

ICT and Storytelling: Motivation for the EFL WYSIWYG Reader

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Abstract

When a FL is learnt in a foreign country, literary texts can provide a vivid contextualization of the target culture while developing the essential skill of literacy. However, the inclusion of new technologies in the current social context of primary and secondary education entails the integration of new formats of texts. My paper deals, specifically, with the didactic benefits of literary hypertexts. The twenty 21st-century reader decodes through the WYSIWYG strategy, which means his/her reading speed, comprehension and internalization would depend on their visual literacy, as they convert images into the corresponding language. Working as hyperlinks, the different media data added to the digital texts challenges teens' common lack of empathy with fictional characters and plots and reinforces students' ability to reflect on others and not only on themselves.

The example that I propose is built upon four children short stories. The method is based on digital storytelling mapping, organized as task-based literary circles, creating a chain of visually located scenarios, turning the FL into an essential tool to reach reading comprehension, entertainment and agency. I propose to work with: *Where the Wild Things Are* by Maurice Sendak, *The Shrinking of Treehorn* by Florence Parry Heide, *The Bear that Wasn't* by Frank Tashlin and *Bertie and the Bear* by Pamela Allen. The texts are bound by common linguistic elements associated with pictures, sounds, 360° images, illustrations or moving pictures, working both on linguistic objectives as well as on cross-curricular topics. Groups of students will work on different stories with different roles but, as the stories are interrelated, they will all, eventually, read the whole series, depending on their set of choices.

The reader interacts with the text, reaching comprehension beyond the textual frame, through "divergent thinking" in active engaging production and "convergent thinking" in the improvement of visual literacy.