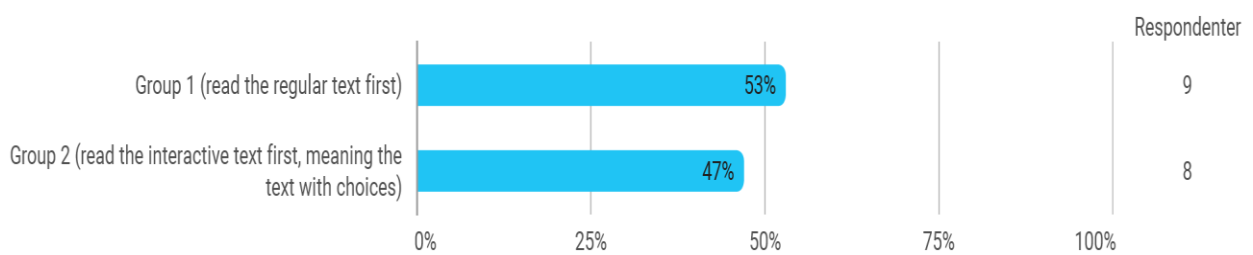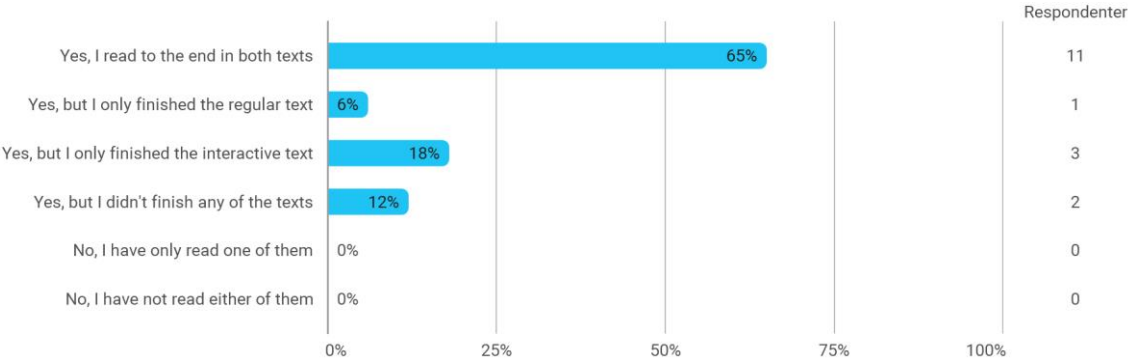Figure 11. Bar-chart of the percentages of the total number of participants who responded to whether they had read both the texts. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Out of the 17 respondents, 65 percent finished both the texts. 100 percent reported having read both texts.

Question 12

How fun did you find reading the NORMAL text? Meaning the text without choices.

Place the glider between 1-10

Figure 12. Bar-chart of the percentages of the total number of participants who responded to how fun they found reading the traditional text. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 17 respondents, 59 percent reported the text being boring to read to various degrees. 24 percent of the respondents reported it being fun, to varying degrees, while the remaining 18 percent responded neutrally. The average level of fun was 3.7.

Question 13

How fun did you find reading the INTERACTIVE text? Meaning the text with choices. Place the glider between 1-10
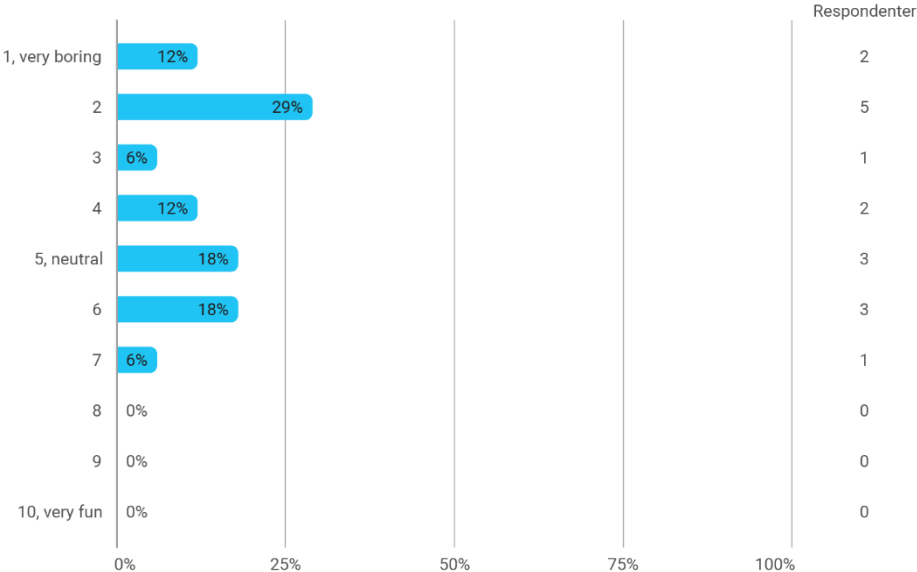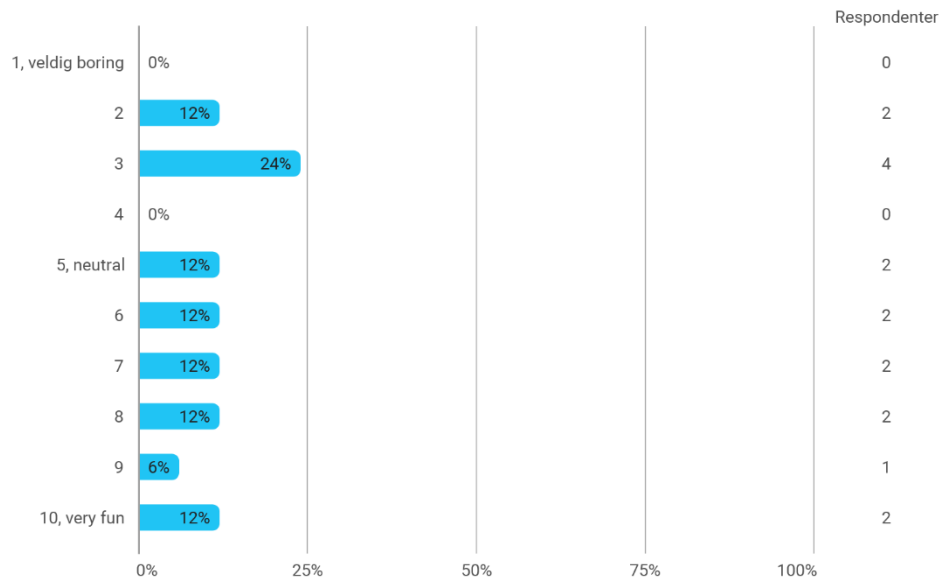

Figure 13. Bar-chart of the percentages of the total number of participants who responded to how fun they found reading the interactive text. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 17 respondents, 54 percent of the participants reported the interactive text to be varying degrees of fun. 36 percent reported it being boring to various degrees, while the remaining 12 answered neutrally. The average level of experienced fun was 5.7.

Question 14.

Which of the two texts did you find most difficult to read?

Figure 14. Bar-chart of the percentages of the total number of participants who responded to which text they found most difficult to read. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 17 respondents, 59 percent thought the regular text was more difficult, while 18 percent thought it was the interactive one. The remaining 24 percent thought they were equally easy/hard.

Question 15.

Which of the two texts motivated you more to try understanding words you did not already know?
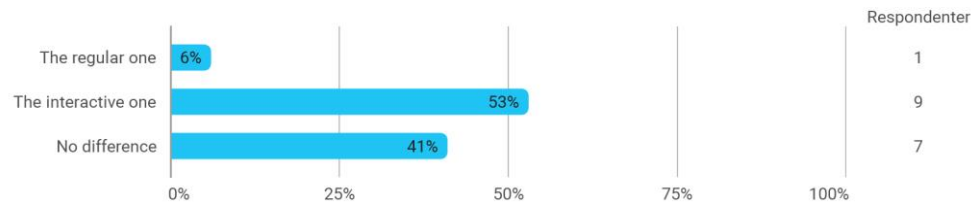
Figure 15. Bar-chart of the percentages of the total number of participants who responded to which text they thought motivated them more to understanding words they did not already know. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. 53 percent of the 17 respondents thought the interactive one motivated them more. 41 percent found no difference between the two texts, while the remaining 6 percent thought the regular one was more motivating.

Question 16.

Which of the two texts was more fun to talk about with other students?
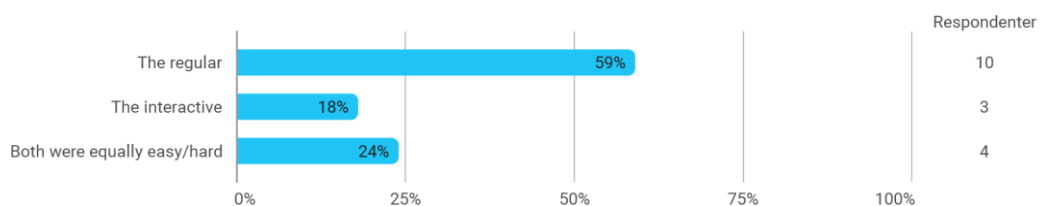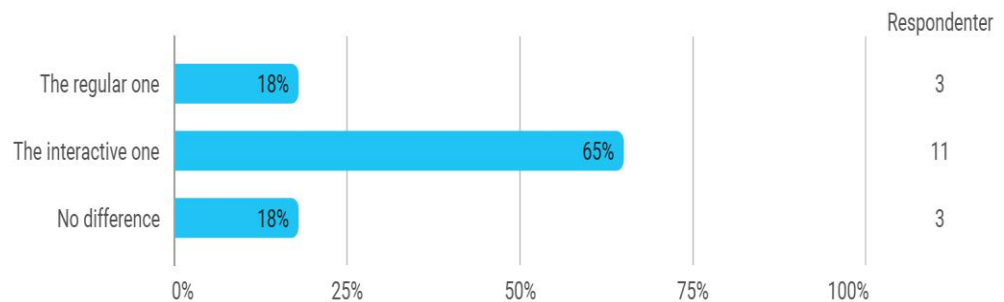

Figure 16. Bar-chart of the percentages of the total number of participants who responded to which text they thought was more fun to talk about with other students. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Of the 17 participants, 65 percent thought the interactive one was more fun to talk about. 18 percent preferred the regular one, while the remaining 18 found no difference between the two.

Question 17.

Would you like to read more interactive stories in school? Meaning stories with choices.

Figure 17. Bar-chart of the percentages of the total number of participants who responded to whether they would like to read more interactive stories in school. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. 41 percent responded that they would sometimes like to read interactive fiction in school, while 24 percent said yes. Another 24 percent were uncertain, and the remaining 12 percent said no.

Question 18.

Would you like to read more interactive stories in the English subject? Meaning stories with choices.
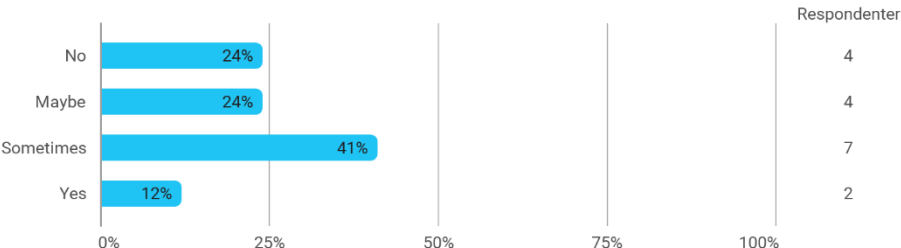
Figure 18. Bar-chart of the percentages of the total number of participants who responded to whether they would like to read more interactive stories in the English subject. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Out of the 17 respondents, 41 percent said they sometimes want to read more IF in the English subject, while 12 percent said yes. The remaining 8 respondents answered no and maybe, both at 24 percent each.

Question 19.

Could you see yourself reading more English interactive fiction stories in your spare time?

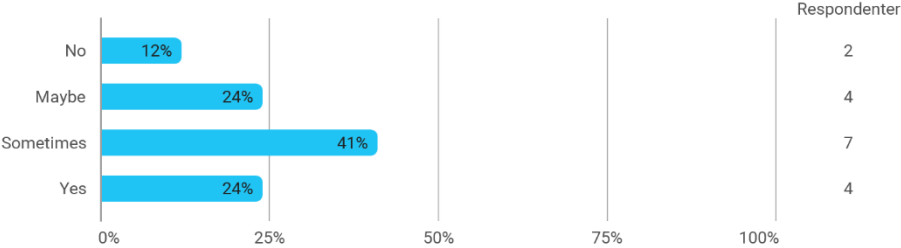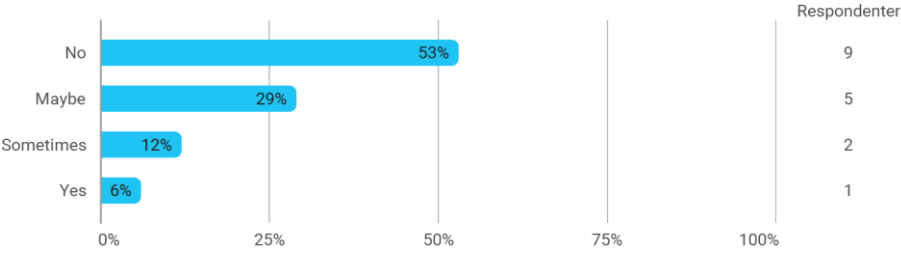

Figure 19. Bar-chart of the percentages of the total number of participants who responded to whether they could see themselves reading more English IF in their spare time. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Out of the 17 respondents, 53 percent said no, and 29 percent said maybe. 12 percent answered sometimes, and the remaining 6 percent said yes.

Shows whether the students think they will read more English interactive fiction stories in their spare time. The majority of students do not think they will.

Question 20.

If you were given the choice between reading a regular story or an interactive story, which would you choose?
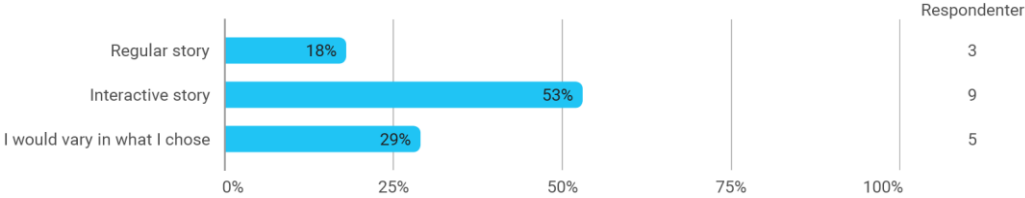
Figure 20. Bar-chart of the percentages of the total number of participants who responded to what type of text they would choose if they had the choice between IF and traditional fiction. The X-axis shows the percentage of respondents who selected each category. The left side of the Y-axis displays the categories while the right shows the number of respondents per category. Out of the 17 respondents, 53 percent answered they would choose an IF story, 29 percent would vary in what they chose. The remaining 18 percent would choose a regular story.

4.2 Reading journal results

The reading journals were provided to all the students at the end of the two first sessions of reading. The students were asked to write which group they were first placed in and which text they read that lesson, at the top of their reading journal sheets. Group 1 would have read the traditional text while group two read the interactive one. All of the questions and responses are translated for the purpose of this paper. The original questions can be found in appendix 1.

The questions they were posed in the reading journals were:

Question 1: Briefly write about what you read today.

Question 2: Did anything you thought was fun happen in the story? Briefly tell about what happened.

Questing 3: Did anything you thought was boring happen in the story? Briefly tell about what happened.

Question 4: What are your thoughts about the activity thus far?

4.2.1 First day of the intervention: reading journal results

On the first day of the intervention 23 students handed in their reading journals. Twelve in group 1 and eleven in group 2.

4.2.1.1 Results from question 1

All of the students in group 1 (the group that read the traditional text) managed to describe elements in the story. Some students gave fuller plot descriptions, like "I read about a boy who found a magical pencil sharpener, and when he sharpened his pencil, he teleported to different places". While others gave simpler descriptions, such as "School, test, magic" and "David had a test".

Group 2 (the group that read the interactive text) generally described fewer elements of the story. Seven of the eleven reading logs in group 2 described only one element of the story. Examples of this are "about a test at school", "Harry Potter", "A pencil sharpener", "A boy". The remaining four reading logs of group 2 described several elements of the story.

4.2.1.2 Results from question 2

In group 1, ten out of twelve students wrote down something they thought was fun. Two reading journals noted that nothing was fun in the story.

In group 2, nine out of eleven students wrote down something they thought was fun, while two students did not find anything fun.

4.2.1.3 Results from question 3

In group 1, four out of twelve students expressed that something was boring. One student wrote nothing. Some of the students noted that although nothing was boring, nothing was really fun about it either.

In group 2, ten out of eleven students expressed that something was boring. Several students noted specific parts of the story while others gave more general criticisms of the story. The general criticisms were centered around the lack of action.

4.2.1.4 Results from question 4

In group 1, six out of twelve students noted the difficulty or length of the text. Five of them commented that the text was boring. The last reading journal of group 1 was unintelligible. In group 2 the responses had greater variation. Only student noted that it was boring, while four students noted that it was "OK" or a middling experience. One student reported that "it was quite strange" and another commented that he has never read such a long text before. Only one student noted the difficulty of the text by answering: "I did not understand so much of the story". Three students expressed that they thought the story was fun by writing it was "interesting and fun", "it was a fun story", and "it is good".

4.2.2 Second day of the intervention: reading journal results

As mentioned earlier in the paper, the second day some students had already finished or was finishing the text they read the previous day. This could explain the ratio of students reading the two texts changed the second day. The second day of collecting reading journals showed that there were thirteen students who read the interactive text, while 6 read the traditional.

Three reading journals reported not reading or the software not working. It is notable that the three reading journals were all collected from students sitting next to each other.

The second day of the intervention differed from the first, in that the students sat in groups discussing the texts they read the previous day. This grouping and unclear transition from the group activity to the reading activity led to many students sitting in groups when reading. This affected at least six of the reading journals. Two groups of three handed in identical or similar reading journal results; three of which reported not having read or having software issues, while the remaining three handed in identical reading journals. The three identical reading journals were all handed in by students who read the interactive text. It is unknown which text the three blank reading journals represents.

4.2.2.1 Those who read the traditional text on day 2

The students who read the traditional texts had very similar responses to the day before. All of the students wrote briefly about what they had read that day and something they thought was fun. Three of the six reading journals noted that the text was boring and that there was too little action. One student wrote that nothing in the text was either fun or boring, while another specified that the traditional text was boring. The last student wrote nothing at all. None of the reading journals referenced any particular part of the story that they found boring.

Question 4, which was about the students' thoughts about the reading activity in general, showed that two students thought that the activity was "all right". Three of the students reported having a positive experience overall. One student for example wrote "I think it has been fun!" while another wrote "I like to read in English, so it was fun". The last reading journal in the batch of six left the question unanswered. None of the students who read the traditional text on day 2 noted either the length or difficulty of the text.

4.2.2.2 Those who read the interactive text on day 2

The first two questions in the reading journal were answered similarly to those on day 1. The exception is the three identical reading journals handed in by one group of students. The three identical reading journals answered very briefly to all the questions and provided very neutral responses. They all wrote that the reading activity was "alright", they said "the war" was fun, and that "not so much" was boring.

Four students said that nothing was boring. One of those four students wrote that it was fun to make choices, while the remaining three complimented the story. Another student wrote that everything was boring, nothing was fun, and that he had no thoughts about the story. Only one student wrote about a specific part of the story being boring, while the remaining twelve had more general criticisms about the text in its entirety. Two students noted the length and difficulty of the text.

4.3 The interview

The interview was conducted in Norwegian and has therefore been translated for the purpose of this paper. Due to the brevity and relevance of the questions and answers, they are all included. The interview guide can be found in appendix 3. Questions asked by the interviewer will be marked as "Q :" and the answers are marked "A :"

Question 1

Q: Why did you choose to volunteer your English class for my research project?

A: Because I thought it sounded like an interesting project. I was interested by the focus on an interactive text compared to a traditional one. I am very fond of the English subject and thought that I might take the opportunity to maybe learn something new about how to run English lessons. I saw it as a win-win situation.

Incidental question

Q: Did you learn anything new?

A: Yes, but I haven't tried any interactive texts. I will try to do that. I understand that creating interactive texts can be quite a lot of work.

Question 2

Q: How much time do you usually spend on reading English texts with your students in your English lessons?

A: one third of every English lesson is spent reading texts together. I often work with texts on the blackboard, but there is also a lot of text in the textbooks we have. However, there isn't much time to read aloud from a book. In general, we spend fifteen to twenty minutes reading each English lesson.

Question 3

Q: How did your class react when being told that they were going to participate in a research project?

A: There was no particular reaction. They are used to different things happening, there were no one who was nervous or anything like that. Some of them thought it was exciting to get a visitor, but they didn't react strongly to it being an English project. No particular reaction.

Question 4

Q: Did you notice any change in behavior when I presented the project?

A: Not really. Some of the students aren't fond of reading either in English or Norwegian. They behaved as expected. The students I know who don't like to read were maybe a little defeated when they were told they had to read in English and the project was about reading. Nothing unusual.

Question 5

Q: Did you notice any change in behavior when they worked with the reading activity?

A: Some of them were slightly sucked in by the story. Maybe particularly the interactive one. When they realized that they could affect what happens in the story, some of them were a little more focused. They were maybe a little skeptical to begin with, but then they realized that this was a different way of reading.

Question 6

Q: How did you perceive the students' reading pleasure for the duration of the activity?

A: It was more noticeable with the interactive text. It was definitely a long text, and they aren't used to reading such long texts. Although those who are used to reading and like reading very much enjoyed the interactive text. Those who were more skeptical showed more interest when they could choose how the story went.

Question 7

Q: Have you noticed any change in the students' views on reading?

A: No, I think that will be hard to answer yes to. I haven't noticed any change other than that they realized that there are more kinds of texts.

Question 8

Q: Have your students requested interactive texts after the experiment?

A: Not that I have heard

Question 9

Q: Do you have any other comments or thoughts that you wish to share?

A: Although you have some very good questions it would have been interesting to get the questions before the project so that I could have observed accordingly. That could have led to me giving better answers.

5.0 Discussion

5.1 Levels of enjoyment, traditional vs interactive

One element that affects learners affective filter is their attitudes toward learning and the level of enjoyment they experience from the learning activities. It has been described earlier in this paper that language acquisition is related to the learners' affective filter; particularly in the case of extensive reading, of which enjoyment is a key factor (Bamford, J. 2004, p. 1). The results from this study suggest that interactive fiction/literature can be more enjoyable than traditional literature for many students. By comparing the results of figure 12 and figure 13, one can see that on average the students enjoyed the interactive fiction text 35 percent more than the traditional text. It is shown in figure 20, that as many as 53 percent of the participants said that they would consistently choose an interactive text over a traditional text if they were given a choice. However, it is also evident that some students preferred traditional texts over the interactive alternative, or they would vary in what they chose, also shown in figure 20. The results from the reading journals contextualize the survey results and gives the impression that many students did not enjoy reading either of the texts but preferred the interactive texts slightly. This is consistent with the results shown in figures 12 and 13, which depict the reported levels of enjoyment from reading the two texts. Figures 12 and 13 show how much the students say they enjoyed the two texts on a scale from 1 to 10. One, is the lowest score or level of enjoyment, while ten is the highest. The figures show that the students on average scored the traditional text 3.7 and the interactive text was scored 5.7. The score of 5.7 suggests that the students generally thought the interactive text was only slightly above neutral in levels on enjoyment.

When the participants were asked how much they enjoy reading books or stories, as can be seen in figure 2, the average score was 4.55 which is considerably higher than what the average for the provided text was. The traditional text was only scored 3.7 in enjoyment on average. This indicates that the traditional text they were provided was significantly less entertaining than the reading material the participants generally think of. However, the interactive text was based on the traditional text and scored higher on enjoyment than both stories and books in general, and the provided traditional text.

When using Survey-Xact to cross-reference variables, I can see what those who reported that they were boys and those who reported they were girls, answered on different questions. It is notable that the boys scored both the interactive and traditional texts lower than the girls did. The boys scored, on average, the traditional text at 3 out of 10, and the interactive text 5. The girls scored the traditional text 5.2 and the interactive at 7.4.

This finding indicates that the girls in this experiment generally enjoys reading more than the boys do. Using the same method of correlating variables on survey question 2, it was found that the girls scored reading books or stories at 8.8 in levels of fun, while the boys scored it 3.16. This information shows that compared to reading books or stories in general, the girls enjoyed both texts less than they generally enjoy other literature. However, the boys reported that they enjoyed the IF text 37 percent more than general literature.

It is conceivable that prolonged exposure to interactive texts may level out the scores once the novelty of a new text format wears off. For future research is could be interesting to investigate students' response to interactive fiction written by more seasoned authors, over a longer period. It is likely that both the traditional and interactive text were scored significantly lower in enjoyment due to the quality of the writing. Furthermore, all the students were given the same two texts regardless of their reading and language abilities, making the texts far less accessible for many students. Several of the reading journals commented on either the length or difficulty of the texts. The interview with the teacher after the experiment also highlighted that the text was much longer than what they were used to reading.

The anecdotal observations of the teacher that was interviewed also indicated a slight preference for the interactive text. The teacher noted that particularly the students who were most comfortable with reading in English seemed to enjoy the interactive text, while the others seemed to warm up to it after reading.

5.2 Motivation for understanding and learning.

Teachers should not always make decisions based on averages in the classroom, but rather adapt according to the individual student's needs (Opplæringslova, 1998, § 1-3). Therefore, the individual responses are of great importance. Choices tailored to the students' needs are an important element of language learning through extensive reading. Students autonomously

selecting their own reading material can contribute to them having a more enjoyable reading experience and increase motivation (Munden & Sandhaug, 2017, p. 311). The texts the students enjoy the most are more likely to facilitate language acquisition (Drew & Sørheim, 2016, p.79). It is therefore reasonable to assume that the teacher should provide every student with a text it enjoys, to maximize language acquisition.

Despite this, the respondents of the survey do not clearly reflect this principle. By using Survey Xact, variables can be cross-referenced with each other. By cross-referencing the variables from figure 20 and figure 15 it is possible to investigate what the three who said they would exclusively choose a regular text over an interactive one, answered to question 15, which was about which of the two texts motivated them more to understand words they did not already know. This reveals that the participants' answers were equally distributed between the traditional and interactive text. The last one responding that there was no difference. This could of course be the result of one or more students answering randomly. However, using the same method of cross-referencing variables from figure 20 and figure 15, it is possible to see what those who would exclusively pick interactive texts answered to the same question about motivation for understanding new words. The result shows that only four out of nine students who would consistently choose interactive fiction, felt more motivated to learn new words from the interactive text. The remaining five students reported no difference in motivation between the two texts.

Making another cross-reference, but this time between figure 13 and figure 15 it is possible to investigate what those who scored interactive fiction high on enjoyment, answered to the question of motivation for understanding. This shows that even the participants who scored interactive fiction at 7, were evenly split between interactive fiction and "no difference". This finding suggests that there is not a clear connection between the enjoyment of a text and the explicit motivation for understanding new words. It is also possible that students who reported enjoying one text felt equally motivated by both texts because they enjoyed the other text to a similar degree. Explicit motivation for understanding new words does not necessarily reflect implicit motivation or actual language acquisition. It is still possible that the students are experiencing different levels of language acquisition dependent on their affective filter. Higher levels of enjoyment can still act as a motivation agent when it comes to the amount of text a person chooses to read, which would affect the amount of language input.

However, the inference based on the survey results could also be made, that the level of enjoyment does reflect on the explicit motivation for understanding new words; based on the fact that a majority of the students enjoyed the interactive text more than the traditional one, and that more students reported feeling more motivated to understand new words by the interactive text. As can be seen in figure 15, nine students (53 percent) reported feeling more motivated to understand new words by the interactive text. Although, it is unknown whether that motivation is integrative or instrumental. Instrumental motivation for learning language is characterized by a practical need (Krashen, 1981, p. 22). It is possible that some of the students felt an instrumental motivation for understanding new words, as understanding the content was related to the choices in the text.

5.3 Extracurricular reading and extensive reading.

The students' response to question 2, on how much they enjoy reading, shows that a majority of the students generally dislike reading. However, about 40 percent of the students enjoy reading to various degrees. The average level of enjoyment of reading provided by the participants of this experiment was 4.55. However, figure 3 shows that the 11 out of 18 students reported that they sometimes enjoy reading books or stories. This could indicate that if they are provided with the right literature, they could enjoy reading. It is notable that none of the students reported never enjoying reading. As shown in figure 4, most of the students have experienced being so engrossed in a text that they forgot the time, although many of them rarely experience this.

Enjoying the activity of reading is an important element of extensive reading (Bamford, J. 2004, p. 1). It is fair to assume that if enjoyment of reading is low, so are the odds of learners voluntarily spending their free time to read. Figure 5 shows that 11 out of 18 students, or 61 percent of the students didn't believe that they were going to voluntarily read a book or story outside of a school setting this year. A possible reason for this could be that compared to other activities, reading comes short. Evidence of this can be seen in figure 8, where students reported activities that they enjoy in their spare time. Although many students reported enjoying reading to some degree, only 2 students (11 percent) reported that they enjoy reading in their spare time. The most popular activity in this group of students, was playing videogames. 83 percent of the students reported enjoying videogames in their spare time.

The teacher who was interviewed also noted that some of the students don't like to read in either Norwegian or English and that they seemed defeated (motløse) when they realized the project was going to be about reading. Figure 2 shows that roughly 56 percent of the students that participated dislike reading to varying degrees. According to Krashen's affective filter hypothesis, negative attitudes or feelings toward the learning activity, may hamper the language acquisition process (Lightbown & Spada, 2021, p.111).

The students' hesitance for extracurricular reading is also reflected in figure 19 which shows whether the students think they would read English interactive fiction in their spare time. Figure 19 shows that 9 students (53 percent) don't think they will read English interactive fiction in their spare time. Only 3 students think that they will, and 5 students were uncertain. Due to poor wording of the survey, it is hard to compare the results from figure 19 and figure 5. Figure 19 shows what the students believe is the likelihood that they will read English interactive fiction and figure 5 shows what they believe the likelihood of them voluntarily reading a book or story is. Figure 5 shows that only 3 students say that they definitely won't read a book or story voluntarily this year, while figure 19 shows that nine students don't think they will read English interactive fiction in their spare time. Between question 5 in the survey and question 19 there is one fewer respondents, yet there are three times more who don't think they will read English interactive fiction in their spare time than those who don't think they will read a book or story voluntarily.

This result could be due to several factors. An apparent difference between the two questions is the wording, which could have been more carefully planned. Question 5 asks how likely it is, while question 19 asks whether they could see themselves reading more. Question 19 also uses the term "spare time" rather than voluntarily. Additionally, question 19 specifies English, while question 5 does not. In hindsight, having a similar question to question 19 asking about traditional texts would have made for a better comparison. Reading English texts may be far less appealing for many students, seeing as there are slightly more students that dislike the English subject than those who enjoy it, as seen in figure 9. The average level of enjoyment of the English subject was 4.6 out of 10.

Figure 17 and figure 18, show whether the participants would like to read more interactive fiction stories in school or in the English subject respectively. Looking at the two figures, one can see that there are more students who would like to read more interactive fiction stories in

school than in the English subject. One explanation for this could be that two of the students reported that they find it nearly impossible to read texts in English, as shown in figure 7. Another contributing factor to the survey results of question 17 and 18 could be the modifier "more", as many students probably don't want to read more than they already are. When asked what methods they prefer when working with the English subject only one student reported enjoying reading, as shown by figure 6. The results from the interview also indicated that there has not been a demand for more interactive texts in the English subject, as the interviewee said that they have not heard any requests for interactive fiction after the experiment.

The results of this experiment do not indicate that interactive fiction encourages extracurricular or extensive reading other than that the students slightly preferred the interactive text over the traditional one. For future experiments it could be interesting to investigate students' response to interactive fiction that more closely bridges the gap between literature and videogames. Many interactive fiction stories share more qualities with videogames than that provided to the students. An example of this is the text-based game "Seastalker" as used in Lancy & Hayes' experiment in 1988 (Lancy & Hayes, 1988, p. 44-45). Neville et.al also designed their interactive fiction experiment more closely to concepts found in gaming. So close in fact, that they call it "digital game-based learning" (Neville et.al 2009, p. 409). The famous "Choose Your Own Adventure" books are also highly game-like, often requiring pen and paper to keep track of locations, items, health points etc. Whereas the text the participants of this experiment were provided with only had two different endings depending on their choices in the text, an official Choose Your Own Adventure text can have as many as twenty-five different endings.

5.4 The two texts used in the experiment.

The results of this experiment are partly a product of methods of data collecting and the choice in methodology, but also the choice of texts. During the development of the experiment for the research for this paper there were several major shifts in focus. At first the experiment was designed around measuring language learning outcomes primarily with enjoyment being a secondary point of interest. After consideration it became evident that the project should be centered around the students' experiences rather than learning outcomes. For a long period of time, it was also uncertain in what grade level the experiment would be

conducted, which meant that the project was conceptualized for 8th year students or higher. These factors along with the search for software that allowed for the creation of an interactive text led to the two texts that the students would read for the experiment, being developed only one week before the experiment.

A primary concern when testing whether students enjoy interactive fiction was finding out what the students compare it to. Because literature, and interactive literature are such broad terms, it can be difficult to make comparisons. This is why it was decided that both the texts had to be as similar as possible, with the only major difference being whether it was interactive or not. This led to the conclusion that both the texts had to have generally the same story elements, written in a similar style, and by the same author. However, the author had little experience writing fiction and no previous experience creating interactive fiction. Although inspiration regarding the complexity of the language was taken from Norwegian 5th grade national tests in English, there was no focus testing or peer review of the product. The length of the texts was initially supposed to be long enough that each student managed to finish their text in the span of three hours. However, it turned out that many students finished them much quicker than that.

The quality of the texts could have impacted the students' perception of both interactive and traditional fiction. However, the texts were primarily designed to be compared only to each other. Having both the texts written as similarly to each other as possible, made it so that the students could focus on which format they preferred, rather than which story they preferred. As indicated by figure 2 and figure 12, the girls enjoyed reading stories or books in general, significantly more than they enjoyed reading the non-interactive text in the experiment. The quality, difficulty, and length of texts are likely to have had a significant impact on the results of the experiment.

Although the texts were designed to be similar for the purpose of comparisons in level of enjoyment, there were still some noteworthy differences. The nature of the interactive text meant that the story would have changes depending on the readers' choices in the text. This resulted in the interactive text involving parts that the traditional did not. For example, the interactive text involved one part where the reader could choose to play basketball, or another where the main character is chased by another time traveler. Neither of these storylines were included in the traditional text. This could have led to the students experiencing more action,

depending on their choices, in the interactive text than the traditional one. This could be a major factor as to why many students preferred the interactive text to the traditional one.

5.5 Execution of the intervention

The intervention suffered from the design flaw of not knowing how long it would take the students to finish the texts. Initially the students were grouped into either group 1 or group 2, where neither group would see the text of the other. However, this changed after it became clear that the students would finish much sooner than expected. Though, it did open for the possibility of every student making a comparison and giving feedback on both the texts. The change made some of the organization regarding the reading journals somewhat more confusing, but the students navigated the change well.

One of the most impactful choices during the execution of the intervention is most likely on the second day. That day, the students were asked to discuss the texts in groups of four, however, due to the unclear transition between the discussion segment of the lesson and the reading segment, many students were now reading in pairs or groups. This was not initially intended but was allowed to continue due to curiosity regarding how students interacted with the texts in this new situation. This led to some students reading aloud for each other or discussing the text far longer than many others. Some students, due to the groups being self-selected, would be distracted from reading by their friends. It is likely that this is what led to some students handing in identical reading journals. Some students, who sat next to each other, also shared the same technical issue that led to them not being able to access the texts. One group of three students started playing Minecraft or browsing the internet instead of reading.

It was interesting to observe what the students would do when they were allowed to sit wherever and with whomever they wanted within the classroom. Some students were actively engaging with the text in different ways, while others chose to do something different entirely. The students that engaged with the text were often discussing or giving detailed descriptions of the plot in the story, reading to each other, and making choices together, or being read to by an adult in the room. Some also read individually. There were also several students who chose to entertain themselves with their friends on their computers instead of reading. Because of the sense of a lack of structure, it was decided that there would be a

greater focus on individual reading on the last day of the experiment. This was to maximize the chance of as many students as possible finishing the texts.

5.6 The pre-test

A pre-test survey was used in the experiment but is not included in the findings. This is because something erroneous occurred during data collection with the pre-test. The pre-test ended up having a far greater number of respondents than there were students present for intervention. There was a total of 36 respondents to the pre-test, although there were only around 20 students present in the classroom. Additionally, the number of respondents to the pre-test is double that of the post-test. The cause of this error is unknown. It could be that some students who were not present accessed the test from home, or that some students answered the pre-test twice. It could also have been a mistake when testing the pre-test, where answers registered when they were not intended to. Regardless, due to the uncertainty of who answered the pre-test, it was concluded that the data would be useless and therefore not included in the paper.

Although the pre-test ending up not being used, it warrants being included in the discussion because it was a part of the data collection, intervention design, and execution. As mentioned earlier in the theory-methodology part of this paper, a pre-test may affect the outcome of a post-test by raising expectations about the outcome of the experiment. The participants may anticipate questions on the post-test (Creswell & Guetterman, 2021, p. 339).

5.7 Limitations of the study

It is important to consider the limitations that characterize this study. The sample size of students was small, with only 17 students answering all the survey questions at the conclusion of the experiment. Furthermore, the time span in which the students had the opportunity to read and work with interactive fiction was limited to only three days. Additionally, the variation and selection of reading material also limited the study. Reading pleasure is often correlated with self-selected books (Bamford, J. 2004, p. 2), and this experiment provided no alternatives to the two texts that were distributed.

The short time span of the study most likely only gave a glimpse into how students experience interactive fiction, a longitudinal study could provide further insight. During the experiment it is possible that the simple novelty of being introduced to a new format of literature may have given them a different impression than if they had worked with interactive fiction for several months or years. Conducting a similar experiment over a longer period may yield significantly different data.

The small sample size of 18 students where 17 completed the final questionnaire is also a limiting factor of the study. A much larger sample size could have provided more data and a wider representation of student opinions regarding interactive fiction. Additionally, the study was heavily reliant on the participants reported experience of the two texts. Other methods of collecting data could have included more objective observations such as measuring the time each student spent on each text.

As described earlier in the paper, the texts the students provided were written by an amateur and was not focus tested either for enjoyment or difficulty before they were used in the experiment. The type of IF and content of the story may have had a major impact on students' perception of interactive fiction. Using graded readers and having a wider selection of books could have affected the outcome of the study greatly. Due to the difficulty and length of the texts, they were nearly inaccessible to a few of the students.

The survey that was used was designed to be easily understood by 5th graders and kept brief so that the participants would not get bored and choose to not finish or answer randomly. Having the survey be more extensive could have provided this study with further information that could have provided a clearer impression of the students' experience with interactive fiction. The reading journals were also designed for 5th graders and therefore included some guiding questions to help them know what to write. However, this could have led to the students feeling restricted when writing their reading journals, as they felt they had to answer something to each question. It is notable that many of the students wrote general feedback to the question "Did anything boring happen in the story?", which indicates that the question did not reflect what the students wanted to express. Due to the subjective interpretation of language, it can also be difficult to discern what the students wanted to express. The original question "Did anything boring happen in the story" used the word "kjedelig". "Kjedelig" is a somewhat more versatile word than boring and can be used in situations where something bad

happens. Some students wrote that they thought it was "kjedelig" that the protagonist in the story had to pass a test, and it therefore became unclear whether they thought it was bad or boring.

The interview with the teacher was conducted over the phone in a semi-structured manner. No digital recording was used, but notes were taken during the interview. The fact that the interview wasn't recorded could have resulted in nuances in communication being lost in the notes. Additionally, the interview was conducted in Norwegian and translated into English. This could lead to imperfect translations being presented as data. An example of this is that the interviewee said "Ikke noen spesiell reaksjon" which was translated into "No particular reaction", although "spesiell" could also mean remarkable, special, different, or unique. It is also noteworthy that the interviewee believed their answers could have been more meaningful if they were aware of what questions I would ask before the experiment found place. In that case they would have been able to observe for the items more actively in the interview guide. Data collection could also have included interviews with all or some of the students that participated in the study. Interviews could have provided more in-depth information about their experiences with both the texts. Although the reading journals contextualize the survey results, interviews could have contextualized more in depth and allowed the students to express their opinions and experiences more fully.

5.8 Didactic implications of the results

The findings of this experiment indicate that many students would like to be given the option of reading IF instead of traditional fiction. Figure 20 shows that 14 out of the 17 students that finished the questionnaire reported that they would choose interactive fiction either consistently or sometimes. This indicates that teachers should consider including IF in extensive reading programs where students can select their own texts.

Figure 14 indicates that most of the students also perceived the traditional text to be harder than the interactive, even though the language was nearly identical. This could mean that IF makes it easier to comprehend the overall meaning in a text and would therefore be a useful tool in engaging struggling readers. Texts that are easier to understand may contribute to students' confidence and mitigate affective factors such as frustration (Krashen, 1982, p.132-133).

Figure 15 shows that 53 percent of the students reported being more motivated to understand words they did not already know by the IF text compared to the traditional. This indicates that IF could be a tool for promoting motivation for language learning and acquisition. However, the data from figure 12 suggests that the students on average did not enjoy the traditional text they were provided, meaning that the result of Figure 15 could be more telling of how little they enjoyed traditional text.

Eleven out of seventeen students reported that the interactive text was more fun to talk about with other students, as shown in figure 16. Setting aside time to talk about books is an important principle for implementing extensive reading into the classroom (Munden & Sandhaug, 2017, p. 311). The data collected from question 16 in the survey, suggests that many students preferred talking about the interactive text for this experiment. However, this could in part be due to the novelty of IF being new for many students.

Many of the participants of the research indicated a preference for IF. It should therefore be considered whether IF should be included in lessons or extensive reading programs. When the students read texts they enjoy, it is likely to lower their affective filter and thus allow for more effective language acquisition. The results of the questionnaire indicated that particularly the boys seemed to benefit the most from the interactive fiction in terms of enjoyment. Both the girls and the boys scored the IF text higher than the traditional text, but the boys also scored the IF text higher than books or stories in general. Although the girls scored the IF text higher than the traditional text, they scored the IF text lower than books or stories in general. When the students read texts they enjoy, it is likely to lower their affective filter and thus allow for more effective language acquisition.

5.9 Recommendations for further research

More studies are required to getting a fuller understanding of students' perception of IF in EFL education. There are few longitudinal studies on interactive fiction in education, and even fewer for IF in EFL. In fact, I was not able to find any longitudinal studies on interactive literature in education or in EFL. Therefore, based on the findings in this experiment, and the general lack of research on the topic, I would recommend a longitudinal study on the matter. A longitudinal study may provide useful information from the participants, who will become

more accustomed to the format by the end of the study. The participants may perceive things and behave differently when first being introduced to a new way of reading and learning, such as in case studies and interventions. Spending more time reading IF could normalize the format for students and their opinions may change.

Secondly, having a wider selection of professionally written literature could profoundly impact the students' experiences. Having a wider selection of professionally written literature would allow the participants to more easily compare the format of IF with literature they are already accustomed to. Finally, a larger sample size could provide more accurate statistical data for further research. A larger sample size would better represent a generalization of student opinions and experiences regarding IF in EFL. More participants could also represent more types of students and could lead to different results than those presented in this paper.

6.0 Conclusion

Reading literature can provide students with valuable language input that contributes to English language acquisition, but it can also improve reading comprehension and lexical knowledge in general. Reading texts that one enjoys can contribute to a lowered affective filter, thus making language input a more valuable factor in language acquisition. Furthermore, reading pleasure is an integral part of extensive reading, which is a language acquisition method that relies on reading longer, and self-selected text. Extensive reading is also a method that is meant to improve reading pleasure, by setting aside time to read and talk about books. Reading pleasure is also emphasized, along with language acquisition, in the Norwegian national curriculum. It states that reading in English is largely about understanding and reflecting on written content, but it should also contribute to reading pleasure and language acquisition.

The theory behind language acquisition, reading, extensive reading, and the curriculum served as the basis for why enjoyment of reading became a key part of this thesis. The declining number of youths who read for pleasure could negatively affect language outcomes, based on Krashen's theory and other literature. Investigating the types of literature that students enjoy could contribute to more informed decisions when providing students with literature for extensive reading programs.

The study conducted for the purpose of this thesis shows the reported experiences of Norwegian 5th grade students over the span of three EFL lessons. The results indicate that IF is more enjoyable than traditional fiction for many of the students. Based on the principles of reading pleasure, Krashen's theories, and extensive reading, this would indicate that IF should be included in EFL classrooms. The results of the intervention, however, did not indicate that participants want to read more IF at school or at home. This study has shown that when a group of 5th grade students at a school in Norway were provided with similarly written texts, many students preferred the interactive text over the non-interactive one. The study also showed that, of the two texts, many students felt more motivated for learning new words by the IF text than by the traditional one. Although the interactive text was scored higher on fun than the traditional text by both girls and boys on average, the boys were the only ones to score the IF text higher than books and stories in general.

Working with this thesis has given me an opportunity to reflect on language acquisition and how reading pleasure can contribute to it. As a future English teacher, this investigation of literature in language education has highlighted how literature may be utilized in the classroom, and how self-selected books are important. Based on the results of this study, it is recommended to include IF in EFL education, as it can be a tool for promoting reading pleasure. As many students preferred the interactive text, teachers may use IF in their EFL classrooms to help students develop a more positive attitude towards reading, which in turn can motivate them to continue reading. This may lead to increased amounts of comprehensible input and thus more language acquisition. To fully understand the potential of IF in Norwegian EFL classrooms, further research is required. Longitudinal studies may yield results indicating the effect of IF on reading pleasure and language acquisition, and larger sample sizes will allow for broader generalizations regarding the use of IF in education and English education in Norway.

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Appendices

Appendix 1. Reading journal questions

Leselogg

Her kan du skrive om dine opplevelser med teksten du leser.

Mandag

Fortell kort hva du leste om i dag

Skjedde det noe i fortellingen du syntes var kjedelig? Fortell kort om hva som skjedde.

Skjedde det noe i fortellingen du syntes var kjedelig? Fortell kort om hva som skjedde.

Hva er dine tanker om fortellingen og leseaktiviteten så langt?

Leselogg

Her kan du skrive om dine opplevelser med teksten du leser.

Tirsdag

Fortell kort hva du leste om i dag

Skjedde det noe i fortellingen du syntes var kjedelig? Fortell kort om hva som skjedde.

Skjedde det noe i fortellingen du syntes var kjedelig? Fortell kort om hva som skjedde.

Hva er dine tanker om fortellingen og leseaktiviteten så langt?

Appendix 2. Questionnaire

Tusen takk for at du har deltatt i mitt forsøk!

Denne spørreundersøkelsen er ment til å undersøke din opplevelse av forsøket som har blitt gjort i ditt klasserom. Undersøkelsen brukes i forbindelse med min masteroppgave.

Denne undersøkelsen kommer også til å stille mer generelle spørsmål for å kartlegge eventuelle sammenhenger.
Alt i denne undersøkelsen er anonymt, det vil si at ingen kan koble svarene dine opp mot deg.
Undersøkelsen er også helt frivillig, så om du ikke ønsker å delta kan du avslutte.

For at undersøkelsen skal ha noen betydning er det viktig at du svarer ærlig. Det er ingen svar som er feil.

Den første delen av undersøkelsen inneholder spørsmål du har svart på før. Svar gjerne på disse spørsmålene på nytt.
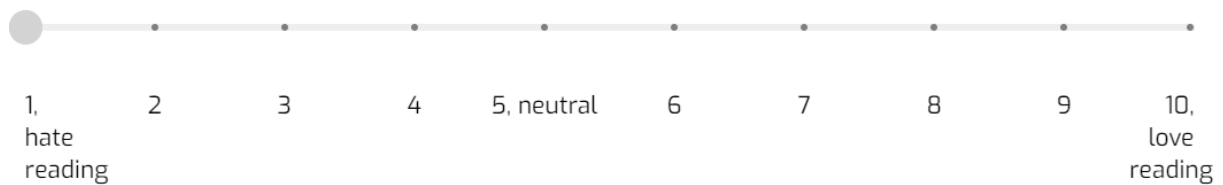
Den andre delen av undersøkelsen handler om din opplevelse av de to tekstene du har lest.

> NESTE

Are you a boy or a girl?

○ I am a boy

○ I am a girl

○ I do not wish to state my gender

○ Other

How fun do you think it is to read books or stories? Place the glider between 1-10.

1, hate reading	2	3	4	5, neutral	6	7	8	9	10, love reading

Do you like reading books or stories?

○ Never

○ Rarely

○ Some times

○ Often

○ Always

When reading a book or story, do you experience being so engrossed in the text that you forget the time?

○ Never

○ Rarely

○ Some times

○ Often

○ Always

How likely do you think it is that you are going to read a book or story voluntarily (not as part of a school assignment) this year?

○ Guaranteed not to happen

○ Unlikely

○ Somewhat likely

○ Very likely

○ Guaranteed to happen

With which of these methods do you prefer learning English? You may choose several alternatives.

- [ ] Film
- [ ] Song
- [ ] Games
- [ ] Play
- [ ] Reading
- [ ] Conversation
- [ ] Projects

How difficult do you find reading texts in English? Place the glider between 1-10.

| 1, impossible	2	3	4	5, neutral	6	7	8	9	10, very easy

Have you read interactive fiction texts before? Meaning texts where you can make choices.

- ( ) No
- ( ) Maybe
- ( ) I don't know
- ( ) Yes

Which of these activities do you enjoy in your spare time? You may choose several alternatives.

- ☐ Read
- ☐ Watch movies
- ☐ Play videogames
- ☐ Sports
- ☐ Use social media
- ☐ Watch TV
- ☐ Watch YouTube
- ☐ Draw
- ☐ Arts and crafts
- ☐ Other

How much do you enjoy the English subject?

1, hate the English subject	2	3	4	5, neutral	6	7	8	9	10, love the English subject
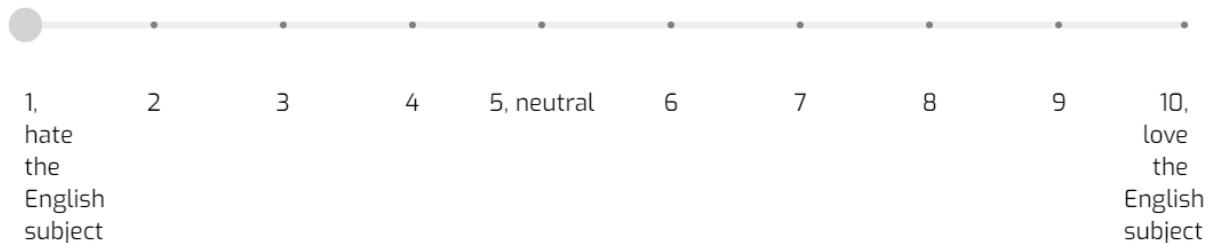
Which group were you first placed in?

- ◯ Group 1 (read the regular text first)
- ◯ Group 2 (read the interactive text first, meaning the text with choices)

Have you read both the texts?

○ Yes, I read to the end in both texts

○ Yes, but I only finished the regular text

○ Yes, but I only finished the interactive text

○ Yes, but I didn't finish any of the texts

○ No, I have only read one of them

○ No, I have not read either of them

How fun did you find reading the NORMAL text?
Meaning the text without choices. Place the glider
between 1-10.

1, very boring	2	3	4	5, neutral	6	7	8	9	10, very fun

How fun did you find reading the INTERACTIVE text?
Meaning the text with choices. Place the glider
between 1-10

1, very boring	2	3	4	5, neutral	6	7	8	9	10, very fun
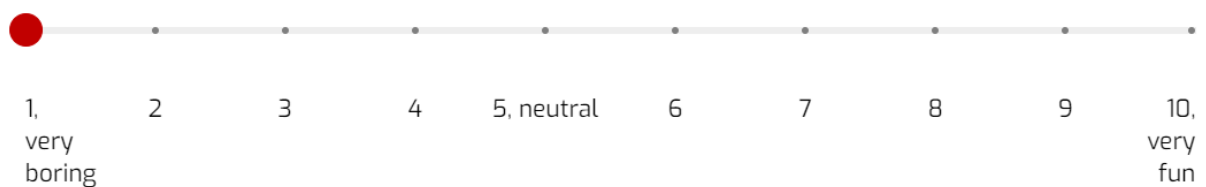
Which of the two texts did you find most difficult to read?

○ The regular

○ The interactive

○ Both were equally easy/hard

Which of the two texts motivated you more to try understanding words you did not already know?

○ The regular one

○ The interactive one

○ No difference

Which of the two texts was more fun to talk about with other students?

○ The regular one

○ The interactive one

○ No difference

Would you like to read more interactive stories in school? Meaning stories with choices.

○ No

○ Maybe

○ Sometimes

○ Yes

Would you like to read more interactive stories in the English subject? Meaning stories with choices.

○ No

○ Maybe

○ Sometimes

○ Yes

Could you see yourself reading more English interactive fiction stories in your spare time?

○ No

○ Maybe

○ Sometimes

○ Yes

If you were given the choice between reading a regular story or an interactive story, which would you choose?

○ Regular story

○ Interactive story

○ I would vary in what I chose

Appendix 3. Interview guide

Hvorfor valgte du å stille din engelskklasse til disposisjon for mitt forskningsprosjekt?

Hvor mye tid bruker du vanligvis på å lese engelske tekster med elevene i dine engelsktimer?

Hvordan reagerte klassen din på at de skulle delta i et forskningsprosjekt?

Merket du noen forskjeller i atferd i elevene da jeg presenterte prosjektet?

Merket du noen forskjeller i atferd i elevene da de holdt på med leseaktiviteten?

Hvordan opplevde du elevene sin leseglede i løpet av aktiviteten?

Har du merket noen endring i elevene sitt syn på lesing?

Har elevene etterspurt interaktive tekster?

Har du noen andre kommentarer eller tanker du ønsker å dele?