



UNIVERSIDADE FEDERAL DE SANTA MARIA  
CENTRO DE ARTES E LETRAS  
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS  
CURSO DE LETRAS LICENCIATURA – HABILITAÇÃO INGLÊS E  
LITERATURAS DE LÍNGUA INGLESA  
LTE 1235 ELABORAÇÃO DE TRABALHO FINAL DE GRADUAÇÃO II

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**TEACHING ENGLISH THROUGH *FANFICTION* IN HIGH SCHOOL:  
A MOTIVATIONAL PROPOSAL SUPPORTED BY GENRE-BASED  
PEDAGOGY**

Santa Maria, RS, Brasil

2022

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Trabalho Final de Graduação  
apresentado ao Curso de Letras -  
Inglês Licenciatura da Universidade  
Federal de Santa Maria (UFSM, RS),  
como requisito parcial para a obtenção  
do título de Graduação.

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Santa Maria, RS, Brasil  
2022

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**ABSTRACT:** The present work has as its aims to develop a didactical proposal for the teaching of reading and writing in English through the *Fanfiction* genre with the purpose to deepen the knowledge in writing activities with students and improve their reading skills. The *Fanfiction* genre was seen as a possible tool to develop and improve reading and writing skills, and consequently the interest of the students. During the methodology section, it has a *corpus* of ten *Fanfictions* which were read and analyzed, it also has the deconstruction of two from these stories. The theoretical approach and the methodology for the development of this didactical proposal followed the Systemic-Functional Linguistics (SFL) and the Genre-Based Pedagogy, from Sydney school. The choice for *Fanfiction* is based on the motivational characteristics, and the potential of such a genre for the construction of the affective bond between the students and the *Fanfiction* genre. This affective aspect present in the genre might work as a stimulus to encourage the production, consumption and sharing of *Fanfics* and may stimulate the students' reading and writing skills in English. The expected results with the didactic sequence proposed here and the suggested deconstruction of the genre are a) to help teachers in their educational practices and b) to help students by offering writing activities that motivate them, making it easier for them to understand genres in English.

**Keywords:** *Fanfiction*. Genre-Based pedagogy. Writing activities. Affective bond.

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**ENSINO DE LÍNGUA INGLESA ATRAVÉS DE *FANFICTION* NO ENSINO  
MÉDIO:  
UMA PROPOSTA MOTIVACIONAL APOIADA PELA PEDAGOGIA COM BASE  
EM GÊNERO**

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**RESUMO:** O presente trabalho tem como objetivo desenvolver uma proposta didática para o ensino da leitura e escrita da Língua Inglesa através do gênero *Fanfiction*, com o propósito de aprofundar o conhecimento dos alunos no âmbito escrito e aprimorar a habilidade de leitura. O gênero *Fanfiction* foi analisado como uma possibilidade de ferramenta para desenvolver e aprimorar as habilidades de leitura e escrita em Língua Inglesa, e conseqüentemente o interesse dos alunos. Durante a seção da metodologia, há um *corpus* de dez *Fanfictions*, as quais foram lidas e analisadas, há também a desconstrução de duas dessas histórias. A abordagem teórica e metodologia para a proposta didática foi seguida pela Linguística Sistêmico-Funcional (LSF) e a Pedagogia com Base em Gêneros, da escola de Sydney. A escolha pela *Fanfiction* foi baseada na característica motivacional e a construção, entre aluno e a *Fanfiction*, de laço afetivo que o gênero possui. Esse aspecto afetivo presente no gênero pode funcionar como um estímulo para encorajar os alunos a produzir, consumir e compartilhar as *Fanfictions*, e pode trazer aos alunos o estímulo das habilidades de ler e escrever em Inglês. Os resultados esperados com a sequência didática proposta neste trabalho e a sugestão da desconstrução do gênero são: a) ajudar os professores em suas práticas educacionais e b) ajudar os estudantes com a oferta de atividades de escrita que estimulem e facilitem a compreensão do gênero na Língua Inglesa.

**Palavras-chave:** *Fanfiction*. Pedagogia com base em gênero. Atividades escritas. Laço afetivo.

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## 1. INTRODUCTION

Teaching an additional language for High School students in Brazilian public schools is a challenge itself due to some difficulties such as the structure of schools, the students' social and financial background, the way the system of classes is divided, among others. Taking this into account, the teaching of the reading and writing skills needs to be even more developed in the Brazilian context since primary school. In view of the fact, according to the report for the British Council (2014, p. 5) by Data Popular institute, the "English proficiency levels in Brazil are still very low, with only around 5% of Brazilians stating they have some knowledge of English", in addition to that, it was made an empiric perception and reflection as an English teacher and a Teaching English Language and Literature student to arrive to the conclusion of the necessity to evolve the English classes even more in this context.

The justification for the use of the *Fanfiction* genre is due to the fact that this genre is a multimodal digital proposal indicated to be used in schools by the official document which regulates the teaching practices in the country – Brazil's National Common Curricular Base (BNCCB), in Portuguese it is called Base Nacional Comum Curricular (BNCC). Particularly motivated by the difficulty that many students have, especially in the writing and reading skills in the English language, this research's aim is to propose an English reading and writing activity in the Brazilian context, focusing on the use of a genre which can involve the students because of its motivational aspect. The specific objective is to deconstruct the *Fanfiction* genre, from a *corpus* of ten stories, for the use of the genre in the didactical proposal in accordance with the Genre-Based Pedagogy.

The *Fanfiction* genre is an option that can take part in the motivation aspect for students in this challenging context. Based on this aspect of bringing motivation through *Fanfiction*, in order to incentivize students and to develop their writing and reading skills, some questions have raised and guided this research interest. The questions are: a) Could a *Fanfiction* genre work - considering its characteristics - as a stimulus for reading and writing tasks in English in the context of Brazilian High School students? b) How can Genre-Based Pedagogy work as an important methodology to improve the writing skills of the participants when it comes to the multimodal genre of *Fanfiction*?



The writing process in English is demanding and can be exhausting for the students because of the difficulties in teaching the English language. The same happens with reading, which makes it difficult for the students to follow the process. According to Silva and Nogueira (2014, p. 18) and a study that shows the difficulties the students have in the acquisition of a new language, it is possible to understand that learning English is a challenge itself, mostly if it is taken into account the

“lack of continuous study for the improvement in the area of English teachers, the lack of materials and didactic resources for the class plans, the lack of support from school and students, the student’s lack of motivation and the inadequate environment for the English classes.”

Furthermore, the didactic material used by the students in school may be hard to follow, because many workbooks ask the students to produce a written text without a deeper or enough preparation about that genre for such production. Having the Genre-Based Pedagogy as a theoretical and methodological basis it is possible to help students on developing their awareness about a genre, and consequently improving their writing and reading skills. The appropriation of this genre may contribute to a better performance of reading comprehension and therefore of writing production.

## **2. REVIEW OF LITERATURE**

This section is organized in two topics and three sub-topics as they are presented in the text. First of all, some previous studies in the field are presented and in a second moment, the theoretical approach of Systemic-Functional Linguistics which gave origin to the Genre-Based Pedagogy, and the Teaching Learning Cycle, in its most recent version, - Reading to Learn is discussed.

### **2.1 RELATED WORKS**

In this part of the text, the goal is to bring some of the related works that focus on *Fanfiction* and written methodology in the Brazilian public schools’ context.

Also, it presents some of the conceptions introduced in the literature which were used as background, briefly what has been written about Genre-Based Pedagogy and the importance of adding/finding a meaning within the English activities in order to create an affective bond with the students.

According to Doneda and Amaral (2016, p.1) the *Fanfiction* genre is a possibility to develop the students' writing skills in Brazilian classrooms, through the elaboration of a didactic sequence. *Fanfiction* can be used as a tool to help the teacher in the Teaching and Learning process of the English language and improve the reading skills.

The *Fanfictions* are a mix of the words "fan" and "fiction", that is to say, this genre is basically fictional stories produced by a fan (LIMA, 2019 p.10). This modern genre started to gain popularity in the 2000's, with Harry Potter's stories (VARGAS, 2005, p.8). Back then, it was a way for the fans to be more intimate with the stories, by being a part of the creation for new possibilities.

Therefore, the practice of studying the genre to produce writing tasks inside the classroom and to develop the students' knowledge is getting stronger, in order to help them create a bond in studying a new language. Pereira and Ferreira (2019) also explain the *Fanfiction* use in the hybrid context, by saying the narrative's development in many platforms can be a useful tool for the teaching and learning process environment transforming experiences.

## 2.2 THEORETICAL APPROACH

This part of the research presents the two theoretical approaches used in its construction: Systemic-Functional Linguistics and Genre-Based Pedagogy. The last topic presents the genre itself and the Teaching and Learning Cycle - Reading to Learn.

### 2.2.1 Systemic-Functional Linguistics – SFL

The semantic system, proposed by Halliday (1973) is meant to identify the relation between the language and the terms of the language metafunction. The register is defined by a configuration of semantic resources which the cultural

members connect to a certain situation (HALLIDAY, 1978). And it can be recognized by the selection of structured words that help to build the meaning of a text.

According to Eggins (2004, p. 20) the functional-semantic approach to language explores both how people use language in different contexts, and how language is structured for use as a semiotic system. A linguistic theory of learning would be concerned with the construction of human experience as a semantic system, and hence with language as the major semiotic resource involved in the construing, storing and exchanging of experience as meaning (HALLIDAY; MATTHIESSEN 2004, p.1).

According to Halliday (1978) a text means what it means due to a selection made from the total conjunct of options that constitutes what could mean, and it can be defined as a “potential sense” (HALLIDAY, 1978. p. 109). Thereby, the potential meaning can be characterized in two ways, as Halliday (1978) affirms, supporting his theory on Firth (1957) and Malinowski (1923, 1935): the context of situation and the context of culture (SANTORUM, 2019). In the context of cultural dimension is the textual genre. The textual genre results from the social-communicative purpose of a text and its structural choices that potentialize its purpose.

Martin (1984, p. 21-29) defines genre as “a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture”. The function of language, in its manifestation of social life, is the initial of many studies from an SFL perspective, and a lexical-grammatical approach (ROTTAVA; FUZER; SANTORUM, 2021, p. 5).

This approach has a strong fundamental base, as it is possible to see with Rottava, Fuzer and Santorum (2021), in which twenty-four studies based on Systemic-Functional Linguistics were presented. From the twenty-four articles included on the academic journal, nine were a descriptive and linguistic analysis focusing on lexical-grammatical and/or discursive-semantic stratum present in media, scientific and educational contexts. Ten analyses bringing reflections and discussion about official documents for the language and/or pedagogical application, such as methodological proposals for literacy processes, and five analyses establishing the theoretical interlocution with other theories. All these

reflections show the possibilities that SFL theory is capable of offering for the increasing studies about the language and its function.

### **2.2.2 Genre-Based Pedagogy**

As previously said, the notion of genre - which is essential for the SFL - is according to Martin (1989, p. 248) a manner in which people do things, and how the language is used to actually do these things. The genres are a manner of instantiating communication situations. Once it is possible for a language to change, the same happens to genres which are constantly changing, adapting to the context. Working with genres present in modern society, inside a classroom, is a chance to transform the study time into a more interesting and meaningful knowledge acquisition. Besides, it helps students by contributing to their own textual competence.

Still according to Martin and Rose (2007, p. 8), genres may be considered as different types of texts put into social context. This research aims to look at the *Fanfiction* genre inside the situational context of a Brazilian High School.

According to Santorum and Lebler (2019, p.12) the genres are presented in the BNCCB as a suggestion for the High School students' education. Besides, the BNCCB emphasizes not only the production but also the different genres and languages they contain. Thus, the proposed scenario is: the need to re-think the reading and writing activities.

Santorum and Lebler (2019, p.21) stated that the Genre-Based Pedagogy constitutes a tool the teachers may use in grades of the curricular program, in tasks involving reading and writing. The approach has its third generation and presents the Teaching and Learning Cycle called "Reading to Learn " and it is based on strategies the teacher can implement to help the students' learning process.

### **2.2.3 Teaching-Learning Cycle (TLC) - Reading to Learn**

The Teaching and Learning Cycle, developed by Genre-Based Pedagogy from the Sydney School, in its most recent version is divided into nine strategies for the teaching of reading and writing, which offer three levels of support for the

students (ROSE; MARTIN, 2012). The first level corresponds to the preparation for reading and comprises Preparing for Reading, Joint construction of the text, and Independent Writing of texts. The second level is related to supporting students for reading and writing texts that are part of the school curriculum, with strategies for Detailed Reading, Joint Rewriting, and Individual Rewriting. The third level is about essential reading and writing strategies for the texts in the curriculum, including phases for Sentence making, Spelling, and Sentence Writing. These levels may also be related to the SFL's stratification and metafunction dimensions (VIAN; FARIA, 2021, p. 66).

Taking into account the *Fanfiction* genre and its characteristics, three strategies from the Reading to Learn, Teaching and Learning Cycle, are going to be used for the didactic suggestion of a proposal; the activities suggested for the implementation of the Cycle as well as the strategies are in accordance with Rose (2017a). The Cycle can be used by the teacher according to his or her necessity and time availability. The teacher decides which strategies, and in which order he or she will implement it/them with his or her group of students, taking into consideration the students' needs, age, proximal development zone, class time and other characteristics of that group. The first strategy from level 1 is called "Preparing for Reading". It was thought to give support to the students, in order to help them understand the genre through a model text, deconstructed, that is presented by the teacher previous to the reading. During this strategy the teacher presents the genres and gives all the details in order to familiarize the students to that genre and guide them to understand how it is organized. The focus on the Language on this level is in the whole text structure.

The Preparing for Reading strategy starts with the discussion about the genre, bringing the previous knowledge the students have about it and giving a summarized idea of the text they are going to read, so they can understand the context of the textual genre among society. It allows students to read texts from a variety of genres from different difficulty levels, even the ones that are not familiarized with, and to establish a proximity with the challenge texts (Santorium, 2019).

The second strategy is called "Detailed Reading" where the teacher helps students to focus on the semantic and syntactic elements the text contains. The

third strategy is “Joint Construction”, where the teacher and students create a text together, focusing on the genre structure based on the text model. This strategy is going to be used in the methodology of the present research, using as base a text from the family genre of *Fanfiction*. The Cycle has other strategies, but for the focus of the present paper we are not going to present them once they are not going to be used in this proposal.

Figure 1 – Diagram presentation of the Genre-Based Pedagogy strategies

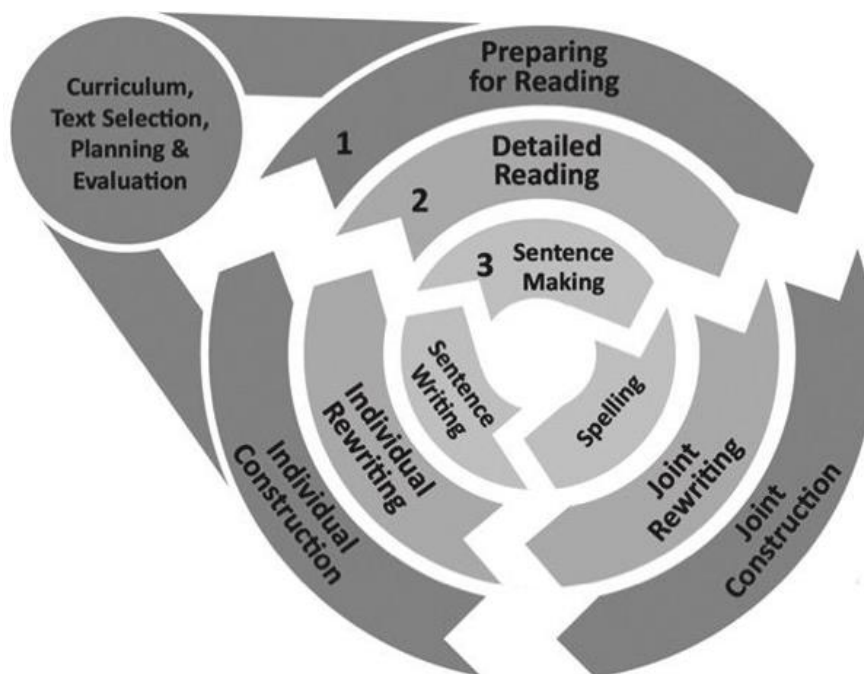


Image source: Rose e Martin (2012, p. 147)

According to Rottava, Santos and Troian (2020, p.13), in a report of an implementation of the Cycle, the contribution of the Teaching and Learning Cycle for the students' critical view, potentialized their formation, by promoting the recognition of their difficulties in the process of learning English. Due to this, the theoretical approach is considered important by the official documents, for instance BNCCB.

The importance given to the genre through such an approach is a rich point for the process of teaching and learning. It is possible, through this methodology, to deal with genres that motivate the reading and writing process as it is the case of *Fanfiction*. The next section has the analysis of some characteristics of this genre, based on the motivational aspects and the official documents.

### 3. THE *FANFICTION* GENRE

*Fanfiction* is a story written by a fan, which utilizes the common spaces or characters within the original story. In other words, this new genre is an opportunity to develop a story based on an already existing story, instigating the creativity and the writing skills in the fans' life. In a general manner, *Fanfiction* is a genre that can provide to the students and the teacher some extra motivation, because it is an open genre (LIMA, 2019, p.11), and the focus is to improve the creativity from the author's part that writes a text based on an existence source. According to Guilloteaux and Dórnyci (2008, p. 57), the motivational strategies in the teaching process, especially for the teacher, aim to enhance the learning process for the students to develop the knowledge, and stimulate them to keep practicing.

The use of fantasy in English classes may be beneficial to the students' writing skill. Fay Jessop (2010) discusses the idea of this kind of task making it easier and more approachable for the students to understand the written concept and develop their knowledge.

An option of web resources to work with the Fanfic genre is the *Fanfiction* for Literacy (2022) website (Cowley, Lunny, Prentice, & Waseem, n.d.). In this website it is shown how *Fanfiction* is used to help in English classes, and to support reading and writing skills for the students. Additionally, this tool helps teachers with different class plans or how to improve a plan with a *Fanfiction* writing and reading task. By using this website, the teachers may have more confidence to share information about the *Fanfiction* genre with students, with some previous knowledge on the new content, since it shows some characteristics of the genre.

Another possible option to apply the *Fanfiction* genre inside a Brazilian classroom is the website Spirit (2021). The interface of the website is mostly in Portuguese, helping students to comprehend the information it contains. The Spirit (2021) website contains the option to choose the tag "English", and it gives the students a chance to understand the elements of the website and the genre first, and then read a story in English.

According to the websites Nyah!<sup>3</sup> And Spirit<sup>4</sup>, it is possible to subdivide the Fanfic genre into categories, which can be: Animes and mangas, bands and singers, cartoons, movies, games, original stories, books, series, soap opera television, and comic books. According to nyah! website, there are two more categories: nya and poetry. According to spirit fic the other categories are: celebrities, mythology and legends, and youtubers and social media.

### 3.1 MOTIVATION FOR THE USE OF *FANFICTION*

The BNCCB (BRASIL, 2016) gives space for a lot of options to work with the writing skill inside Brazilian classrooms. The *Fanfiction* written genre is a modern option to work with a new language and develop the literature and creativity with the students (BNCCB-BRASIL, 2016, p.157). More specifically, regarding the High School and the English Language, the BNCCB considers the social practices of the digital world, focusing on multiliteracy, which opens space to develop a *Fanfiction* written activity (BRASIL, 2016, p. 484).

According to the BNCCB, there is a competence that promotes the use of *Fanfiction* genre:

(EF69LP46) to participate in the sharing practices of reading literary words/ artistic manifestation, as reading groups, reading clubs, events of storytelling, dramatic literary, theatrical presentations, musicals and movies, movie clubs, video festivals, soireé, slams, booktubers channels, theme social networks (of cinephile, music, etc.), among others, building, as much as possible, commentaries in esthetic and affective order, justifying its appreciations, writing comments and reviews for newspaper, blogs and social networks, utilizing expression ways in the young culture, such as vlogs and cultural podcasts (literature, cinema, theater, music), commented playlists, fanfics, fanzines, e-zines, fan videos, fanclips, posts in fanpages, trailers, minute-video in other possibilities of cultural fan manifestations practices<sup>5</sup>.

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<sup>3</sup> Available in < <https://fanfiction.com.br> >

<sup>4</sup> Available in < <https://www.spiritfanfiction.com/home> >

<sup>5</sup> Translated freely by the author, original paragraph: Participar de práticas de compartilhamento de leitura/recepção de obras literárias/ manifestações artísticas, como rodas de leitura, clubes de leitura, eventos de contação de histórias, de leituras dramáticas, de apresentações teatrais, musicais e de filmes, cineclubes, festivais de vídeo, saraus, slams, canais de booktubers, redes sociais temáticas (de leitores, de cinéfilos, de música etc.), dentre outros, tecendo, quando possível, comentários de ordem estética e afetiva e justificando suas apreciações, escrevendo comentários e resenhas para jornais, blogs e redes sociais e utilizando formas de expressão das culturas juvenis, tais como, vlogs e podcasts culturais (literatura, cinema, teatro, música), playlists comentadas, fanfics, fanzines, e-zines, fanvídeos, fanclipes, posts em fanpages, trailer honesto, vídeo-minuto, dentre outras possibilidades de práticas de apreciação e de manifestação da cultura de fãs. Available: < [http://basenacionalcomum.mec.gov.br/images/BNCC\\_EI\\_EF\\_110518\\_-versaofinal\\_site.pdf](http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_-versaofinal_site.pdf) >



Another motivation for working with the Genre-Based Pedagogy was the realization, after an online research, that in several workbooks, used for the teaching of English, it is possible to notice that the units of the books present and teach one genre in the beginning of the unit and in the end of the same unit the students are supposed to produce a text from a genre which was not enough developed in the unit. Sometimes, some of the English workbooks adopted in some public Brazilian schools do not explore as much as it could be for the confidence of the students' previous knowledge in relation to the genres, and it demands from the teacher the use of external resources to develop the students' comprehension. One example is Peacemakers<sup>6</sup>, from Amos and Condi (2018), which on unit 3 of the 9th grade workbook there is not enough explanation of an online forum genre. However, the writing activity, at the end of the unit, is promoting the online forum genre, although the genre that is most explored during the unit is the comic strip.

On figures 2 and 3 it is possible to see that the unit starts with the online forum genre. Then, on figures 4 and 5 it goes to activities with the comic strip genre. Finally, on figure 6 it ends with the online forum post, asking the students to produce a text from this last genre:

Figure 2<sup>7</sup> – The online activity about forum genre on a Brazilian workbook

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<sup>6</sup> English workbook for Brazilian students which exemplifies focusing the activities on comic strips. In the same unit, it has a writing activity for the students to write an online forum, even though the genre was only seen in the beginning of the unit.

<sup>7</sup> Access <<https://pnld.moderna.com.br/ingles/peacemakers/>> 9th grade book, unit 3, page 42.



Image: author source

Figure 3<sup>8</sup> – The online forum presentation on a Brazilian workbook

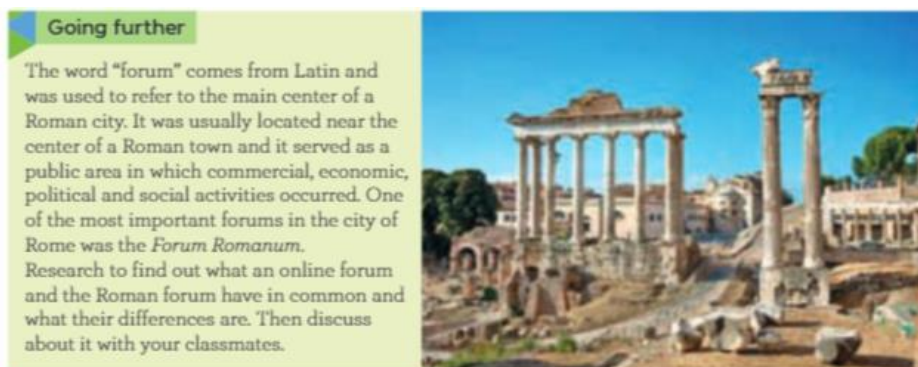


Image: author source

Figure 4<sup>9</sup> – Activities presented in the third unit of a Brazilian workbook

<sup>8</sup> Access <<https://pnld.moderna.com.br/ingles/peacemakers/>> 9th grade book, unit 3, page 45.

<sup>9</sup> Access <<https://pnld.moderna.com.br/ingles/peacemakers/>> 9th grade book, unit 3, page 47.

- 2 Now read this comic strip about obligations of a citizen and complete the statements in your notebook.



Image: author source

Figure 5<sup>10</sup> – Activities presented in the third unit of a Brazilian workbook

- 3 Now read another comic strip related to obligations and answer the questions in your notebook.



Image: author source

Figure 6<sup>11</sup> – Activity required in the same unit of a Brazilian workbook

**Writing** *A forum post*

How about creating a forum post to discuss an issue that is relevant for your community?

What: a forum post  
 To whom: other students; teachers; the community  
 Media: forum websites; bulletin boards  
 Objective: talk about an issue that is relevant for the community

Pre-writing (brainstorming)

Image: author source

<sup>10</sup> Access <<https://pnld.moderna.com.br/ingles/peacemakers/>> 9th grade book, unit 3, page 48.

<sup>11</sup> Access <<https://pnld.moderna.com.br/ingles/peacemakers/>> 9th grade book, unit 3, page 53.

Nevertheless, the teachers need to bring external information for the students to finish the book unit. In this case, the authorship of multimodal and digital genres is a modern tool that could be used in the teaching and learning process, and it may be useful to unlock new inner spaces in the student's mind. Additionally, it also improves their abilities in other skills, such as reading and speaking, by giving them the confidence to keep building new language knowledge.

Working with a genre like *Fanfiction* can be positive for the affective filter, brought by Krashen (1982), which is related to the bond established to create a more intimate relation with the students and the class, by making writing activities meaningful for the students. The thinking of the affective filter hypothesis and the motivation constructed within second language acquisition (ARAÚJO, FREITAS, SILVA, 2019) begins with the hypothesis from the affective filter from Krashen (1982). The author's reflection about the acquisition of a new language, not by learning grammar isolatedly, but as a natural consequence of other activities is in agreement with Halliday's socio-semantics theory. In order to analyze the reason for using the *Fanfiction* genre in an English class, in Krashen's perspective, it is possible to understand the importance of creating a comfortable environment for the students to internalize the new language, by using it in another context.

For Krashen (1982), the lack of an affective bond is the first obstacle in a student's life, it is when the learner starts the learning process without a meaning behind it. In this moment of the acquisition, is when the emotional status, attitudes and needs of motivation of the students select the new "categories" for the acquisition, for example, if the learning process is going to be faster or slower, or if the student is going to prioritize the new language classes. According to the author, for the input understanding of a new language, the students will comprehend the concept, or internalize it automatically after the production of an activity.

Researchers such as Bzuneck (2001), Guimarães (2001), Neves and Boruchovitch (2004) mentioned that one of the main problems which affects the students is the lack of motivation to execute the activities. Likewise, motivation is essential for the learning process. According to Guimarães and Boruchovitch (2004, p.2) a motivated student is able to participate vividly in the process of learning a new language, and work hard to face the challenges during the activities.

Otherwise, according to Skinner (1974) a behaviorist researcher, the environment acts first, and in two ways in a comportamental analysis: the deprivation and reinforcement (LIMA, 2000). In this case, the external motivation has a strength to the students' learning process, because it is through the outside the learners are going to enlist with the activity.

However, it is notable that the intrinsic motivation and the extrinsic motivation co-exist inside a classroom (Lepper, cols., 2005; Martinelli, Genari, 2009). The intrinsic motivation is an option to adapt to the students' needs (Ames, 1992a, 1992b), and it potentially improves the learning process (Zisimopoulos, Galanaki, 2009); (Paiva, Boruchovitch, 2010), through creating to the student a preference to challenges, to develop creativity and self-consciousness among the school tasks (Harter, 1981; Villwock, Valentini, 2007).

According to the Brazilian teachers Zandonadi and Garofalo (2018), the students should be critical readers, and not only passive learners, and in order to do this, they need to establish an intimate bond for the learning process to make sense. For this reason, these two teachers embraced a new challenge to write a *Fanfiction* about the Spanish series "La Casa de Papel" available on Netflix. The main activity was to create a fictional story from an interesting topic for the group, and in this context, the students could develop the abilities to read and write. In the *Fanfiction* genre, the narratives are recreated from an official story, then, the students have the opportunity to create a new series of facts, or continue to write about the original story.

#### **4. METHODOLOGY**

The methodology for the choice of *Fanfiction* started with the research of possible websites on the topic, as already mentioned on section three of this paper. The chosen websites for the didactic proposal are Spirit *Fanfiction* and Nyah based on the following criteria: easy to navigate, the interface in Portuguese language – which makes it easy for the students to understand the website –, and the possibility to select the language to read the stories in English (Spirit *Fanfiction* website), which was chosen for showing the possibility for future deployment on section five of this paper.

The presentation of *Fanfiction* analysis is based on the Anime/manga category. A *corpus* of ten stories (five texts from each website) are read and analyzed in order to make the deconstruction; therefore, two stories are deconstructed in this paper. The criteria for choosing the *Fanfictions* are: to have the same context (Anime/manga category) and the writers' usage of the main elements from the needed stages for the deconstruction.

The *Fanfictions* are about the famous anime called Naruto, on the Spirit Fic website, written in English (although it is possible to choose the language),. The website access and a summary of the stories are shown on Table 1.

Table 1 - *Fanfictions* from Spirit *Fanfiction* website

<i>Fanfiction's</i> website access:	<i>Fanfiction's</i> summary:
<a href="https://www.spiritfanfiction.com/historia/kawasumi-in-konoha-22928669">https://www.spiritfanfiction.com/historia/kawasumi-in-konoha-22928669</a>	This action story is based on Boruto (an anime with the name of Naruto's child) and the first chapter in the story is based on a specific episode from Naruto, with fifteen chapters.
<a href="https://www.spiritfanfiction.com/historia/the-story-of-uchiha-sasuke-the-seven-angels-sasukarin-23368826">https://www.spiritfanfiction.com/historia/the-story-of-uchiha-sasuke-the-seven-angels-sasukarin-23368826</a>	This is a love story based on Naruto's characters Sasuke and Karin, with one chapter.
<a href="https://www.spiritfanfiction.com/historia/as-long-as-you-are-happy-sasukarin-23083131">https://www.spiritfanfiction.com/historia/as-long-as-you-are-happy-sasukarin-23083131</a>	This is a love story between Sasuke and Karin, with one chapter.
<a href="https://www.spiritfanfiction.com/historia/river-flows-in-you-23040142">https://www.spiritfanfiction.com/historia/river-flows-in-you-23040142</a>	A love story based on Naruto's characters Naruto and Sasuke, with one chapter.
<a href="https://www.spiritfanfiction.com/historia/the-antihero-in-the-ninja-universe-21982091">https://www.spiritfanfiction.com/historia/the-antihero-in-the-ninja-universe-21982091</a>	An adventure story about the ANBU clan from Naruto, with one chapter.

Source: the author

On the Nyah website, the stories are in Portuguese language, and it is interesting that, on the website there are some Portuguese classes available to improve the writer's skills. Lima (2019 p.19) explains that the "beta readers" term refers to a person who consumes *Fanfiction* and helps the writers to notice grammar mistakes in their stories without earning financial support, in order to improve the reading and writing aspects in the informal platform of *Fanfiction*.

In this moment of the deconstruction, the focus is on the rhetorical structure of the genre. On Table 2 the explanation of the Nyah fictional stories about Naruto's anime is presented

Table 2 - *Fanfictions* from Nyah website

<i>Fanfiction's</i> website access:	<i>Fanfiction's</i> summary:
<a href="https://fanfiction.com.br/historia/804502/The_light_from_her_eyes_-_NaruSaku/">https://fanfiction.com.br/historia/804502/The light from her eyes - NaruSaku/</a>	An action story with a different plot from the original Naruto anime, but using the same characters with three chapters.
<a href="https://fanfiction.com.br/historia/803295/Confianca/">https://fanfiction.com.br/historia/803295/Confianca/</a>	An action story based on Naruto's universe, according to one of the main characters with three chapters.
<a href="https://fanfiction.com.br/historia/798182/Konoha_Before_The_Time_Arco_1_Instinto/">https://fanfiction.com.br/historia/798182/Konoha Before The Time Arco 1 Instinto/</a>	An adventure story about another perspective of the end of Naruto's original story with seventeen chapters.
<a href="https://fanfiction.com.br/historia/792440/Em_Tempos_de_Guerra/">https://fanfiction.com.br/historia/792440/Em Tempos de Guerra/</a>	An adventure story about what happens after the plot of Naruto's anime with fifteen chapters.
<a href="https://fanfiction.com.br/historia/778468/O_acordo/">https://fanfiction.com.br/historia/778468/O acordo/</a>	A thriller story based on Naruto's universe with seventeen chapters.

Source: the author

After the *corpus* selection, the deconstruction of the genre was carried out, through a model text that instantiated the genre. It is verified as a validation



process if the other texts from the *corpus* followed a similar structure. The conclusion is affirmative.

#### 4.1 DECONSTRUCTION OF THE FANFIC GENRE

According to Lima (2019, p.10) the *Fanfictions* follow a narrative sequence that shows an initial situation, a problem, the resolution and the end. And the writer chooses to use an already known world or can only use the information of this alternative scenario, like characters or places. Then he/she creates a new version of the story or continues the one that already exists.

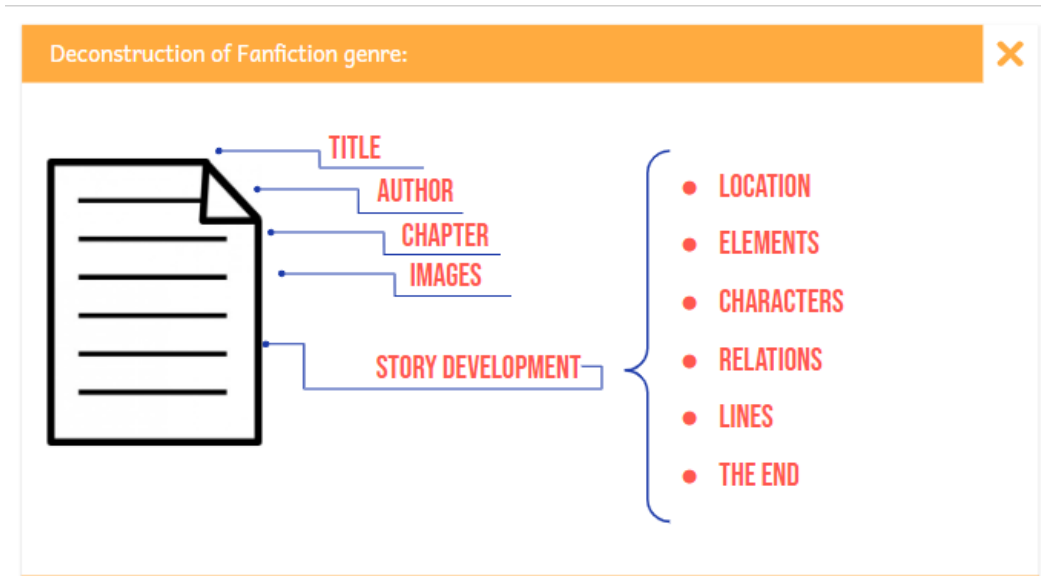
Therefore, a deconstruction of the *Fanfiction* genre is presented, from a model text selected from the *corpus*. This deconstruction is essential for the implementation of the Genre-Based Pedagogy approach. It is going to be used mainly during the Preparing for Reading and Detailed Reading strategies of the Teaching and Learning Cycle proposed by the Sydney school.

In compliance with deconstruction, it is highlighted during the Preparing for Reading strategy that the student knows or remembers the social purpose of the studied genre, the target audience, and the source in which it is published. Therefore, the structural organization of the text of these genres needs to attempt the genre's purpose.

In figure 7 the rhetorical structure of the genre is presented with an infographic showing the stages of the *Fanfiction* genre from the Anime category.

Figure 7 - Infographic of *Fanfictions* genre stages





Source: The author.

These stages are: title, author ('s name), chapter, image (optional) and story development, divided into: location, elements, characters, relations, lines and the end (Figure 7). All stages with their own purposes are explained in the sequence. The colors are a code to be used in the model text in order to help students to identify the stages.

**Title:** Contains the contextual information and the connection with the original story (the name of a character or the place it takes place).

**Author:** The author's name.

**Chapter:** The author uses a number and the name of the chapter to locate the reader.

**Image:** The image is optional, sometimes the author uses a drawing to represent the story, and it helps the reader to visualize the content.

**Story development:**

**Localization:** The scenario can appear in the *Fanfiction* story. And it can be the place from the original story, an alternative place or a real-world place. Also, another possibility is for the author to create a crossover between two or more fictional stories' places.

**Elements:** Usually the author uses some elements (such as inside jokes between the characters, places, details, objects, etc) that are shown in the original story.

Characters: The *Fanfiction* from Anime's category contains characters of the original story. In accordance with the *corpus*, there are stories in which the authors put themselves as a character in the story, in other *Fanfictions* the story is narrated by an omniscient narrator. Also, another possibility is for the author to create a crossover between two or more fictional stories' characters.

Relations: The relationship between the characters is put in evidence, even if it is from another character's perspective or the narrator's point of view.

Lines: The lines are presented in the stories that choose to contain narratives, in one of the examples from the *corpus* the author chooses to write a letter, making this stage optional in her story.

The end: The chosen *Fanfictions* have an alternative ending for their stories, but in some cases, the authors decide to leave the end open, and in other cases the story is not finished yet.

Since the genre is considered, in popular culture, a world of possibilities for the fans to build a new story (CAVALCANTI, 2010), it may not follow all these stages, and they can contain some variation. A model text from the *corpus* is selected to be deconstructed. In this case the author decided to use "notas iniciais" (initial notes), which are not a mandatory stage of the *Fanfiction* genre, yet it has the option to write them on the website.

O acordo escrita por Historia Jaeger

Capítulo 14 Sequestro

Notas iniciais do capítulo

N.I:

Oi gente!

A fic tá quase no fim e...ainda tem coisas para acontecer hehehe.

Boa leitura!

Foto do capítulo:

<https://www.instagram.com/p/B8ZcxMphXeI/?igshid=1x4lmautap2ox>

*Dias depois...*

Pov's Naomi

Após eu e Itachi finalmente firmarmos o amor em nosso casamento, começamos a viver os dias mais felizes de nossas vidas. Nossa família e amigos perceberam de imediato que eu e meu marido mudamos radicalmente nossa relação. Todos ficaram extremamente felizes por nós dois.

Itachi tem sido o homem mais romântico que se pode imaginar. Cada dia que passa, fico cada vez mais apaixonado por ele.

Ele tinha ido trabalhar e que em casa cozinhando o almoço. Não tinha recebido nenhuma missão por enquanto.

Ouvi batidas na porta.

Franzi a testa.

*Itachi saiu mais cedo?*

Caminhei até à porta de arrastar e a abri.

Arregalei os olhos surpresa.

- Você?-fechei a cara ao ver que era Izumi.
- Gostaria de conversar com você-relatou-Pode ir na minha casa mais tarde?
- E [sic] porque em minha sã consciência, eu iria na sua casa?-rebatí ríspida.
- Por favor Naomi, não quero confusão-suplicou-Quero apenas conversar.

Torci os lábios receosa.

- Assim que eu almoçar com meu marido, eu passo por lá-declarei.

(...)

Quando Itachi chegou para almoçar, contei para ele o convite de Izumi e ele ficou bem receoso. Ele quis vir comigo, mas eu garanti que eu podia resolver sozinha. Após chegar na casa de Izumi, ela me recebeu e pediu que eu sentasse no sofá. Me sentei no móvel, vendo ela trazendo duas xícaras com chá nas mãos.

- Obrigada-agradei quando ela me deu uma e eu tomei um gole.
- Naomi, eu gostaria de me desculpar com você-disse ela me encarando profundamente-Eu ainda estava com o coração partido por não ter

conseguido Itachi e acabei descontando em você, que não tinha nada a ver com a história. Ofendi a honra do seu e do meu clã.

Fiz uma careta quando minha cabeça doeu.

- O que você...-murmurei atordoada pendendo e caindo com tudo no chão.

O chá!

- Também peço desculpas por ter que fazer isso-declarou ela risonha-Mas não vou deixar você ficar com o Itachi.

Tentei xingar ela, mas minha vista embaçou e meu corpo amoleceu.

(...)

**Na delegacia...**

Pov's Itachi

Eu estava sentado atrás da escrivaninha em meu escritório. Naomi disse que iria enviar uma carta, mas até agora nada e então, pedi para dois shinobis meus irem na casa de Izumi.

Minutos, os dois surgiram na minha frente.

Franzi a testa.

- Onde está a minha esposa?-questionei.

Eles se entreolharam e um deles, estendeu um bilhete em minha direção.

- Achamos apenas isso-declarou.

Peguei o bilhete de sua mão e o li:

**“Se eu não posso ter você, ninguém terá. Ass:Izumi”**

Arregalei os olhos assustado.

(...)

**Em outro lugar..**

Pov's Naomi

Fiz uma careta quando senti minha cabeça doer enquanto despertava lentamente.

- Ela está acordando.

Ergui minha cabeça e apertei meus olhos com força antes de abri-los novamente.

Arregalei os olhos quando vi que estava num tipo de caverna, com um grupo de pessoas vestindo roupas estranhas.

- Quem são vocês?-indaguei assustada-Onde estou?

Um cara de cabelo ruivo e rinnegan, deu um passo à frente.

- Nós somos a Akatsuki-declarou-E queremos o que está dentro de você.

Engoli o seco.

A kyuubi.

The previous excerpt was in Portuguese because it was intended to be shown a contrast between the structure of a *Fanfiction* written in Portuguese and in English, in order to show to students their differences and similarities, and to guarantee the affective filter starting with a text from the genre written initially in Portuguese. Now, after this understanding of the genre structure in Portuguese it is presented the deconstruction of a model text in English:

**The Story of Uchiha Sasuke the Seven Angels (Sasukarin)** escrita por MileoKarin

Capítulo 1 Single Chapter

Once upon a time, there lived a young man named Uchiha Sasuke in a small village. He lived with his mother who was usually called Uchiha Mikoto. His father died long time ago. Everyday Sasuke and Mikoto farm rice in the rice fields.

One night, in the middle of his deep sleep, Sasuke dreamed of getting a wife of an elegant angel from heaven. As soon as he woke up and realized that it was all a dream, Sasuke smiled to himself. Even so, the beautiful dream just now still lingered in his mind. Sasuke couldn't help anymore. He came out and sat on the porch in front of his house, gazing at the stars in the sky. He didn't feel the rooster crowing as a sign it was already morning.

"What is my son thinking about?" thought Mikoto.

She guessed that maybe Sasuke was thinking about getting married soon. After all, he's more than old enough. Most of his peers were already married. The thought made Mikoto intended to help her son find a wife.

During the day when Mikoto was in the rice fields, Haruno Kizashi, the owner of the next rice field, came to her.

"Mikoto, why hasn't your son married yet?" asked Kizashi to open the conversation.

“I don’t know,” said Mikoto, remembering what happened this morning.

“Why are you asking about?” asked Mikoto. She was a little bit surprised why Kizashi was interested in his son’s private life.

“It’s okay, Mikoto. I just have an intention to match your son with my daughter Haruno Sakura,” replied Haruno Kizashi.

[...]

“No matter how wrong you are to me Sasuke, Sarada is still my daughter. If she wants to meet me someday, burn the rice stalks, then I will come down to meet her,” said Karin while looking at Sarada’s beautiful face.

Furthermore, it is possible for the same word to have two different stages, for example, the same word that represents the stage “line”, also represents the stage “character”. As it can be seen during the Mileokarin’s Fanfiction story “The Story of Uchiha Sasuke the Seven Angels (Sasukarin)”, when Kizashi asks: “Mikoto, why hasn’t your son married yet?”, that the word “Mikoto” is a line and also a character.

During the Detailed Reading strategy, that can be done orally with the students, the teacher can call the students’ attention for the different stages and the linguistic clues that help to establish these stages. next section presents a suggestion of three lesson plans with the use of the *Fanfiction* genre in the classroom, taking as a model the text used to deconstruct the genre.

## 5. DIDACTIC PROPOSAL FOR AN ACTIVITY BASED ON GENRE-BASED PEDAGOGY

The necessity and importance for the teaching of writing in English in the Brazilian context is becoming bigger and bigger. The majority of these students will need this skill in different moments of their lives as selection exams, to enter in higher education, to study abroad, to better job opportunities, etc.

In order to write in an appropriate way, it is necessary to know how to read. Reading assumes a fundamental part in Freire's recommendations. To Freire

(1982, p.21), reading additionally suggests understanding “language, its relations to the context of the person who speaks and of the person who reads and writes; [...] understanding the relationship between world reading and word reading”. Accordingly, it may be deduced that the demonstration of reading (Freire, 1982) ought not to be perceived as a simple interpretation; rather, it suggests understanding the setting that makes and supports the implications of reading the world, confirming SFL’s theoretical methodology and its context oriented, stratal and meta functional theory of language.

The idea for the didactic suggestion developed during the research is to propose a reading and writing activity using as base the *Fanfiction* genre, utilizing the Genre-Based Pedagogy through the Teaching and Learning Cycle as the methodological approach. Stem from the strategies from the Teaching and Learning Cycle, the suggestion originally was based on the use of paper and pen, but there are adaptations that can be made during the Teaching and Learning process through technology. In the following tables, a suggestion for three sequential classes is presented. First, the teacher starts by the Preparing for Reading strategy (table 3), then the Detailed Reading (table 4), then the Joint Construction (table 5), that can be done in a collaborative document if the school offers the possibility for a document on Drive sharing platform. Another adaptation on the original Cycle is the socialization of the students’ productions that can be done through the possibility for the students to publish their Fanfics in a website, specific for it.

Table 3 - Lesson plan suggestion for class 1

Step	Aims	Procedure	Material	Time
1	To understand the students’ background about Fanfiction.	The teacher asks the students what they know about Fanfic, if they have already read or written one.	It is a conversation moment, there is no need for extra material.	10 minutes
2	To introduce the students that have not had contact with the genre to the new	The teacher explains the <i>Fanfic</i> story, how it began, the structure, the main elements, and if they find it interesting or would like to write about something. Analyze with the students	It is a conversation moment, there is no need for extra material.	10 minutes

	world of <i>Fanfiction</i>	the social purpose of the studied genre, the target audience and the source in which it is published.		
3	To prepare for Reading strategy, focus on the genre.	The teacher analyzes with students the <i>Fanfiction</i> deconstruction. The example can be seen in the infographic (Figure 7) presented on this paper. During this step of the class, the teacher and the students analyze the elements together and build the meaning of each infographic stage.	Powerpoint presentation and writing the meaning of each stage from the infographic on the board, such as a brainstorming.	15-20 minutes
4	To finish the class	The teacher asks if the students still have questions about the content and gives extra explanation if necessary.	It is a conversation moment, there is no need for extra material.	5 minutes

Source: the author

Table 4 - Lesson plan suggestion for class 2

Step	Aims	Procedure	Material	Time
1	To recover the content from class one.	The teacher asks the students if they remember what they were talking about last class and brings the <i>Fanfic</i> content.	It is a conversation moment, there is no need for extra material.	5 minutes
2	To enter the Detailed Reading	It may be done with the <i>Fanfic</i> deconstructed here "The Story of Uchiha Sasuke the Seven Angels (Sasukarin)". The teacher and the students read the <i>Fanfic's</i> paragraph.	Powerpoint presentation	10 -15 minutes
3	To continue the Detailed Reading	The teacher writes on the board the genre stages and phases, which are divided into colors in the deconstructed <i>Fanfic</i> . The teacher could also ask the students if they agree with the phases, and what they would change.	Chalk and board	15 - 20 minutes



4	To finish the class	The teacher asks if the students have questions about the content.	It is a conversation moment, there is no need for extra material.	5 minutes
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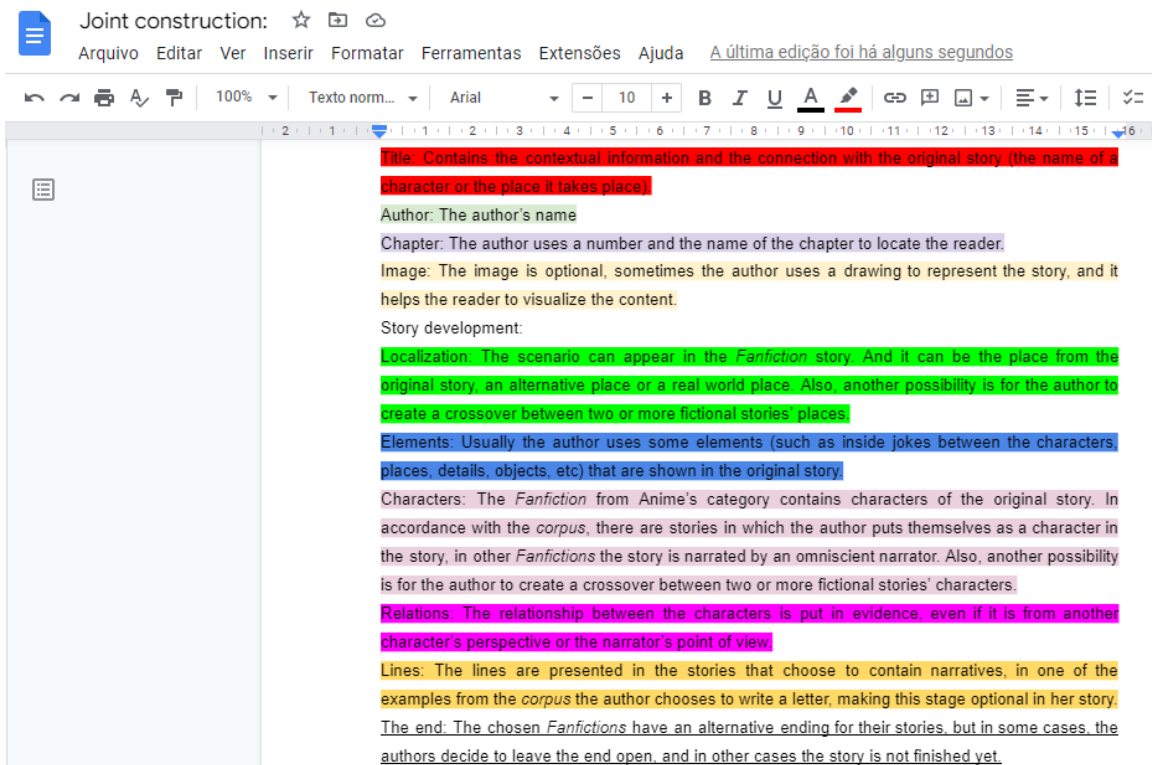
Source: the author

Table 5 - Lesson plan suggestion for class 3

Step	Aims	Procedure	Material	Time
1	To review with the students what they remember about the Fanfic genre.	The teacher asks the students what they remember about the new genre and creates a brainstorming on the board with the information the students give, completing information if necessary.	Chalk and board	5 - 10 minutes
2	For the students to understand the Joint Construction	The teacher asks the students what they understand by "Joint Construction", and based on the answers, explains that this is the moment when the students create a text from the studied genre together, based on the text model.	It is a conversation moment, there is no need for extra material.	5 - 10 minutes
3	To create a Joint Construction.	The teacher shares with the class a document with the subtitles of the <i>Fanfic</i> stages (figure 8). Then, divides the class into groups of 4 people and asks them to create a <i>Fanfiction</i> story, analyzing the elements presented in the subtitles.	Computer (a lab, if the school provides) or the students' cell phone.	20 - 30 minutes

Source: the author

Figure 8 - Joint Construction document suggestion to be shared with the students



Source: the author

The lesson plan's suggestions may need some adaptations, depending on the school's structure, the classroom environment and the student's cooperation. Besides that, the lesson plans may be adapted for fewer or more classes, depending on the amount of time the teacher has.

It is also possible to implement a class 4 about the *Fanfiction* genre, where the teacher analyzes with the students their productions, and asks them to publish the stories in a website. In figures 9, 10 and 11 the steps for posting a text of the *Fanfiction* genre on the Spirit Fanfics website are presented. The students are able to visit the website and publish their stories, there they will write the story's title, upload an image that best represents the story, write the synopsis - which can be a sentence to summarize the story, and select the main category, for example, if it is from an anime, a movie or another source (Figure 9). In the second step to post the story, they can choose if there are some triggers that may be sensitive for readers, as the use of drugs, also the genre of the story, such as adventure, sci-fi or other (Figure 10). In the third and last step to post, the author can write co-authorship names', and the tags which are optional (keywords for the story's access), making it easier for the reader to find a story (Figure 11).

Figure 9 - First step to post a text of the *Fanfiction* genre on the Spirit Fanfics website

**Título da História:**

**Upload da Imagem de Capa da História:**  
 Adicione uma imagem de capa da sua História. Ela deve ter de preferência 400x600 pixels ou 600x400 pixels, menos de 1MB, ser nos formatos .jpg, .jpeg, .gif e .png e ser de classificação etária livre.

**Sinopse da História:**  
 Este campo é obrigatório e deve conter um breve resumo da história ou um pequeno trecho dela e, ser de classificação etária livre.

**Categoria(s) principal(ais) da História:**

Source: the author

Figure 10 - Second step to post a text of the *Fanfiction* genre on the Spirit Fanfics website

**Avisos da História:**  
 Selecione aqui caso tenha algum aviso que se encaixe na sua história.

<input type="checkbox"/> Adultério	<input type="checkbox"/> Gravidez Masculina (MPreg)	<input type="checkbox"/> Linguagem Imprópria
<input type="checkbox"/> Álcool	<input type="checkbox"/> Heterossexualidade	<input type="checkbox"/> Sexo
<input type="checkbox"/> BDSM	<input type="checkbox"/> Homossexualidade	<input type="checkbox"/> Spoilers
<input type="checkbox"/> Bissexualidade	<input type="checkbox"/> Incesto	<input type="checkbox"/> Suicídio
<input type="checkbox"/> Drogas	<input type="checkbox"/> Insinuação de sexo	<input type="checkbox"/> Tortura
<input type="checkbox"/> Estupro	<input type="checkbox"/> Intersexualidade (G!P)	<input type="checkbox"/> Violência

**Gêneros da História:**  
 Especifique aqui quais gêneros são mais adequados para sua história. É necessário pelo menos um gênero para que ela seja aceita

<input type="checkbox"/> Ação	<input type="checkbox"/> Ficção	<input type="checkbox"/> Musical (Songfic)
<input type="checkbox"/> Aventura	<input type="checkbox"/> Ficção Adolescente	<input type="checkbox"/> Novela
<input type="checkbox"/> Comédia	<input type="checkbox"/> Ficção Científica / Sci-Fi	<input type="checkbox"/> Policial
<input type="checkbox"/> Conto	<input type="checkbox"/> Gay / Yaoi	<input type="checkbox"/> Romântico / Shoujo
<input type="checkbox"/> Crônica	<input type="checkbox"/> Lésbica / Yuri	<input type="checkbox"/> Saga
<input type="checkbox"/> Drabs, Drabble, Droubble	<input type="checkbox"/> LGBTQIA+	<input type="checkbox"/> Sátira
<input type="checkbox"/> Drama / Tragédia	<input type="checkbox"/> Lírica / Poesia	<input type="checkbox"/> Sobrenatural
<input type="checkbox"/> Epopeia (Épico)	<input type="checkbox"/> Literatura Erótica	<input type="checkbox"/> Soneto
<input type="checkbox"/> Esporte	<input type="checkbox"/> Literatura Feminina	<input type="checkbox"/> Suspense
<input type="checkbox"/> Fábula	<input type="checkbox"/> Luta	<input type="checkbox"/> Terror e Horror

Source: the author

Figure 11 - Third step to post a text of the *Fanfiction* genre on the Spirit Fanfics website

**Coautores da História:**  
 Caso a história tenha mais de um autor, informe aqui o(s) nome(s) do(s) usuário(s) no Spirit.

Nenhum coautor adicionado

**Tags da História (opcional)**  
 Tags são palavras-chaves usadas para facilitarem a busca por histórias relacionadas no site. Esse campo é opcional, mas se for preenchido, deve ser de maneira correta: coloque as palavras-chaves entre vírgulas e sem qualquer pontuação.  
 Exemplo: Naruto, Romance, Revelações, Drama

Declaro que essa História é de **minha autoria** e está de acordo com as **Diretrizes de Conteúdo** e os **Termos de Uso** do Spirit.

Source: the author

It is possible to imagine that in terms of purpose and motivation, having the text published on a website must be a great experience for the students, also to emphasize the affective bond mentioned previously. The next section presents the final thoughts of the development through the research process and some possibilities for deployment.

## 6. FINAL CONSIDERATION AND POSSIBILITIES FOR DEPLOYMENT

Recuperating those initial questions that guided this research, we can get to some findings based on the theoretical reference used for the present study.

The questions were:

a) Could a *Fanfiction* genre work - considering its characteristics - as a stimulus for reading and writing tasks in English in the context of Brazilian High School students?;

b) How can Genre-Based Pedagogy work as an important tool to improve the writing skills of the participants when it comes to the multimodal genre of *Fanfiction*?

It is possible to think that the students' age is one factor that contributes to the choice for the *Fanfiction* genre and try to show the impact that this less traditional genre has in the teenagers' reading and writing development. Also, they are likely to work with this new knowledge in other texts and improve their own

knowledge in different contexts by using a genre that creates an affective bond and stimulates the students to develop their English productions in a more fluent way. The *Fanfiction* teaching activity may, indeed, contribute to the students' understanding, besides the critical formation working as a stimulus for the reading and writing tasks in English in a context of Brazilian High School students. The Genre-Based Pedagogy was seen as an important methodology to improve the reading and writing skills of the participants when it comes to the multimodal genre of *Fanfiction*.

The idea of working with different genres inside a Brazilian High School classroom may be avoided by some teachers due to several reasons: the school's structure, the level of interest of the group, the school's demand, etc. Even looking at these situations, it is noticeable that the implementation of the Genre-Based Pedagogy and the Teaching-Learning Cycle is an effective possibility for a tool to work with various genres, such as *Fanfiction*. Among the related works made by other authors previously implementing the TLC, it is seen that it can be developed as a future deployment of the Cycle in the master's degree. The scenario for an implementation has some limitations –if the school provides a computer lab, for example –, but regardless of these difficulties it is still a possibility.

Taking into account the difficulties the students may have mostly in the reading and writing skills in the English language, according to what is seen in some official exams, which can cause frustration and even evasion from school, the author hopes this work may help teachers to prepare the writing and reading activities in a teaching and learning process that might be funnier and more pleasant for the students.

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