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Exploring the Potential of Twine Fiction as an Interactive Learning Tool for Literature Education: A Case Study of Girish Karnad's Naga-Mandala

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Twine fiction is a digital genre of literature that allows for multiple paths through a narrative, with readers choosing their own adventure as they click through links and explore different threads. By using the latest type of hypertext (twine) as an interactive model in narrating a text, readers can engage with the story in a way that is more immersive and interactive than traditional linear narratives. The paper aims to explore the use of Twine Fiction platform as an interactive model in narrating a text. It also tries to investigate the ways in which it can be used to help students engage with and learn from literature in new ways.

This paper aims to examine the potential of twine fiction as a tool for educators to engage students with literature in new and innovative ways. Girish Karnad's text 'Naga-Mandala' has been opted for this reference as to illustrate the interactive learning materials that provide students with a more engaging and meaningful reading experience. This is particularly relevant in the digital age, where students are increasingly accustomed to interactive and multimedia forms. By using hypertext (twine fiction) to teach literature, educators can create

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materials that are both fun and challenging, engaging students in critical thinking and analysis.

Hypertext can also be used to teach literary elements, such as point of view, theme, and symbolism, by allowing students to explore different paths through the narrative and draw connections between different threads.

The paper further argues that a traditional text converted into twine fiction has the potential to revolutionize the way that literature is taught and learned.

Keywords: Twine fiction, Hypertext fiction, digital, interactive tool, education, teaching

Introduction

In recent times, there has been a surge in the popularity of interactive learning tools, captivating learners with immersive experiences that actively promote engagement. Among these tools, Twine Fiction stands out, allowing users to craft interactive stories with diverse paths and outcomes. The wide use of technological advancements in classrooms nowadays has changed several aspects of learning. Students learn with a different way of thinking which then influences their learning styles, reading habits, and learning experiences. (Hambali)

This research delves into the promising realm of Twine Fiction as an interactive learning tool within literature education, shining a spotlight on Girish Karnad's Naga-Mandala. Karnad's play delves into profound themes such as desire, tradition, and transformation, presenting a rich tapestry for students to explore and dissect. By conducting a case study on the adaptation of Naga-Mandala through Twine Fiction, this paper endeavors to showcase the tool's efficacy in fostering student engagement in literature while nurturing their analytical skills.

Twine Fiction, an evolving form of interactive storytelling, has gained momentum in recent years. This digital narrative style empowers readers to shape the plot by making choices as they navigate through the story. Widely employed in various domains, including entertainment and advertising, Twine Fiction is increasingly making inroads into education, specifically literature.

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The primary objective of this research paper is to unravel the potential of Twine Fiction as a catalyst for interactive learning in literature education, homing in on Girish Karnad's Naga-Mandala. A play rooted in a Karnataka, India folk tale, Naga-Mandala intricately explores themes of love, desire, and gender roles, making it a prime candidate for experimenting with Twine Fiction as an educational instrument for the Indian students studying English Literature. (Karnad) The story of Naga-Mandala is narrated by a special character 'Story'. The narrator-story is born of a woman's mind which is strongly agitated due to her suspicion that her husband is carrying affairs with some other woman. (Pushpanathan)

The pivotal question this paper seeks to address is whether Twine Fiction can genuinely elevate student engagement and improve learning outcomes in the realm of literature education. To tackle this query, the paper embarks on a comprehensive review of existing literature on Twine Fiction, probing its aptitude as a learning tool. Furthermore, it aims to gather and analyze data from students who have experienced Twine Fiction in the classroom, delving into aspects like engagement levels, comprehension, and retention of the material. Culminating insights and recommendations, the paper aspires to offer valuable guidance on integrating Twine Fiction into literature education, drawing from the empirical findings of the study.

Literature Review

The exploration of interactive and creative readings in literature education has seen the emergence of Twine games, hypertexts, interactive fiction, and print ergodic texts, collectively constituting a form of playable fiction (Aarseth). The dynamic nature of these creative expressions necessitates an examination of their potential as interactive learning tools within the domain of literature education. This literature review synthesizes insights from scholars such as Bolter, Benway, and Skains to illuminate the evolving landscape of technology in education, specifically focusing on the utilization of Twine fiction.

Bolter's observations on technological advancements emphasize the transformative impact on the production, reception, and distribution of information. His insights reveal a paradigm shift in knowledge presentation, organization, and acquisition, influencing the broader perception

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of the world by students (Bolter). Bolstering this perspective, Benway underscores the importance of integrating technology to address diverse learning needs. The incorporation of kinesthetic, visual, and audio methods empowers educators to engage students effectively in the teaching of English literature (Benway).

Skains, in the context of higher education, delves into the potential of digital writing tools like Twine as instructional elements. Twine 2.0's platform independence, highlighted by its browser-based nature, ensures accessibility regardless of available machines, making it a versatile tool for instructors and students with internet access (Skains). Furthermore, Skains' study demonstrates that the integration of Twine positively impacts students' multiliteracies levels, emphasizing the potential of Twine as a valuable component in the development of a learning model for literature education.

The literature review showcases a convergence of perspectives from Aarseth, Bolter, Benway, and Skains, emphasizing the significance of interactive and technology-driven approaches in literature education. The incorporation of Twine fiction, as discussed by these scholars, represents a promising avenue for enhancing learning experiences, catering to diverse needs, and shaping a nuanced learning model. This review sets the stage for a comprehensive exploration of the potential of Twine fiction as an interactive learning tool, specifically through a case study of Girish Karnad's Naga-Mandala.

Twine Fiction and Multimodality

The adaptation of Nagamangala as an interactive fiction is created using a tool called Twine. Twine serves as a complimentary and open-source instrument enabling authors to craft nonlinear narratives characterized by reader interaction through decision-making, subsequently influencing the storyline's trajectory and conclusion. Within the realm of Twine fiction, the narrative unfolds in a sequence of interlinked passages, commonly referred to as "nodes." These nodes encompass various media elements, such as text, images, audio, and multimedia components. The interconnected nature of each passage facilitates reader navigation by means of hyperlink-enabled transitions between passages, affording an interactive and engaging storytelling experience. As a result, it becomes a Writerly Text.

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Nagmandala

A Play with Cobra

Welcome to the world of "Naga-mandala," a mesmerizing play by the renowned Indian playwright Girish Karnad. In this digital adaptation, my goal is to create a more immersive and interactive experience for readers, allowing them to engage with the story in a way that was not possible before. Drawing on the rich themes and captivating characters of the original play, I have worked to craft a unique and compelling narrative that will captivate readers and leave them eager to explore the world of "Naga-mandala" in new and exciting ways. Join me on this journey and discover the magic of this timeless tale in a whole new light.

(Alagiya)

- **Nonlinear Storytelling:** Twine maximizes nonlinear storytelling for Naga-Mandala, creating interconnected passages where reader choices shape the plot direction, enhancing engagement.

- **Multimodal Presentation:** Textual elements are enriched with multimedia features— images and visuals embedded within passages for a immersive reader experience, evoking the play's atmosphere.

- **Branching Narratives:** Leveraging Twine's capabilities, branching narratives unfold based on reader choices, offering diverse perspectives. Decision points align with critical moments in Naga-Mandala, allowing varied plot exploration.

- **Reader Agency and Choices:** Emphasizing reader agency, impactful choices influence character dynamics, plot twists, and thematic exploration, resonating with Girish Karnad's play's moral dilemmas.

- **Engaging Endings:** Diverse paths lead to multiple thought-provoking endings, ensuring alignment with Naga-Mandala's thematic nuances of desire, tradition, and transformation.

- **Accessibility and User-Friendly Design:** Twine adaptation maintains wide accessibility with clear navigation, hyperlinks, and choices.

Methodology

To investigate the effectiveness of Twine Fiction as a learning tool for literature education, a study was conducted on 25 undergraduate students enrolled in an Bachelor of Arts program

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offered by Maharaja Krishnakumarsinhji Bhavnagar University. The Twine Adaptation of Girish Karnad's Naga-Mandala is examined to understand the use of Twine to engage students with the text and facilitate deeper learning.

Students first read the text of Girish Karnad's Naga-Mandala in its original form and later they were asked to navigate the Twine Fiction Adaptation- the text in the form of a Twine Fiction interactive story.

Data had been collected through classroom observations, student surveys (questionnaires).

The observations focused on how students engage with the Twine version of Naga-Mandala, while the survey provides insights into student attitudes towards using Twine as a learning tool and the impact of Twine on their learning outcomes.

The study aimed to assess the effectiveness of Twine Fiction in engaging students with the text and its potential to enhance learning outcomes. The data collection involved classroom observations and student surveys, providing valuable insights into student engagement and attitudes towards Twine Fiction.

Findings

Observations:

The classroom observations focused on how students interacted with the Twine version of Naga-Mandala. The findings revealed a notable increase in student engagement compared to traditional text-based learning. Students exhibited a heightened level of enthusiasm and interest as they navigated through the interactive story. This was evident in their active participation, discussions, and expressions of curiosity during the Twine Fiction session.

Moreover, the observations highlighted the diverse paths students chose within the Twine narrative. This flexibility allowed them to explore different aspects of the story, emphasizing the interactive nature of Twine Fiction. The adaptability of Twine as a platform was evident as students seamlessly moved between narrative threads, indicating a user-friendly and immersive experience.

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Student Surveys:

The survey responses provided additional insights into student perceptions and attitudes towards Twine Fiction as a learning tool. The majority of students expressed a positive response, noting that the interactive nature of Twine Fiction significantly enhanced their engagement with the material. They appreciated the freedom to make choices within the narrative, indicating a preference for this interactive approach over traditional methods.

Furthermore, students reported that the use of Twine Fiction facilitated a deeper understanding of literary elements. Questions in the survey related to literary elements such as point of view, theme, and symbolism received positive feedback, suggesting that Twine Fiction effectively aids in teaching these elements through interactive exploration.

Recommendations:

Based on the data analysis, it is recommended that educators consider integrating Twine Fiction into literature education. The interactive and immersive nature of Twine can cater to the diverse learning styles of students, fostering a more engaging and effective learning environment. Additionally, incorporating Twine Fiction into literature courses can be particularly beneficial in addressing the preferences of students in the digital age who are accustomed to interactive and multimedia forms of content.

Conclusion:

In conclusion, this research highlights the potential of Twine Fiction as a dynamic and engaging tool in literature education, particularly through the case study of Girish Karnad's Naga-Mandala. The findings from classroom observations and student surveys emphasize the positive impact on student engagement and learning outcomes. The adaptability and user-friendly design of Twine Fiction make it a valuable addition to literature courses, aligning with the preferences of today's digital-native students. As educators explore innovative approaches, integrating Twine Fiction offers a promising avenue for fostering a more immersive and effective learning environment in literature education.

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