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Author: Ørjan Riisdal	 (signatur author)
Supervisor: Camilla Lausund Fitjar	
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Abstract

This thesis is a study on how Norwegian lower secondary students experience engagement and language acquisition whilst playing digital games in the EFL classroom. Listening to learner beliefs has shown important for teachers to improve on their teaching practice. Digital game based learning is a teaching practice which teachers have implemented increasingly over the last years.

Digital games have shown to have several positive impacts on both engagement and language learning amongst young students. Engagement have shown as an important factor to enhance both students' learning process and language learning. However, the use of digital games in classrooms is still a fairly unexplored research field due to the rapid development of digital games and teaching practices. Therefore, more research is needed in the growing research field of using digital games within language learning. Thus, the current study aims to answer the following research questions:

1) How do Norwegian lower secondary students perceive second language acquisition using digital games based learning in the EFL classroom?

2) How do Norwegian lower secondary students experience gaming using digital game based learning in the EFL classroom?

A qualitative methods approach in form of two focus group interviews and observation were used to answer the research questions. 12 students from a lower secondary school in South-Western Norway participated in the observation and seven in the focus group interviews. The two focus group interviews were conducted with groups of four and three students in each group.

The main findings of the study were that some of the students showed some characteristics that indicate a language acquisition happening. Several students reported a positive degree of motivation and low degree of anxiety and stress which consequently could make them more receptive for acquiring language. However, some students reported a lower degree of motivation towards the game and therefore were less receptive to language acquisition whilst playing. Further, the findings indicated that the game played failed to provide enough English input for the students, some students indicated and reported having trouble understanding the Czech dialogue.

Moreover, the students reported that in general they found the use of digital game based learning (DGBL) to be very engaging in the EFL classroom. They had positive attitudes towards the use and claim it helps them be more learn more English and be more engaged in class. However, compared to other games the students had played in class, the game they played for this study showed not to be very engaging. Although most students found it to be an overall pleasurable experience, none of the students would have played the game in their spare time and argued the game failed to provide them with clear goals and immediate feedback.

In conclusion, the game *Attentat 1942* seemed to be less suited for the English course and more suited for other courses. The findings were in line with some criticism towards the use of digital game based learning (DGBL) which emphasizes that choice of game and how it is instructed are important factors if students are to reap the potential benefits of paying digital games in the EFL classroom.

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1. Introduction

1.1 The present study and its relevance

This thesis is a study on Norwegian lower secondary students' perception towards the use of digital games based learning (DGBL) as a tool for second language acquisition (SLA) within the English foreign language (EFL) classroom. Investigating students' perceptions can give teachers valuable feedback. The feedback from students can help teachers modify their teaching approaches, which could in return, affect learning achievements (Ferreira & Santoso, 2008). A better understanding of learner beliefs could be important for promoting effective learning.

"The design of the curriculum and the creation of a learning environment that fosters positive perceptions in students towards learning in general is key to achieving high quality in learning" (Ferreira & Santoso, 2008).

Learning language through using digital games is an instructional teaching strategy that has received more attention in recent years (Sundqvist & Sylvén, 2012). The reason for the increase of usage is tied to research on the connection between digital games to learning in general, and to learning language. Some researchers have shown that playing video games can have positive correlations for second language acquisition (Chen & Yang, 2013; Ranalli, 2008). Other researchers have pointed out the growing body of indications that DGBL can help students acquire, learn and be engaged in second language (L2) learning (Anyaegbu et al., 2012; Gozcu & Caganaga, 2016; Stojkovic & Jerotic, 2011). Sundqvist and Sylvén has also done research on the topic of digital games in relation to both general learning outcomes and language acquisition, they argue one of the reasons why DGBL in classrooms could be effective for students' language acquisition is Krashen's SLA hypotheses. Digital games can provide the learner with characteristics within Krashen's theory, such as comprehensible input, motivation and using language in a natural setting (Sundqvist & Sylvén, 2012).

While digital games have been shown useful in the language classroom, there may be some obstacles. A recent study says that students may be reluctant to play video games in class, one of the main concerns is the varying gaming competence between students, meaning there is potentially big difference in how the students are able to play a game (Egenfeldt-Nielsen, 2006). Another concern is raised by McTigue and Uppstad, they argue that although one would presume that today's children and young students all have a basic set of digital skills, but this turns out not to be a correct assumption (McTigue & Upstad, 2018). The digital skills they are referring to is having an understanding and immersion of how to use and handle technology in most forms. There is a presumption that these basic skills allow students to jump into a video game with little instruction (McTigue & Upstad, 2018). However, there are other factors which impact young students' technological skills, such as education and experience. Therefore, McTigue & Upstad argue that it is wrong for teachers to assume that students know more than teachers regarding technology for learning (McTigue & Upstad, 2018). Moreover, although Kiili mentions studies which shows the potential benefits of games in education, Kiili also mentions Wouters et al. who argue that video games are *not* necessarily more motivating and engaging than conventional instruction (Kiili et al., 2021).

As stated in the sections above, existing research points in different directions regarding DGBL and its effect on SLA within the EFL classroom. Although this field of inquiry has recently received increased attention by researchers, it could be considered still to be in its infancy (Sundqvist & Sylvén, 2012). Sundqvist & Sylvén's (2012) argument that the research field is still in its infancy is backed up by Reinders (2017). Reinders argues that studies on digital games' effect on specifically language acquisition is limited (Reinders, 2017).

1.2 The present study and its aims

Due to a need for more research into the use of digital games within language learning, this thesis will therefore shed some light on this topic. The thesis seeks out to investigate how Norwegian lower secondary students experience digital game based learning in the EFL classroom with focus on second language acquisition and engagement. It would be beneficial for EFL teachers to get more knowledge on the use of digital games in the classroom and get

insight on the students own perception on the instructional practise. The following research questions will be investigated:

1) How do Norwegian lower secondary students perceive second language acquisition using digital games based learning in the EFL classroom?

2) How do Norwegian lower secondary students experience gaming using digital game based learning in the EFL classroom?

2. Theoretical background

2.1 Different approaches to language learning

Historically researchers have differentiated between learning to read, write, and speak a language. It was for a long time believed that children learned to speak up to the age of five, whilst learning to read happens after the age of five (Barton, 2007). For some time, learning the written language was viewed as something which started when a child entered formal school. Later, researcher found this is not the case. Learning ta language can happen much earlier and later than the age of five (Barton, 2007). Moreover, there is not that much of need to differentiate between the two in terms of learning. Barton argues that writing and speaking are very similar in terms of mechanism to learning them (Barton, 2007).

There are several approaches to learning a language. Barton, based on the ideas Leo Vygotsky presented some approaches to learning. Barton argued that learning is not just something an individual does. It is complex situation which includes several factors. For children to learn, there needs to be a situation, an activity, with participants in it (Barton, 2007). Moreover, contrary to the belief that learning is a passive activity, Burton argues it is an active process that requires involvement from the learner (Barton, 2007). Rather than viewing learning as something a child does passively by reading and learning words, we should view learning as a social and active process which starts from the moment a child is born. Learning takes place in situations for children which are often repeated, not only in situations designated for learning (Barton, 2007).

These situations are referred to as literacy events by Barton. Literacy events differs from activities where learning literacy is the main point, i.e., reading to children, making them read and write. Barton mentions from a regular child's life there are several instances where the child is exposed to literacy events where the main object is not to learn literacy. Barton mentions basic living routines in the household, entertainment, religion, or social gatherings for example (Barton, 2007). One of these literacy events where children can learn language is by playing digital games. At home children typically play commercial games where the aim is not to learn the player literacy. However, through exposure and input, digital games can be a literacy event, where the child learns a language just through playing.

There are different processes for a child to be able to learn. At a young age it is not unusual that children learn through the help of scaffolding. Scaffolding is when an adult actively supports a child's learning. The adult instructs the child and give it instruction and tools for learning. Scaffolding can be provided by parents, teachers, or other adults with experience or knowledge regarding the scaffolding (Barton, 2007). Scaffolding can also be applied through a game based learning. Research have shown that scaffolding can assist the player to solve complex tasks and increase motivation to playing (Cai, et al., 2022). Moreover, scaffolding have also within game based learning be shown to be an effective strategy to help learners bridge the gap between the levels of Vygotsky's zone of proximal development (ZDP) (Palinscar & Brown, 1984).

As the child grows older, they adapt a style of learning on their own, through social interactions and the role of scaffolding and adult instruction fades away. The process is called internalization (Barton, 2007). Internalization is when a child gradually learns and develops knowledge and abilities which after a while transforms to new learning (Barton, 2007).

As mentioned above digital games can help learners and players to bridge the gap between the two levels of Vygotsky's zone of proximal development (ZDP). ZDP is one of the key features of Leo Vygotsky's sociocultural approach to learning. Vygotsky did research on the impact of social interaction towards a child's cognitive and mental development, which relates to literacy development (Vygotsky, 1980). An important concept of Vygotsky's learning theory is the "zone of proximal development". The zone is referred to as the gap between what a child can do unaided and abilities exhibited when supported by social scaffolding (Barton, 2007). As mentioned above, when scaffolded, children can do much more. Vygotsky's zone of proximal development is often used to study children's mental and cognitive state and development as it directly affects their education.

2.1.1 The new literacy

The new literacy studies emerged in the 1980's. Up until this there was a notion that literacy was an individual competence or capacity and redefined it as a sociocultural phenomenon (Fenner & Skulstad, 2020). Moreover, traditional literacy was defined as the ability to read, understand, and write text. A key issue when discussing new literacy studies is the word *new*. For many researchers within education, the consensus was that the "new literacy studies"

regarded new any forms of practising literacy as "new literacies" (Street, 2012). The new types of literacy could be reading, writing, and interacting with computers, or "new technology", as it was regarded at the time (Street, 2012). The new literacy studies especially focused the potential literacy practices within "new" electronic environments children use both in and out of school settings (Mills, 2010).

Later an even newer definition and concept of literacy has been developed, the New London Group introduced the term *multiliteracy* (Fenner & Skulstad, 2020). The New London Group argued the need for a literacy which encompassed "the variability of meaning-making in different social, cultural or professional contexts" and "the nature of new communication technologies" (Fenner & Skulstad, 2020). Gee argued because digital games can provide the player with both reading and writing, digital games should be regarded as its own, new literacy (Gee, 2007). Although digital games have similar characteristics as other "new technologies". However, where digital games differ from the other technology from a literacy standpoint, is the players have agency. In a digital game, the players actions affect the character and narrative of the game. The agency the player has in the game requires involvement from the player, this involvement is one of the factors which differentiates digital games as its own literacy compared to the other new technologies (Gee, 2007).

2.2 Second Language Acquisition theory

When discussing Second Language Acquisition, linguistic scholars have had different definitions or interpretations of the term. According to Ellis (1985), the term Second Language Acquisition (SLA) refers to the process or study of how an individual learns a second or a foreign language (L2) (Ellis R. , 1985). Other linguists such as Ellis & Barkhuizen (2006) have argued the second language acquisition process starts *after* the acquisition of the mother tongue is complete (Ellis & Barkhuizen, 2006). Moreover, Ellis & Barkhuizen (2005) further argue that Second Language Acquisition could refer to the general research field of how one is learning a second language (Ellis & Barkhuizen, 2006). Meanwhile, Second Language Acquisition (SLA) has also been defined by Sundqvist (2009) as the learning of *any* language besides an individual's first language (Sundqvist, 2009). However, Sundqvist does not discuss or mention the process is happening after the acquisition of mother tongue. As the term Second Language Acquisition (SLA) could cause confusion due to its different

definitions. This thesis will use the term SLA in line with Sundqvist's (2009), referring to the field of second language learning in general.

However, when discussing the research field of second language acquisition, it is important to differentiate between the term's "acquisition" and "learning". Sundqvist (2009) mentions that some scholars use the terms interchangeably (Sundqvist, 2009). However, several scholars disagree and argue they are two very different processes. One of the most prominent is Stephen Krashen. Krashen's second language acquisition theory differentiates between the terms learning and acquiring a language. Krashen argues that learning a language is having a conscious knowledge of a second language. Krashen uses the non-technical term "knowing about" a language's rules and grammar and vocabulary. Moreover, Krashen says learning a language is typically linked to formal instruction (Krashen, 1982). Contrary, acquiring a language happens subconsciously, a person is not aware of the grammatical rules and vocabulary of the target language but has a "feel" of correctness when they are right or when their wrong. Krashen uses the non-technical term "picking up" a language. This often happens through exposure of the target language (Krashen, 1982). Other linguistic researchers echo Krashen's idea of differing between consciously or subconsciously learning. They refer to it as explicit and implicit or incidental learning, where explicit learning is actively learning a language through instruction, whilst implicit or incidental happens just through exposure (Sundqvist, 2009; Ellis N. , 1994).

Linguists have argued one of the main reasons for the subconscious acquiring of language is when a learner is exposed to contact (Both input and output) with a foreign language (Krashen, 1982; Ellis N. , 1994). In relation to this thesis, digital games can provide that necessary language contact. When researching the language acquisition of students in this thesis, the researcher used Krashen's SLA theory. Other researchers have also used Krashen's SLA theory when researching digital games (Van de Velde, 2013; Sundqvist & Sylvén, 2012) The following section will provide Krashen's theoretical perspective on the SLA process.

2.2.1 Krashen's Second Language Acquisition Theory

According to Krashen, there are several factors that can impact a person's SLA process: motivation, confidence, and awareness of implicit or explicit LA (Krashen, 1982). Krashen presents five hypotheses of how we are acquiring a second language. All of them focuses on

the development of the four main skills: Reading, writing, listening, and speaking (Krashen, 1982). For this thesis, the acquisition-learning hypothesis, the input hypothesis, and the affective filter hypothesis are the most relevant of the five. The use of digital games has been showed as an effective tool for children's language acquisition (Sundqvist & Sylvén, 2012). They are deemed as effective because they can provide the players with a sufficient amount of comprehensible input and the opportunity for learners to read, write and speak English in a natural setting (Sundqvist & Sylvén, 2012). Furthermore, high motivation has been shown as one of the main reasons children today play digital games (Reid, 2012). Motivation is one of the key affective factors that determines whether a person is receptive to language acquisition or not.

2.2.2 The input hypothesis

Krashen's input hypothesis is important for when discussing digital games, when playing digital games students are exposed to input, both audio and visual. In the input hypothesis Krashen attempts to answer the question of *how* we acquire language, it is an important question as it has practical implications for teaching practices and the promotion of language acquisition. The hypothesis describes how learners progresses from one stage of competence to the next (*i+1)*, the current stage being "*i*" and the next stage being "+1" (Krashen, 1982). To progress into the next stage of competence, the learner is required to understand the *meaning* of an input slightly above our current level, not necessarily understanding the grammatical structure or the form of the sentence. We understand the meaning because we understand basic grammatical structure, extra-linguistic information, and context (Krashen, 1982).

2.2.3 The affective filter hypothesis

Krashen (1982) suggests that affective factors can impact language acquisition. Krashen states that several factors can impact the success of SLA. The factors can be divided into three categories (Krashen, 1982): Motivation, stress, and anxiety.

The affective filter gives us an understanding of the *how* digital games can be beneficial for language acquisition. If a person has a high degree of motivation and self-confidence, combined with a low degree of anxiety, they are more receptive to language

acquisition. Contrary, if a person has a strong affective filter, they will seek less input and "block" the acquisition, even if they understand the message. (Krashen, 1982). Digital games can provide the student with motivation, as playing digital games is an activity most children today perform outside school as a fun, leisure activity. Digital games can further provide the students with self-confidence. By completing tasks and progressing in a game, giving the students a sense of mastery. Games often provide the player with the opportunity to do a task over again if they failed, figuring out the task by trial and error. This is something which could provide the students with less anxiety as the fear of making mistakes is somewhat removed. The affective filter lies outside of the acquisition process itself, as it is the input which is most important factor. However, the filter, contributes to either excel or break the acquisition process (Krashen, 1982).

2.3 Student Engagement

2.3.1 Defining engagement

Student engagement is important both when discussing language learning and student participation. Some scholars have defined engagement as involvement in a learning process ((Axelson & Flick, 2011; Vasalampi, et al., 2021). High engagement is important to the learning process because it often leads to positivity towards the tasks, high involvement and in general a more positive attitude (Vasalampi, et al., 2021). Whereas low engagement leads to boredom, low motivation towards tasks and negative emotions (Vasalampi, et al., 2021). This argument is also backed by Khan, who defines student engagement as a "psychological investment in and effort toward learning, understanding, or mastering the knowledge, skills or crafts that academic work is intended to promote" (Khan, Ahmad, & Malik, 2017). Khan also argues that without engagement, it is hard to motivate students to do tasks over the course of a normal school session (Khan, Ahmad, & Malik, 2017).

Fredericks referenced previous research which provided strong evidence that school engagement is an important factor of students' academic achievement, both in elementary, middle, and high school (Fredericks, Blumenfeld, & Paris, 2004).

2.3.2 Engagement within second language acquisition

As referenced above, engagement is an important factor to both language acquisition and learning in general. Learning requires active involvement from the learner, where action and participation is the defining characteristic of learner engagement (Hiver, Vitta, Al-Hoorie, & Wu, 2021). Regarding language acquisition specifically, engagement can help learners conceptualize meaningful involvement in L2 learning (Khan, Ahmad, & Malik, 2017). Engagement refers to a state of heightened attention and involvement, in which participation often is reflected (Sang & Hiver, 2021). There are several types of engagement, researcher differentiate between cognitive, emotional, and behavioural engagement (Hiver, Vitta, Al-Hoorie, & Wu, 2021; Khan, Ahmad, & Malik, 2017). Behavioural engagement refers to the participation and involvement towards academic and social activities in the classroom. Emotional engagement refers to the students' feelings and attitudes towards school, such as enjoyment and interest. Cognitive engagement refers to the ability to comprehend and master complex skills and ideas (Vasalampi, et al., 2021). All three types of engagement have shown important for learning and participation (Khan, Ahmad, & Malik, 2017).

This thesis will concentrate more on emotional and behavioural engagement as it aligns with some characteristics found in both flow experience and second language acquisition process. Previous researchers have focused on emotional engagement when researching student attitudes (Fredericks, Blumenfeld, & Paris, 2004). The characteristics of emotional engagement can be showing positive body language, attention and confidence whilst performing a learning task (Khan, Ahmad, & Malik, 2017). These characteristics align with the characteristics within Krashen's affective filter hypothesis (Motivation, self-confidence, and low anxiety) (Krashen, 1982).

2.3.3 Flow experience

In order to capture and measure a person's level of engagement. Some researchers have used the concept of flow experience. It is not *one* specific experience, but rather a combination of several. Fredericks argued that using the flow experience is an effective way to represent high emotional engagement and involvement (Fredericks, Blumenfeld, & Paris, 2004). The combination of experiences that result in flow are concentration, a merging of action and

awareness, sense of control, transformation of time and an experience of the activity as intrinsically rewarding (Kiili, et al., 2021; Csikszentmihalyi, 2014). In the following section, the theory regarding flow experience will be presented.

Concentration is one of the key features of flow, Mikhail Csikszentmihalyi (2014) uses an example of a teacher standing in front of 30 students where the teacher assumes the student's minds are all concentrated on the task at hand, which in fact is rarely the case (Csikszentmihalyi, 2014). The student's thoughts are often outside the classroom. There is no merging of the body and the mind, a merging of action and awareness. Csikszentmihalyi defines concentration within flow as the mind being so present and focused on the task at hand that one's thought does not deviate, and the focus remains on the task one is doing (Csikszentmihalyi, 2014).

To stay concentrated and retain flow experience, the person doing an activity needs to feel a sense of control in their actions. Csikszentmihalyi argues that immediate feedback and clarity of goals within an activity makes one stay concentrated, thus achieving a high degree of flow. If there is no feedback or the goals are not clearly defined, the person could easily be distracted because the mind does not have to monitor the feedback of the task. (Csikszentmihalyi, 2014). The sense of control makes it easier to stay concentrated on the *one* task at hand.

Regarding the task one is doing, there needs to be a balance between challenge and skills. If the task is too easy, one could easily be bored as there is no challenge, on the other hand, taking on a task which is way above one's skills, a higher degree of anxiety occurs and the person feels less likely to want to do the task (Csikszentmihalyi, 2014). When the challenge and skills match however, we get more motivated and concentrated to complete the task. Csikszentmihalyi says that we do not find these types of situations in everyday life as often, but they more usually occur within arts, sports, and games (Csikszentmihalyi, 2014). For a person to achieve a high degree of flow, it is important to get the feeling of "I can actually do this".

When several of the states mentioned above is present, we start to feel a sense of serenity, you start to lose sense of your everyday troubles and concerns, and in return get more immersed in the activity you're doing. The feeling of reduced self-awareness is a result of the brain only being able to input the process of the current activity, due to the activity itself is intrinsically rewarding, you are in a sense "forgetting" you are doing the activity.

Csikszentmihalyi points out an interesting paradox regarding reduced self-awareness: the result of a person being so immersed in a task and losing a sense of oneself, often results in one owns self-awareness and feeling of self is stronger and better (Csikszentmihalyi, 2014).
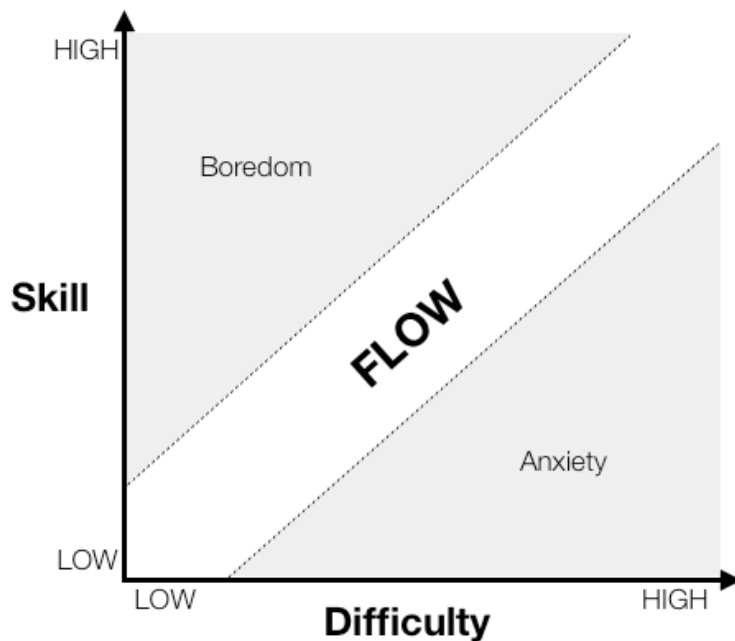
Figure 1: A model of the Flow experience (Csikszentmihalyi, 1999)

People have different perceptions of transformation of time, when experiencing a high degree of flow, people report that "time flies by". This phenomenon, similarly, to the reduced feeling of self-awareness is linked to a person's high degree of concentration and involvement towards something that they forget to monitor time. Csikszentmihalyi argues it is *what* we do that dictates the experience of time, instead of looking at a watch telling us the time (Csikszentmihalyi, 2014).

The flow experience makes people feel the activity is worth doing for its own sake. People have different opinions of all types of tasks, from everyday household tasks to school papers and sport performances. People often feel they *must* do the tasks because either they are told so, or it is a necessity. Playing digital games has a high probability of inducing flow experience. Flow experience often appears more likely when individuals are performing a task where they have developed a considerable skill level within the activity (Jackson &

Csikszentmihalyi, 1999), which could be seen with children and digital games. When meeting most of the criteria's above, i.e., entering the flow experience, the activity itself become intrinsically rewarding. Csikszentmihalyi says it is the feeling of flow that is rewarding (Csikszentmihalyi, 2014), which then reflects onto the activity, making people want to do it again.

2.3.4 Operationalizing flow experience

Student engagement and language acquisition can be seen as rooted in the flow experience (Kiili, et al., 2021). However, it was important to have a clear operationalizing of the term flow experience in order to measure engagement. A conceptual analysis form Abuhamdeh raised a concern regarding conceptual and operational issues with investigating flow experience. Abuhamdeh reviewed 42 studies regarding flow experience, and discovered it was operationalized 24 different ways (Abuhamdeh, 2020). He listed three main inconsistencies:

1. Inconsistencies in operationalizing flow as a continuous versus discrete construct. Some studies operationalized flow experience as something continuous with varying degrees of flow from time to time. Arguing that flow experience is a state we are in all the time, not something we can enter and exit (Abuhamdeh, 2020). Other studies argued flow is a state we enter when the conditions for the experience are met.

2. Inconsistencies in operationalizing flow as inherently enjoyable or not. Abuhamdeh reiterates a book from Seligman, which argued that it is precisely the absence of emotion and consciousness that is at the heart of flow (total concentration and immersion) (Abuhamdeh, 2020). However, this contradicts Csikszentmihalyi's own definition of flow, which states that inherent enjoyment is an important part of the flow experience (Abuhamdeh, 2020).

3. Inconsistencies in operationalizing flow as dependent on versus distinct from task characteristics proposed to elicit it. Csikszentmihalyi and Abuhamdeh differentiates between the characteristics and conditions of flow (antecedents) (Abuhamdeh, 2020). However, Csikszentmihalyi's clearly says the conditions (Clear goals, immediate

feedback, and optimal challenges) promote enjoyment and are important factors to elicit the flow experience but are not a part of the experience itself.

In conclusion, Abuhamdeh argued that for the sake of conceptual intelligibility, flow experience should be conceptualized and operationalized as a discrete, highly enjoyable, "optimal" state of consciousness, and that this state should be clearly distinguished from the conditions proposed to elicit it (Abuhamdeh, 2020). Because there were several different operationalizations, Abuhamdeh argued researchers should stick to Csikszentmihalyi's original description of the flow experience (Abuhamdeh, 2020).

These four characteristics of flow can provide insight to the engagement level of the students. Furthermore, this thesis seeks out to investigate the students' beliefs of language acquisition. As previously stated, the acquisition process requires a person to have a high degree of motivation and self-confidence, and at the same time have a low degree of anxiety (Krashen, 1982). These are characteristics that coincides with characteristics from flow experience. However, the language acquisition process itself is not something one can observe. One can only observe if the students appear motivated and self-confident, which as a result could lead to a low degree of anxiety. If the students seem motivated and self-confident, it could be argued the conditions of language acquisition are in place.

2.4 Learner beliefs

Learner beliefs are defined as the "conceptions, ideas and opinions learners have about L2 learning, teaching and language itself" (Kalaja, Barcelos, & Aro, 2018). In order to understand language learners, we need to examine evidence about their language learning, both observable and unobservable (Wesely, 2012). As learner beliefs and perceptions are unobservable traits, researchers traditionally have had to ask learners about their beliefs. Richards and Lockhart (1994) argued that researching the field learner beliefs helps cover "a wide range of issues can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favour" (Richards & Lockhart, 2007). Kalaja et al. emphasizes this point by arguing that understanding learner beliefs contributes positively to learners' decision-making and attitudes when learning a second language (Kalaja, Barcelos, & Aro, 2018).

It was in the 1970's research on learner beliefs became interesting to researchers. Research started reviewing learner characteristics which promoted success in language learning. In the 1980's, Horwitz created a questionnaire towards learner beliefs which a lot of researchers used afterwards. The questionnaire was called BALLI (Beliefs about language learning inventory). Horwitz defined beliefs as the preconceived notions that students have regarding L2 learning (Kalaja, Barcelos, & Aro, 2018). Horwitz's definition, however, received criticism as learners could interpret questions differently which led to decreased validity of research within learners' beliefs. The inclusion of observation and interviews with learners where therefore included to acquire more knowledge and specifics about learner beliefs (Kalaja, Barcelos, & Aro, 2018).

This led researchers to develop a new approach called the contextual approach, where interviews have been an important data collection tool, emphasizing learners' personal meanings and interpretations. Furthermore, the contextual approach view learner beliefs something which is embedded within the context of the learner. Research on learner beliefs have since Horwitz' traditional approach towards *what* learner beliefs is, shifted to research on *how* these beliefs are constructed by social environments and interactions the learner partakes. These ideas are widely based on Vygotsky's sociocultural theory (Kalaja, Barcelos, & Aro, 2018).

2.5 English as a foreign language in Norway

In Norway, English became a subject in schools towards the end of the 19th century. It is now a compulsory foreign language in primary, lower, and upper secondary school. Countries all over the world have a relationship towards English as a language. Trying to categorise the English speakers of the world, we often refer to Kachru' s concentric circles. In the inner circle we find native speakers of English, those who have English as their first language. In the outer circle, we find countries who treat English as a second language, using it in education, government, business, and international communication. The expanding circle is where countries use English as tourism, business, international communication, taught in school as a foreign language (Rindal, 2014). There is a debate about whether to use the term English as Second language (ESL) versus the term English as foreign language (EFL). An argument for using ESL is as a great number of Norwegian students acquire English as their

second language through exposure of English outside school (Rindal & Brevik, 2019). However, Rindal argues although Norway belongs to the outer circle, yet, in a Norwegian context, English has a foreign language status (Rindal, 2014). It could therefore be argued that the status of English in the Norwegian school system could be considered an English foreign language (EFL), and not English second language (ESL) (Rindal, 2014). The terms are somewhat interchangeable and could both be used. However, for this thesis the term EFL will be used based on the argument that English does not have an official status as a second language.

2.6 What are digital games?

Defining what a game is more difficult than one might believe, this is because games are made in different time periods, with different technologies, within different contexts and conventions and for different target audiences. Salen and Zimmerman (2009) attempted to define a game and decided it was necessary to combine the terms *gaming* and *a game* as they made an argument that the activity was the same as the game (Mortensen, 2009). The reason he combines the terms is that a game itself can be fun, pleasurable, free play with no rules and competition. Mortensen argues games which have these rule-bound, competitive factors should be addressed as *gaming*¸ not a game, as he looks at the activity itself more than the games (Mortensen, 2009).

Going deeper in to define what a game *is*, Mortensen argues most people reflexively answer: "A game is something we play", she further reiterates other definitions, but they all boil down to the basics of, "something we play" (Mortensen, 2009). In an attempt to simplify the definition, Mortensen lists four important aspects to defining a game (Mortensen, 2009): Rules, an arena, a board, or some other clear way of limiting the activities, a goal, and game objects.

Rules are an important aspect of defining a game, they can be very simple but also very complex. Furthermore, they define the other elements within a game, the rules say something about where the player can go, how, why, and when they can do it.

The arena, or area of play is where and how big of an area the player can move or play the game. Some digital games have vast amounts of land where the player can wander around for

hours, more traditional games played digitally, like chess for example, has a very small and clear-cut area of play defined for the player.

The goal of the game is often achieved through competition or cooperation. The goal of the game could be to out-achieve one or several opponents, have more points, goals, having delt more damage or finishing first in a race etc. In role-playing games, the experience itself and joy of playing is the goal, the player often gets individual tasks and goals to complete that makes the gaming experience joyful (Mortensen, 2009).

Mortensen refers to objects as the objects used by the participants within a game, this could be an avatar the players use to play the game, in chess it is the physical pieces, in ball- and card games objects are the ball and cards. They can also be created by the participants, or you could be "handed" an object in game to play with (Mortensen, 2009).

2.7 Digital Game Based Learning

Game Based Learning (GBL) aims to teach knowledge and skills using games (Khan, Ahmad, & Malik, 2017) , the term Digital Game Based Learning (DGBL) falls under the same category but distinguishes itself from GBL by solely focusing on digital games. It is important to note that DGBL primarily uses games that are designed for educational purposes but can include commercial games if instructed and used correctly in an educational way. Games can in general provide the basic requirements for learning and adds an engaging environment for the students, this is because children and young adults often associate games with fun (Kiili, 2004).

Mark Prensky attributes the relevancy of DGBL within learning to two key premises (Prensky, 2005): Learners have changed radically. He finds it interesting how today's students are not the target audience of the educational system set out to teach (Prensky, 2005). The arrival of new technology led today's students from an early age to using computers, smart phones, digital games, music players etc. The incorporation of this technology led to a change in how today's learners think and process information (Prensky, 2005). Prensky argues today's students are all "native" speakers of the digital language of computers and video games (Prensky, 2005). and learners need to be motivated in new ways because they have changed radically. Furthermore, Prensky argues DGBL is a useful educational tool as it caters to today's learners (Prensky, 2005). Today's young learners are playing more digital games in

their spare time than ever before, they are accessible through their phone, computer, tablets, and TV's. The increasing use of digital games has changed the way of thinking and processing information (Prensky, 2005). The technology and new ways of processing information has led to a change in the attitude of today's students towards old teaching styles. This, Prensky argues has led to a struggle of keeping students motivated to learn, and then introduces DGBL as a possible way of keeping students motivated (Prensky, 2005).

2.8 Gaming for fun vs. Gaming for learning

Video games are by most people considered a spare time activity and what mostly young people play. Vorderer et al. argue that the trends between video games and youths is obvious: that video games are played for *entertainment*'s sake. Those who play games find them fun (Vorderer, Bryant, Pieper, & Weber, 2006). Another big reason for the enjoyment of video games, respondents to a survey says the feel video games are "challenging" and "competitive". These factors contribute to a rewarding feeling towards individuals (Vorderer, Bryant, Pieper, & Weber, 2006). The players in many ways play video games for fun because it stimulates emotions that we find rewarding and want to experience in our spare time.

Vorderer et al. also argue that people often tend to entertainment as it reduces stress or arousal (Vorderer, Bryant, Pieper, & Weber, 2006). Video games have a lot of different aspects and genres to stimulate our emotional needs and people often choose video games over film and TV as it contains some interactivity, which players tend to value (Vorderer, Bryant, Pieper, & Weber, 2006).

As discussed above, video games trigger some emotional responses with youths that makes them want to come back to them. In an attempt to try connecting this to education, teachers implement gaming to promote engagement, fun, playfulness, and social & emotional learning in their instruction. Games also can provide an alternative way of learning compared to traditional teaching styles. Because games are often played willingly outside of school, students often do not think of it as "school", but something they *want* to do (Vorderer, Bryant, Pieper, & Weber, 2006).

3. Methodology

3.1 Introduction

In this chapter, the methods used for gathering the data will be presented. Applied methods, research participants, data collection and analysis tools used to shed light on the research questions:

1) How do Norwegian lower secondary students perceive second language acquisition using digital games based learning in the EFL classroom?

2) How do Norwegian lower secondary students experience gaming using digital game based learning in the EFL classroom?

First in 3.2, a description of the project will be presented and an explanation to why the two methods were chosen. In section 3.3 the selection process of participants will be presented, it will explain how I reached out the schools, teachers and provide a description of the participants and the school. Section 3.4 will give describe the digital game used for the session and the educational framework how it was used in class. Sections 3.5 and 3.6 will explain the reasoning of conducting the observation and focus group interviews. Section 3.7 will explain how the interview guide was made. Section 3.8 will explain how the data from the observation and interviews gathered. Moreover, section 3.8 will give insight to the coding process of the data. Section 3.9 will provide a discussion of the importance of validity and reliability. Lastly, section 3.10 will explain the ethical considerations for the study.

3.2 Qualitative method

The thesis sought out to investigate the attitudes of lower secondary students' experience of engagement and language acquisition within a Digital Game-Based Learning (DGBL) environment.

To gather data, the project sat out to use a qualitative method conducting focus group interviews with students as well as observation. The aim of the study sought out to investigate

personal opinions and feelings from students about the topic. Researchers have argued that qualitative methods are more useful than quantitative when the researcher are trying to understand meaning, context, experience, and perspective (Maxwell, 2008; Hammarberg, Kirkman, & de Lacey, 2016). Using a qualitative method allows the researcher to design methods open enough they justify the complexity of the object under study (Flick, 2005). Differing from quantitative methods, which reduces data to quantifiable variables which provide more, but less descriptive data. Qualitative method studies often explore an object's complexity in depth. In this case, the complexity of students' feelings and perception.

Miles and Huberman in Maxwell's article argue that using a somewhat structured and planned approach to an interview is beneficial when a researcher is looking in to familiar phenomenon's, in this case, *flow experience* and *engagement* (Maxwell, 2008).

Adding observation was useful as the researcher's perception could be a valuable contribution to the data. As Flick describes: The reflexivity and subjectivity of the researcher and his/her relationship to the subjects' become data. It forms an interpretation and different perspective from the subjects themselves (Flick, 2005). Although these methods did not lead to a large sample size, it provided me with more reliable which sought out to *understanding* the perceptions and opinions of the students.

To secure good reliability and validity, and to acquire a sufficient amount of data, the researcher applied triangulation to the data collection. Triangulation refers to the use of two or more data sources, methods, investigators theoretical perspectives and approaches to the study (Brink, 1993). In this case, if the one of the methods turns out to be poorly executed, the study would still have another qualitative method to back up or add to the already existing data. Furthermore, having these two methods helped cross-check the data as it allowed me to look at if the answers given correlated with the observations.

3.3 The participants

Nine e-mails were sent to different lower secondary schools in the south-western region of Norway. The e-mails asked the schools if they had any teachers who wanted and had the opportunity to join this project. In the e-mails I specified it would be beneficial if the teacher had experience and used digital games in their teaching practice. Seven of the schools replied and said no. The most frequent answers said the schools did not have any English teachers

who used digital games in their practice. Or they declined due to an already large existing workload. One teacher reached back and accepted the request. The school is in an urban area in the south western region of Norway. The teacher had shared responsibility with another teacher for the class which had 20 pupils. The teacher informed me this school had several teachers who used digital games in their practicum. The school in question had for a time been trying to implement digital games more into the classes. The teacher who said yes to join this project said he himself had some responsibility to help other teachers implement digital games at the school

The aim of the selection process was to have the interviews give a good enough depiction of this class opinions. Moreover, I felt having more than 12 participants would not have given any new perspective.

Regarding selection criteria, the thesis did not have any specific criteria for the participants in terms of gender, academic performance, or gaming-habits in their spare time. It investigated lower secondary student perceptions in general. However, the researcher cooperated with the teacher to ensure that the two focus groups of students did not have any intrigues or too many dominant and/or shy participants. The researcher asked the teacher to divide the groups with an even number of girls and boys. The teacher ended up creating groups which he felt enjoyed hanging out together in class, as this could have helped the students feel more comfortable expressing their opinion and self-disclose more in the interviews.

The limitation of participants in the study could decrease the credibility of the study. But because interviews demand a lot of time transcribing and coding the data, 2 focus group interviews seemed sufficient. Moreover, the time constraint and nature of the thesis also limited the researcher from having several schools participating in the project.

3.4 Attentat 1942

The game which the students played is called *Attentat 1942*. *Attentat 1942* is an enhanced version from the game *Československo 38-89: Atentát* (2015). It was developed by Charles University in Czechia as an educational game as it serves a way of telling an accurate history from World War II. The story was researched and written by professional historians from Charles University. Revenues from the game are re-invested into the continuing research and

science in the field of history. The game received good criticism and several awards, including "Best Learning Game" at the Games for Change awards (1942, 2022).

Figure 2: Comics are used to illustrate happenings during the war (1942, 2015)

Attentat 1942 is a point-and-click [1]game which takes place in modern day where the player takes on the role as a grandchild of a Czechian holocaust survivor. The character's grandad was arrested by the Gestapo shortly after the assassination of prominent Nazi Reinhard Heydrich. The game's main plot is for the player to investigate what role the grandad played in the assassination of Reinhard Heydrich. The player is also learning about the family's history and life in general in the Protectorate of Bohemia and Moravia during the World War II. This is done through point-and-click investigation, interviewing family members and reading encyclopaedias in form diaries left behind by the players ancestors.

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[1] Point and click are the actions of a computer user moving a pointer to a certain location on a screen (pointing) and then pressing a button on a mouse.

Figure 3: The players can click on objects in rooms to investigate (1942, 2015)

Moreover, *Attentat 1942* makes the player experience dialogue-based gameplay, challenging mini-games, rare, digitalized film footage from the war, and interactive comics. In *Figure 4* there is an example of a mini-game, the player could find a note and a deciphering tool at one point in the game. Here the player must use the tool to decipher the note to figure out what it is supposed to says (Figure 4). Puzzles like the one in figure 4 provides the students with written input where they have to produce output in terms of moving letters to produce English words.
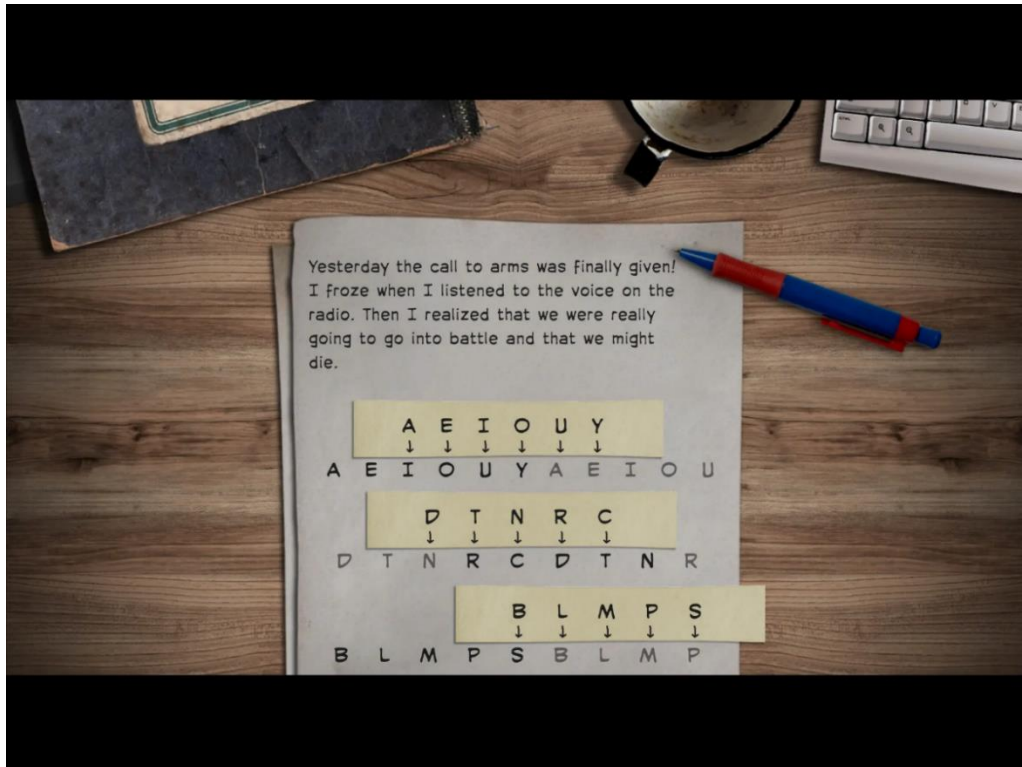
Figure 4: A mini-game within Attentat 1942 (1942, 2015)

Dialogue-based gameplay is a way for the player to take the shape the story in their direction (Figure 5). The player encounters several characters throughout the story of the game. In these cases, the player has agency regarding what to ask or talk about. Depending on the choice the character made, the story could go in different directions. In the figure 5 below, the player can choose to ask about the leaflets, the neighbour, or how the Nazis came there in the first place. In this case, if the player chose to ask about the neighbour, the game switches it's attention from the leaflets towards the neighbour. These types of interactions provide the player with written input where the player has to read, make sense of the message, and make a choice.
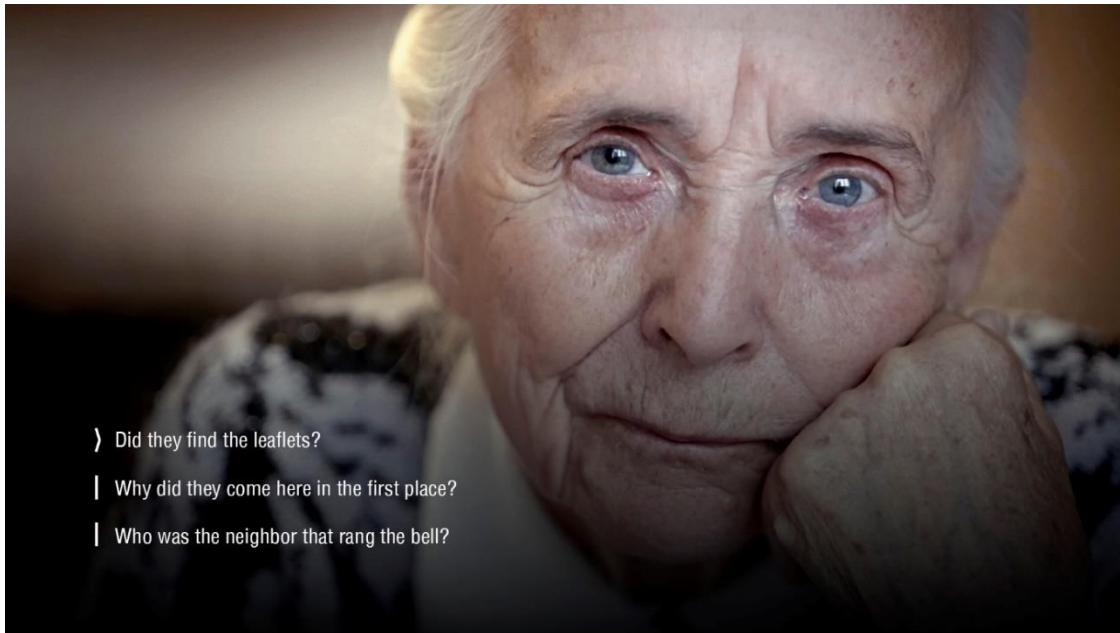
Figure 5: The player can steer conversations in different directions based on their own choices (1942, 2015)

The game switches between a modern day perspective and second world war perspective. The player may interview a character relevant to the story in a modern day setting, describing an event which took place during the war. The game then switches to that event where the player must click and investigate. The game offers varying degrees of investigating, the player can encounter a situation which can lead them in different directions based on the choices the player makes. Players can play the linear story where they do as they are told by the game, or they can actively choose to investigate side-quests and other characters to discover more information regarding the plot.
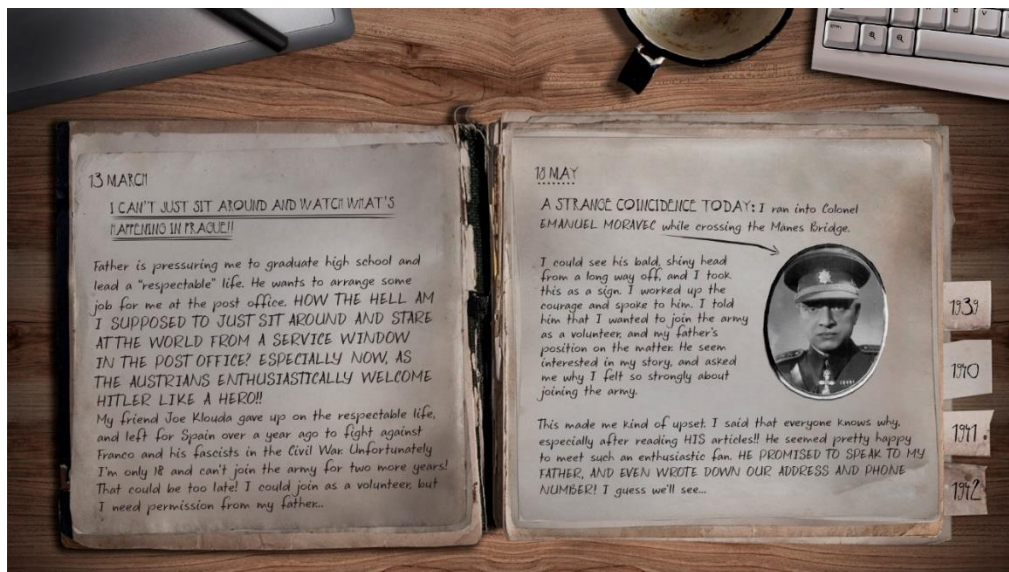
Figure 6: One way of finding information is through reading diaries (1942, 2015)

3.4.1 The educational setting

The teacher told me beforehand that this was the first time he tried the game *Attentat 1942.*
He was unsure about how it would be received, but because the class was in general positive
to playing games, he felt he was able to try a new game such as *Attentat 1942*. The teacher
started the session by instructing the students about what they were going to do. They were to
play the game *Attentat 1942* and simultaneously answering tasks the teacher had created for
them on a word document separate from the game. The students were to play the game and
switch to word to answer the tasks. The tasks were related to the story and plot of the game
and were divided into three difficulty levels. The difficulty levels were based on the way and
depth of how the students played the game and what choices they made underway. The
teacher said that from his experience, these students had different styles of playing games and
varying motivation levels, which is why he made the three levels. As the game is
investigative, the students could choose different directions and actions, leading them to
different perspectives and stories. The three difficulty levels were as follows:

1. More basic and simple tasks asking the students "what" and "when" types of
   questions. These questions required the least amount of gameplay and little degree of
   reflection.
2. Questions which required a higher degree of investigating and more interaction than
   just the basics required to play through the game. To answer these questions the

students would have to *choose* to talk to more characters in the game and solve more puzzles.

3. Questions which required the students to investigate most aspects of the story and make the students reflect on the choices they made in the game. The first two levels did not require too much reflecting whilst these questions would require the students to reflect and come up with their own interpretation of situations in the game.

The students were instructed beforehand about the difficulty levels of the tasks. Moreover, the teacher instructed them to take notes and answer the tasks as they played. The teacher wanted the students to interact with the game, act as a real investigator and figuring out the story as they played by taking notes. Some of the students played in pairs, adding a different level of interactivity to the gameplay experience. The teacher mentioned that this class historically had responded well to both working and playing in pairs and individually. Furthermore, he said that playing in pairs could help improve motivation and learning amongst the students.

The dialogue spoken in the game is in Czech. I considered if that could be problematic for the thesis as it focuses on the acquisition of English. However, the subtitles and tasks within the game are in English. Furthermore, the teacher handed out tasks which the students were to complete whilst playing, these tasks were written in English and the students was supposed to answer in English. This led the students to read, and process written and reading input in English. Moreover, they had to produce written output in English. From a sociocultural leaning theory viewpoint, it is argued that neither written nor oral feedback is better than the other regarding language acquisition. The feedback is more effective when the activity is tailored to a learner's stage of development (Sheen, 2010). Thus, the Czech dialogue seemed fine, although not ideal.

3.5 Observation as a data collecting tool

Observation is defined as a systematic description of events, behaviours and artifacts in a social setting chosen for the study (Kawulich, 2005). It allows the researcher to learn about the activities and subjects up close. Actions, words, gestures, and social interaction by the participants are noted and categorised.

The reason for including observation for this thesis is it works as a valuable supplement to the focus group interviews. Observations give the researcher opportunity to observe nonverbal expressions of feelings, interactions, way of communication and time spent on activities (Kawulich, 2005). It also gives the researcher opportunity to check if the terms and feelings expressed during the activity match the answers given in the focus group interview. There could be feelings expressed by participants during the activity which are not reflected in the interview, which could lead the researcher to ask follow-up questions towards the participants based on the expressions.

3.6 Group interviews as data collecting tool

A focus group is a type of group selected for the interview based on purpose of the study, age, demographic and other criteria. When conducting several focus group interviews, the researcher can identify trends and patterns within the participant's perceptions, in this case being lower secondary students in Norway. I added focus group interviews to the methodology to acquire sufficient amount of data for the thesis, and not being limited to only one source of data.

Focus groups differs from regular interviews in the way they make interview subject feel comfortable. The focus group interview can be a rather pleasant experience for the subjects as a small group of people sit around and discuss a common experience, they generally find it interesting to share their thoughts and experiences (Krueger & Casey, 2009). To successfully retrieve the thoughts and feelings of subjects, the focus group must promote self-disclosure. Krueger and Casey argue children are more prone to self-disclosure, but it requires a comfortable setting and social environment (Krueger & Casey, 2009). The focus group interviews I conducted were between classmates and at their own school, making the setting as comfortable as possible for the participants.

There are some potential drawbacks with focus group interviews, Krueger and Casey mentions a few, most notable are that subjects may tend to intellectualize. Participants could portray themselves as more reflective or rational than they really are (Krueger & Casey, 2009), giving the researcher false data. On the contrary we find participants who are the opposite, who don't tap into real emotions or thoughts and end up sitting there providing little to no useful feedback.

Another potential problem is participants who make up answers, this often occurs when the participants don't have sufficient experience or knowledge about the questions asked. Instead of saying they "I do not know", or "I do not have an answer", some tend to make up answers in fear of appearing less intelligent (Krueger & Casey, 2009). Another factor that could be dominant are some individuals influencing others. As mentioned above, a strength of focus group interviews is the influencing amongst the participants, but a possible problem occurs if there is a dominant figure in the group. This could result in other participants either answering the same as this individual, making up answers and/or intellectualizing themselves in fear of being ridiculed or feeling subordinate (Krueger & Casey, 2009).

There are certainly issues and potential problems with focus group interviews, but there are solutions. I supplemented the interviews with observations of the playing session, which gave me as researcher a more balanced feedback. It allowed me to see if the answers given by a subject in the interviews coincides with their behaviour from the observations. Regarding the potential dominant participant, Casey and Krueger mentions the role of the moderator, with a carefully constructed interview guide giving every participant room to answer is a good way of dealing with the potential problem.

3.7 Interview guide

The data from focus group interviews came from open ended questions. I as the researcher planned to have two semi-structured interviews, where the pupils would have the opportunity to discuss amongst themselves a statement or question. This dynamic could provide a more natural environment contrary to an individual interview. In a focus group setting, the participants can influence and be influenced by each other, similarly to a normal conversation (Krueger & Casey, 2009). I chose to have open-ended questions, hopefully giving room for discussion amongst the participants. However, it was important the questions were focused enough so the conversation would not derail from the topic I was asking about. Furthermore, the questions had to be thoroughly phrased and planned. It is important for the participants, in this case lower secondary students, to fully understand the question and that there are as few uncertainties as possible. At the start of the interview a few general questions were asked, it is thought to make the participants more comfortable in the interview setting. As the interview

move forward, more specific questions regarding the research questions would be asked to provide more useful information. Constructing an interview guide beforehand, with open ended yet thorough leading questions and moreover, supplemental questions or statements to get the conversation back on track was beneficial for the interview process.

I started the interview guide by writing what I wanted to find out from the interviews. The research questions worked as a guiding star for creating the rest of the interview guide. I made sure to explain to the students why they had been chosen, how the interview would be carried out, and mentioned some guidelines for them to follow. The questions in the interview were to some degree inspired by other studies on engagement and flow experience. Some of these studies used the Experience Sampling Method (ESM). ESM has been widely used for measuring feelings in every-day life (Hektner, Schmidt, & Csikszentmihalyi, 2007) . It is regarded as effective because it repeatedly captures an individual's level of engagement and affect in an activity, presumed to be high during flow (Hektner, Schmidt, & Csikszentmihalyi, 2007).The flow- and engagement studies using ESM have traditionally been using a questionnaire (Coller, Shernoff, & Strati, 2011; Fu, Su, & Yu, 2009).

Questions on perception.	Factor	How were you feeling?	Factor
How much **choice** did you have in what you were doing?	Motiv.	Happy	Pos.
		Creative	Pos.
How **important** was the activity to you?	Intel.	Stressed	Neg.
Was it **interesting**?	Intel.	Excited	Pos.
Was it **challenging**?	Intel.	Bored	**
Did you **enjoy** what you were doing?	Motiv.	Satisfied	Pos.
How hard were you **concentrating**?	Intel.	Irritated	Neg.
Did you feel in **control**?	Motiv.	Relaxed	Neg. #
How much were you using your **skills**?	Intel.	Proud	Pos.
Do you **wish** you were doing **something else**?	Motiv.#	Worried	Neg.
How important was it to your **future goals**?	Intel.	Active	Pos.

Note. The abbreviated factors are "Motiv." = *Intrinsic Motivation*; "Intel." = *Intellectual Intensity*; "Pos." = *Positive Affect*; and "Neg." = *Negative Affect*. The symbol # denotes items with negative loading; ** indicates items that have low loading in the factors.

Table 1: Questions on the Experience Sampling Survey Related to Perception and Feelings.

Figure 7: Example of an ESM questionnaire used for measuring engagement through flow experience (Coller, Shernoff & Strati, 2011)

The interview questions for this thesis were to some degree inspired by these questionnaires as it consists of questions asking about the characteristics and conditions of flow theory. However, differing from the questionnaire in figure 7, I framed my questions more specially towards *Attentat 1942*. Comparing the question in figure 7 "Was it challenging?", I asked the students "How was the difficulty level in *Attentat 1942?*". I tried to frame the questions as

open as possible and not leading the students towards an answer. If their answers were somewhat vague, I could follow up with "Did you feel it was either, too easy, too hard, or adequate?". This approach where done most of the questions. I looked at other researcher's questionnaires and reframed them to questions more suited for my research questions.

3.8 Data collection

3.8.1 The observation

I visited the class one week before the observations. I did this to make myself familiar to the students and hopefully make my presence feel less threatening or anxious for them. The observation-session was conducted on Monday morning of 21.02.2022 and lasted 90 minutes. The observation was non-participant.

During the observation I sat slightly behind all the students. I had a good view of all the students' screens and some of their faces. There was an option to place myself in a position in the middle of all the participants. There I could see the students' faces. Seeing the students' facial expressions and eye movement could give me a sense of their concentration and motivation levels. Midway through the session I moved to this position in an attempt to observe their faces. However, I quickly realized I sat very close to two of the students. I felt this could impact their natural behaviour, so I quickly moved back to the original position. Moreover, I could not see the participants screens from the second position, which meant I could not observe if some students deviated from doing their tasks or playing the game.

I wore clothes which did not displayed text, picture, or any sort of messaging. Nor were there any vibrant colours which could catch the attention of students whilst playing. These are factors which potentially could impact the participants opinion and attitude towards me or alter their own behaviour. As stated in a previous chapter it is important to make the data as reliable and valid as possible, which is why I carefully planned my appearance and clothing. Personally, I did not feel my presence affected the students in any remarkable way. During the session only one student turned around and looked at me briefly before returning to playing. The remaining students played the game and did their tasks without looking at me. Some students fooled around with each other, which I would argue is a natural behaviour for

lower secondary students. To verify my assumptions, I asked the teacher, who said the class behaved normal and there was no indication my presence had any noticeable impact.

In reference to chapter 2.4.3 regarding the operationalizing of the term flow, I concluded that some of the characteristics and antecedents where difficult to observe. Thus, I excluded the following from my observation list:

Table 1: Description of characteristics and antecedents to be observed

Characteristic or antecedent	**Explanation**
A match between challenge and skill	If the game was not too easy, nor too hard. There was a balance between the students' skills and difficulty within the game.
The game provided clear goals and immediate feedback	If the game provided the students with clear goals so they had good knowledge on what to do. Immediate feedback is a continuous feedback which potentially allowed the students to readjust and or respond quickly to new tasks.
The students found it intrinsically rewarding	If the activity of playing *Attentat 1942* was rewarding, fun and interesting enough so the students would play it for its own sake, not because they were told to.
Loss of self-consciousness	If the students felt a lack of awareness towards one self and was too focused playing.
Reduced stress and anxiety	If the students were stressed, anxious, or not.
Merging of action and awareness	If the students were aware of their surroundings, or if they were absorbed by playing and doing tasks.

In order to answer if the characteristics or antecedents above were investigated, these were asked about in the interview. However, the following characteristics from the flow experience I felt could be observed:

Characteristic or antecedents of language	Explanation
Motivation	How motivated the students seemed towards playing
Anxiety and stress	How or if the students showed signs of anxiety and stress

3.8.2 The interviews

I had originally planned two focus group interviews with six participants in each interview. Each interview as planned to las one hour. Due to illness amongst the participants on the day of interviewing, I ended up with three participants in the first interview and 4 in the second interview. This led to the interviews being shorter and less data was collected than intended. Both interviews were conducted on Friday 11th of march between 12:00-14:00.

The first group consisted of one boy and two girls, whilst the second group consisted of four boys and no girls. The location of the interviews was a classroom at the school. I arranged for them all to sit on one side of the table whilst I was sitting across from all of them. The recording device was placed on the middle of the table. The recording device was a camera with possibility to switch to audio-recording only. I informed the students and said the camera was not filming. Furthermore, I placed the camera pointing away from the students.

I spent some minutes before the interviews talking to them about non-academic topics, I did this trying to make them more comfortable with me as a person and an interviewer. I started the interviews by introducing myself and the project, I told them about the goal of these interviews and invited them to speak freely after I had asked a question. I assured them this was not any sort of test and there were no right or wrong answers. Furthermore, the participant was informed through a consent form ahead of time they would be anonymised. I reassured them of this at the start of the interview. The only guidelines or requirements I made were that they would not interrupt each other, and respect each other's opinion, even if they strongly disagreed. The interviews lasted 33 and 35 minutes and there were no problems with

the audio recordings. Ideally, I would have wanted the interviews to last longer, but the interviews became shorter due to missing participants.

3.8.3 Transcribing and coding

Both interviews were transcribed manually by the researcher using Word. In research there are several different ways of transcribing an interview. For this thesis, the researcher decided to use transcribe the interviews through intelligent verbatim transcription. This method is the most commonly used when transcribing interviews (Streefkerk, 2019; Fagan, 2020). The intelligent verbatim method allows the researcher to write down almost every word said but exclude irrelevant filler words such as "uhm", "eh", "you know". This method is more readable than a verbatim transcription. It is important to note by excluding these types of words, some emotions can be lost. However, I decided the intelligent verbatim method was better suited to provide data which could answer the research questions.

I used the analytic program *Nvivo* to code the transcribed data. *Nvivo* is commonly used by researchers to code and analyse their data within qualitative research. The coding was done deductively, meaning a set of preliminary codes were written before coding based on the theoretical framework of flow experience and second language acquisition theory. Two main categories were created based on the research questions: Engagement, and Second language acquisition (SLA). The preliminary codes within the categories were the characteristics and antecedents of flow experience, as well as characteristics of language acquisition. As described in chapter 2.4.3, it is important to have a clear operationalizing of the flow experience when researching. The initial codes for researching flow experience were therefore based on the recommendations of Abuhamdeh (Abuhamdeh, 2020):

Table 3: Codes for characteristics and antecedents of Flow experience

Characteristics or antecedents	Explanation	Example from transcriptions
Transformation of time	If the students felt time went slower or faster	"I felt time went faster" "Slower"
Sense of control	If the students felt they had control whilst playing.	"It is a bit hard, but it is fine"

Motivation or fun	If the students found the game to be motivating or if they had fun.	"It was a bit better than a regular class where the teacher just stands and talk" "I would say positive, at least not negative"
The activity was intrinsically rewarding	If they found playing rewarding enough for its own sake	"No, it was not really that good of a game, I would not have played it at home"
Concentration	To what extent the students felt concentrated or focused whilst playing	Where you able to stay concentrated when playing? "Yes"
Match between skills and challenge	How the students perceived the difficult	"You just had to pay attention, after that it was pretty easy" "It was a bit hard to know what to you where what to do"
Immediate feedback and clear goals	If the game provided immediate feedback and clear goals so the students knew what to do.	"Some of the tasks where unclear" Did you know what to all the time? "No"

With those preliminary codes, subcodes was created based on the answers given from the participants. For example, in interview one, two participants answered they had fun when playing *Attentat 1942*. The third participant said it was not fun. From there the subcode "Not fun" was created under the main code "Motivation or fun".

The preliminary codes for second language acquisition (SLA) were:

Table 4: Codes for characteristics of second language acquisition

Characteristics	**Explanation**	**Example from transcriptions**

Subconscious learning	If the students where conscious about if they were supposed to learn a language whilst playing	"Yes, I played without thinking about that I was supposed to learn something"
The game provided input	If the game provided the students with enough English input	"Yes, most games are in English you know"
I+1	How the students dealt with sentences and words they did not understand	"Did nothing" "Skipped it"
Affective filter	How the students experienced motivation, stress and anxiety whilst playing	"I think it is a fun way to learn" "I felt pretty relaxed whilst playing"

The affective filter hypothesis was divided into three subcodes. The three subcodes were Anxiety, Self-confidence, and Motivation. As anxiety and motivation are both factors which impacts SLA, but also are characteristics of flow experience, some answers were placed in both *Flow experience* and *Second language acquisition* main codes.

3.9 Validity and reliability

The difference between a good and a bad research paper could very well be the validity or reliability of the study or methodology, it is especially important in qualitative study as the researcher's subjectivity can cloud the interpretation of the data (Brink, 1993).

It is important to differentiate the difference between validity and reliability within a qualitative study, validity concerns with the accuracy and truthfulness of the research, a study with good validity will report what *actually* happened with actual measures, a valid study is

less affected by external variables and subjective feelings and interpretations from the researcher. Reliability deals more with the consistency of the researcher in this case applying the same methods, questions towards the participants of the study, if the researcher deviates from the interview guide within the focus group interviews, the study has little reliability. It is prone to the same problem as validity, it depends on the researcher's ability to stay consistent in the methodology.

The researcher needs to be aware of these possibilities to reduce the chance of giving the study bad reliability or validity. It is not easy to be self-aware or self-critical about one owns beliefs and values, but it is important for the study that the researcher to best extent is aware and tries to put all subjective feelings aside. Since this thesis will be including interviews, a structured interview guide with open-ended questions would help prevent the subjective influence as the questions will not lead the participants in any specific way.

Another valuable contribution to good validity and reliability is the consensual validation from an external person, in this case this would be the supervisor for the researcher. Having an extra pair of eyes familiar with the project reviewing the interview guide and the thesis overall is helpful to the researcher to ensure validity and reliability.

3.10 Ethical considerations

As this thesis required participants, some ethical considerations needed to be addressed. This section will address these various ethical considerations which the researcher encountered during the research. Being conscious and transparent towards the participants regarding the ethical considerations could reduce any insecurity or anxiety they had towards the project.

Since the participants were Norwegian lower secondary students between the age of 13-14, informed consent was needed. Moreover, because they are under the legal age, their parents also had to be informed about the project. This was done through a consent form (Appendix) which informed both the parents and participants what the project was researching, and the participant's role in the project. The consent form was written before contacting the schools and asking them if they could join the project. When the school accepted, I visited the class to introduce myself and delivered the consent forms to the teacher. The teacher handed them out and said the class had to return the forms after receiving signature from their legal guardians. It was made clear for the participants that they could

back out of the project at any time after participating. This was made clear both through the consent form and mentioned to them when visiting.

I wanted to be as open and transparent as possible regarding the project. However, the participants did not receive any questions from the interview beforehand, nor information regarding what I where to observe when they were playing. This was done to ensure the answers given was as authentic as possible. They were however informed about the general nature of the questions and the meaning behind the observation.

The project was approved by the Norwegian centre for research data (NSD). NSD is a public company under jurisdiction of the ministry of Education and Research. One of their main tasks is to handle the privacy and data management of research projects in Norway (Norsk senter for forskningsdata, u.d.). NSD are responsible for approving research projects in Norway. They have strict guidelines for students and researchers regarding ethical and legal areas.

Before starting any research, the researcher will have to fill out a form. Based on the answers given, NSD will notify the researcher if a NSD certificate is necessary or not to carry out the research. For this project I got the NSD certificate approved on the first attempt, so it is safe to conclude the project follows the ethical and legal requirements.

4. **Results**

4.1 Introduction

In this chapter, findings based on data collected from the focus group interviews and the observation session will be presented. In section 4.2 the results within second language acquisition will be presented. The data will show how the students experienced and reported their beliefs on the language acquisition process. The section will compare data between the focus groups and see if it corelated with the data from the observation. Section 4.3 will present the results within how the students experienced gaming through the theoretical framework of flow experience. To anonymise the students, I replaced the students' real names with pseudonyms. The teacher is sometimes referred to in the transcripts by his real name, he will there be referred to as "The teacher". The excerpts from the transcripts were translated from Norwegian to English.

4.2 Experiences of language acquisition whilst playing

4.2.1 Subconscious learning

There was a clear divide on whether the students thought about using English while playing. The three participants from focus group one said they did not think about learning whilst playing. Kari elaborated by saying she was more occupied by playing a game she had not played before, and therefore did not think she was supposed to learn something. Grete also said she was just thinking about playing. However, she said it was because the class got notified that I was coming to observe them, and therefore they just had to play a game. It seemed like Grete viewed playing *Attentat 1942* more like a chore rather than something she wanted to do. This corelated with later answers where she said she did not find the game particularly fun. Pål said playing digital games allowed him to concentrate and explore, this could lead him to learn something. There where an agreement regarding the notion that digital games can be useful for learning English. Moreover, all three felt they learned something from playing *Attentat 1942.* However, it was not specified what they learned.

The four students from group two had the opposite opinion. All the participants reported they felt they were learning something whilst playing. Torkel answered he was actively thinking about having to learn something whilst playing *Attentat 1942* but elaborated by saying if he is approaching a session by thinking "let us play to have fun", then learning will emerge consequently from playing and having fun. I asked him if he could be talking about "involuntarily learning", where he answered yes. However, three of the participants said they found playing digital games in English class to be very good, engaging and motivating. Martin argued it was a good way of learning because it was fun, and the students could be more engaged if playing a good game. I did not ask about their engagement level. The question was about how they felt about their teacher using digital games in the English class in general. It was the participants who steered the conversation towards engagement. Their answers clearly indicate a conscious attitude towards the use of games as good for both language learning and engagement.

> Ørjan: Did you ever think about when you were playing that, here are we supposed to learn something? Or did you play without thinking that you were supposed to learn something? If you understand the difference?
>
> Kristoffer: Yes, it was very like I was playing a little, and then I forgot about it during class. Then I forgot I was supposed to learn something at all.
>
> David: I knew there was something we were supposed to learn from it. Because it is, like, yeah. The teacher use to have that kind of instruction, there was one time we played Minecraft.. And then there were the game about the British..
>
> Torkel: Yes, they make a plan where we you are supposed to learn, in a way.. If you think you are going in to have fun, then you learn anyway, in a way. If they have a proper instruction.'

4.2.2 The game provided input

Most of the students reported they felt digital games in general provided input. When asked whether the use of digital games in English class could be beneficial compared to other classes, Martin answered "yes, because most games are in English". Kristoffer followed up and said because it was more engaging in English class, and this could lead to learning more English. Torkel answered similarly to Martin, saying that most good games created are in

English. Furthermore, he argued Norway was not any good when it comes to creating digital games. David answered he agreed with what the other three had answered. The students from focus group one echoed the argument from focus group one:

> Ørjan: Do you think the use of digital games have any advantages within the English subject specifically, compared to other subjects?
>
> Grete: It is really just that most of the games are in English, because it is like, worldwide. They are in English
>
> Kari: yes, there are not many games that can work in other subjects either. So I think it is better in English, because most of the mare like dubbed, or something. It is at least some English there
>
> Pål: No, not really, because I do not think there are that many, that many.. yes. Especially social media and stuff are getting shared. And then you see it in a game and then you think there is some English. So, I do not think it is that big of an advantage, since most of the games are in English.

However, when taking the Czech dialogue into account, it does not seem *Attentat 1942* provided enough comprehensible input through the dialogue. Most of the students reported the Czech dialogue was somewhat of a problem for them. However, the game did provide the students with several puzzles and dialogue in text where they had to interact with the game. It is therefore difficult to argue that the game provided a sufficient amount of comprehensible input but it could have been beneficial with a larger amount.

4.2.3 *i+1*

Most students reported they either skipped the words and sentences or asked the teacher for assisted when asked how they delt with words or sentences they did not understand. Kari, Grete, and Pål answered they skipped or did nothing to input they did not understand. David answered he asks the teacher, Martin, Kristoffer and Torkel nodded and agreed with David, although they say they did skip the words, did nothing, or asked the teacher, it cannot be ruled out *i+1* process was happening as it is a subconscious process.

Ørjan: You said earlier there was some words and sentences you did not understand in this game because the dialogue was Czech. It became a bit hard to combining listening in Czech and reding in English. But what do you, or what did you do if there were words or sentences in the game you did not understand?

Grete: Nothing

Kari: Skipped it

Pål: Yes, the same, nothing

I asked a similar question, but in a more general sense. The question was if they felt they were able to create meaning of sentences were there were some words they did not understand. This was done because I felt the previous question leaned more towards the combination of Czech and English, and not just English in general. When rephrased, Kari and Pål both answered yes. Grete answered it depended on the words she did not understand, but if there were not too many of them, it was fine. Based on their answers, it could be argued that their ability to create meaning with words they do not understand is there. However, it seems that the input in *Attentat 1942* was a bit problematic due to the Czech dialogue. Kristoffer answered he thought so. Except from Kristoffer, none of the students gave an answer in focus group group two. As mentioned above, it is hard to conclude if or how the *i+1* is happening. One of the main arguments in the acquisition theory is that it happens unknowingly to the learner.

4.2.4 Affective filter

Most of the students both reported and showed a high degree of motivation when playing. When asked if playing *Attentat 1942* affected their confidence or anxiety in any way, all participants answered no. Most of them booth seemed and reported being varying degrees of relaxed.

4.2.4.1 Stress and anxiety

Their answers regarding stress and anxiety levels leans toward their affective filter being receptive towards acquiring language. When asked about if playing *Attentat 1942* affected

their stress level, compared to a regular class where they did not play. Pål first answered he felt a level of stress when making mistakes, the researcher compared the stress level whilst playing to stress level when making a mistake in class. When comparing, Pål said it was slightly less stressful to make a mistake in the game, but still a level of stress was present. Kari said she did not feel any level of stress. Grete also said she did not feel any level of stress due to the lack of exposure. She elaborated by saying it was more stressful to make a mistake in a regular class. Martin answered he felt somewhat anxious at times. However, he argued he felt he was more willing to speak and write English whilst playing because he gets engaged in the game. This argument was backed by Kristoffer who said he got more engaged in a game, and if the game where in English one maybe wanted to speak more English compared to a normal class. He did not mention anything about writing specifically.

Ørjan: How did you feel this class affected your stress level, compared to a regular class?

Kristoffer: It was not like a very, stressful game, it was more like calm. You just had to pay attention to what they said and do small tasks

Ørjan: Yes, did any of you felt any stress?

Torkel: You get to choose for yourself what you do in the game. Whilst in a regular class you are doing a task and then suddenly the teacher starts talking

David: Yes, because it can be like, yeah because it happened to me one time where I did not pay attention in class. Then, afterwards we were supposed to do a task, right. Then there was the teacher who.. yeah, I did not pay attention, so I did not know what to do, then it was stressful.

Ørjan: So, you would say playing this game was less stressful compared to a regular class?

David: Yes.

It does not seem any of the students felt stressed or anxious when playing. There was some degree of stress related to doing mistakes, but less stressful than making mistakes in a regular class where they were not playing. Their answers somewhat corelates to the observation. None of the students showed any clear indications of stress or anxiety whilst playing. Most of the students sat still and played throughout the session. Some of the students played together and seemed to have fun, indicating a low degree of stress and anxiety.

4.2.4.2 Motivation

Most students felt some degree of motivation towards playing *Attentat 1942*. Some of the students reported a high degree of motivation, whilst other a more moderate degree motivation. Some students both reported and showed a low degree of motivation. Grete answered it was more fun to play *Attentat 1942* compared to a normal class. Pål agreed with Grete. Kari said playing affected her motivation level slightly positively. Pål and Kari both had in general a somewhat pleasurable experience with *Attentat 1942,* although they would have preferred a different game. Grete reported a low degree of motivation and expressed preferred games where the player had more to do, rather than mostly clicking.

> Grete: I did not the game was that fun, firstly the game was in.. When they spoke you also had to read simultaneously as you were listening to another language. And it was.. I just felt it was confusing to pay attention and I did not understand the game.

Kari elaborated by saying it was because she had a general positive attitude when the teacher said they were going to use the gaming room. I asked if this attitude was something Grete and Pål shared. Although Grete said she did not enjoy digital games on a general basis, they both agreed going to the gaming room to play was generally a good thing. Martin said he felt the game affected him "positively, at least not negatively". Although he said positively, it seems he found playing not to be very fun or motivating for its own sake. Although be it more fun than "not fun". David followed up and said it was a fun way to learn and seemed motivated. Kristoffer reported it was fun and added one of the reasons was because playing games was a "new" way of teaching. He said every time they used new methods of teaching, it was easier to pay attention and more motivating. Torkel said he agreed.

> Kristoffer: You get more motivated and engaged in way, that could also help.
>
> Martin: It is good because it is fun, and you are learning something at the same time.
>
> Ørjan: Do you have anything, David?
>
> David: I feel it is a fun way to learn, what we have about in English

I asked if at any point, they found playing *Attentat 1942* boring, or wanting to do something else. Kristoffer, David, Martin and Torkel yes and referenced one part of the game where the players were stuck reading a large book in the game. Compared to focus group one, group two seemed more motivated. They seemed to have a more genuine motivation towards the game. It seems focus group one's motivation towards using games was more about the use in general because it was different to traditional classroom instruction.

Their answers corelate with the data from the observation. Kristoffer and David several times expressed motivation towards the game by celebrating when they did tasks and actively communicated to solve tasks.

"Kristoffer to David: "Push! Push! Take mid lane[2]!"

David bursts out laughing in response."

"Kristoffer bursts out to David: Let's go! Made it!" [3]

Torkel and Martin mostly sat still and played and cooperated at times. Although they did not have outbursts of laughter or smiles, they did not appear bored at all. Kari, Grete and Pål's answers can also be argued to correlate to their behaviour. Kari and Pål mostly played their game without interruptions and signs of boredom or stressfulness. However, Grete's attitude corelates to her answering this game was not any fun. Kjetil also showed a low degree of motivation to the point of leaving the class. He did not attend the interview so I there was not a possibility to elaborate why he felt like that. However, he did say when they played, he found the game boring

"Teacher to Kjetil: You now have two tasks you can do.

"Kjetil answers: No, I do not want to, I think it is boring."

---

[2] Linguistic reference to another the popular Multiplayer Online Battle Arena (MOBA) game League of Legends (LOL)

[3] Typical phrase used when completing or mastering a task within video games

Most of the students reported a high motivational level to playing digital games in the EFL class in general. When asked on how they felt about the teacher used digital games in the English class, Martin, Torkel, David and Kristoffer all argued it was good for both motivation, engagement and learning outcome. Pål and Kari, who reported a bit less motivation towards *Attentat 1942* compared to the four boys, also were positive towards the teacher using digital games in class. Grete, who reported a low degree of motivation, said it depended on what game was played if she usually enjoyed it or not.

Ørjan: How do you feel about the teacher using digital games in English class?

Torkel: I think it is very good

Ørjan: Very good?

Torkel: Yeah, because you see when Minecraft cameo ut, for example! There were many who became better in English just by playing that, the understood much more.

Kristoffer: You get more motivated and engaged, in a way! That could also help

Martin: It is good because it is fun, and you are learning something at the same time! That could lead you to me more engaged, if it is a good game in a way

Ørjan: Do you have anything, David?

David: I think it is a fun way to learn through. What we are learning in English.

Grete: It really depends what game is played

Kari: Yes, I think it is much more fun, as he said, it is much more boring to sit and hear him teach. I like when we have these projects. We just had a reading project, and it is fun when he does not just talk all the time. We are allowed to do different things. Then I find those games fun, really. Because then we can learn words we do not know from before. If there are any words that are complicated he does not think that.. Then we can ask him, what does mean?

4.3 Perception of playing the game at school

4.3.1 A match between skill and challenge

Most of the students reported a fair balance between their skills and challenge provided through the game. When asked about the difficulty level of playing, the students answers were somewhat varying. Kari said, "it was okay", but sometimes it was difficult because she did not know what to do. Both Grete and Pål both agreed the difficulty level was at a "medium" level. Some tasks they said they mastered easily whilst other times they had to ask for help. Kari elaborated by saying she finds challenges positive in general, but this game was not very challenging.

Kristoffer, David, Martin and Torkel reported what seems to be a good balance between skills and challenge. None of the participants said it was either too easy or too hard. Torkel answered it was "okay". Moreover, he argued some things in the game were not easy to understand, but the game offered solutions to make it understandable. Kristoffer argued the game was easy as long as you paid attention. Martin echoed this argument by saying it was "fine as long as you paid attention at the start". David agreed with Martin and Kristoffer. I asked a more specific question if they at any time felt challenged by the game. Martin, David and Torkel all agreed certain tasks in the game were somewhat hard to figure out, but not too hard.

> Torkel points to Martin's screen, they are discussing a choice Martin must make
>
> Martin asks Torkel: Have you done this task? What choice did you make? Torkel: I have not arrived there yet! I will tell you after"

The answers seem to corelate with the observation. None of the students ever seemed to have to many problems with the tasks in the game. There were some points and tasks where the students needed teacher instruction. Moreover, they sometimes needed help from each other. However, overall, they seemed able to answer the tasks and play the game without any noticeable problems.

4.3.2 The game provided clear goals and immediate feedback

There was a split between the students regarding how they felt the game provided them with either clear goals or immediate feedback. They were asked directly if the tasks in *Attentat*

1942 were clear enough. Kari, Grete and Pål answered no. Pål elaborated by saying some of the tasks were unclear, which led to him not knowing what to do to proceed in the game. Kari also said it was hard to understand what to do and how to gather information. Furthermore, she said it was hard to keep track of how her progress in the game due to the combination of having to read and listen.

> Kari: So you did not always know how far you had come or not. And then, I did not always understand what I was supposed to do, because you have to find that information, but I did not understand where I was supposed to get it from.
>
> Pål: Some of the tasks were a bit unclear and then you became a bit confused on what you were supposed to do. For example, when you were supposed to find all the things, but you missed *one* thing If you did not find it you did not get to advance.

Kristoffer, David, Torkel and Martin felt the game provided them with clear goals and immediate feedback. All four answered yes when asked if they understood the tasks and knew what to do all the time. However, Torkel argued it would have been easier if the dialogue would have been in English. I followed up and asked this was a sentiment the rest of them felt:

> Ørjan: Yes, this is a question is I just asked, but did you understand what you were supposed to do at all times? Were the tasks clear enough?
>
> David: yes, or.. yes. They explained it in English, so yes
>
> Torkel: Yes, although it would have been easier with English speech
>
> Ørjan: Is that something.. does anybody agree or disagree with that? That it would have been easier if everything would have been in English?
>
> Martin: Yes
>
> Kristoffer: Yes

The answers from most students can be seen to corelate with the observations at least with focus group two. Kristoffer, David, Martin and Torkel seemed to have no problems doing tasks or playing the game. They all seemed to have a good sense of what they were going to do with only a few exceptions where they instructed each other. Pål and Kari seemed like they experienced clear goals and immediate feedback as they also sat and played most of the class. There seems to be a mismatch between what they reported and what I observed. As they mostly sat still and played, seemingly without any questions or need for instruction but said the game did not provide them with clear goals. This could be an argument against sitting still and playing not necessarily indicates a sense of concentration and mastering the task. Most of the students seemed to understand the tasks, but some of the m reported the Czech dialogue made it harder to understand the feedback. Moreover, Kari reported to understand the feedback and goals less due to the game's genre. Some students ended up just clicking everywhere on the screen in hopes of finding out their next objective.

4.3.3 The students found it intrinsically rewarding

Most of the students seemed not to find playing *Attentat 1942* intrinsically rewarding. I did not ask if they found playing *Attentat 1942* intrinsically rewarding because the participants maybe would not understand the meaning behind the question. However, none of the students found *Attentat 1942* itself to be neither very fun. Some of the students in focus group two found the game interesting, but the game was not very fun. I was supposed to ask both groups if they would have played *Attentat 1942* in their spare time, but for some reason the question was not asked to group one. All four in group two said they would not play the game in their spare time, further indicating they did not find the game to be intrinsically rewarding. Based on their answers regarding fun, engagement, and level of interest, it could be argued the participants did not find the game intrinsically rewarding.

4.3.4 Loss of self-consciousness

There were no questions directly asking the students about if they felt they experienced a loss of self-consciousness. However, based on the results for the other characteristics, a small degree of self-consciousness seemed to be lost whilst playing. The students did not report a

high level of stress or anxiety. Further, some of the students found the game to be somewhat interesting and somewhat motivating to play. Furthermore, most students except Grete reported they were able to concentrate when playing. Given these characteristics were in place, it could be argued the students experienced some loss of self-consciousness.

This could also be seen throughout the observation. Especially the students who played alone, sat mostly quiet and played. They did not take a lot of brakes or tried to talk to other peers. Torkel and Martin could be argued to have been least self-conscious in the game. They seemed to be most concentrated and immersed with the game whilst playing compared to rest of the class.

4.3.5 Reduced stress and anxiety

Characteristics such as reduced stress and anxiety are overlapping characteristics within second language acquisition and engagement. Thus, the answers given regarding stress anxiety from the section above is also relevant for this section. Most students reported a relatively low degree of stress and anxiety. There were some arguments that there were some stress related to making mistakes within the game.

Grete and Pål reported they felt some level of stress for making mistakes whilst playing. However, when asked and compared to making a mistake in regular class, they preferred playing *Attentat 1942* as their mistakes where not exposed to the rest of class. Kari said she felt no particular level of stress whilst playing but was sometimes a bit annoyed and confused when she made mistakes. Their answers indicate there was some level of stress whilst playing *Attentat 1942*, compared to a normal class they were slightly more relaxed. There was no clear indication that any of them felt a high degree of stress or anxiety whilst playing. Thus, it could not be argued they felt either very stressed or verry relaxed, but somewhere in between:

> Ørjan: Did any of you others feel that?
>
> Kari: Not that much, because I clicked on an item when I was going to talk to a man. I do not really know, it was the friend to the grandfather, right. And then I asked him about something. Suddenly he became like "No, leave my house", and then I became very confused because I

had to do it again, and then I became like "okay?". But really, I just got pissed at him, I am never going to talk to you again

Kristoffer, David, Torkel and Martin reported a somewhat lower degree of stress and anxiety compared to Pål, Grete and Kari. When asked about how playing *Attentat 1942* affected their stress and anxiety levels, Kristoffer argued the game was rather relaxing and not stressful. The reason for the game was not stressful was because all they had to do was "pay attention and do small tasks". Torkel said playing allowed him to choose more for himself in the game compared to a regular class. David agreed with Torkel and said there was some stress in a regular class if he missed a message given by the teacher and he did not know what to do. When asked directly if playing *Attentat 1942* was less stressful, the answer was yes.

> Ørjan: How did you feel this class affected your stress level, compared to a regular class?
>
> Kristoffer: It was not like a very, stressful game, it was more like calm. You just had to pay attention to what they said and do small tasks
>
> Ørjan: Yes, did any of you felt any stress?
>
> Torkel: You get to choose for yourself what you do in the game. Whilst in a regular class you are doing a task and then suddenly the teacher starts talking
>
> David: Yes because it can be like, yeah because it happened to me one time where I did not pay attention in class. Then, afterwards we were supposed to do a task, right. Then there was the teacher who.. yeah I did not pay attention, so I did not know what to do, then it was stressful.
>
> Ørjan: So, you would say playing this game was less stressful compared to a regular class?
>
> David: Yes.

Their answers seem to corelate nicely with data from the observation. Those who played in pairs several times laughed and giggled when playing. Those who played alone throughout the session seemed relaxed and concentrated. No one showed any clear signs of anxiety or stress.

4.3.6 Merging of action and awareness

Similar to the loss of self-consciousness. Some students seemed to experience a merge of action and awareness. Loss of self-consciousness could be seen as a result of a person merging the action and awareness. This is because the merge leads to a person so absorbed in the activity at hand one forgets what happens in the background. None of the students can be said to be completely absorbed based on their answers within the other characteristics. Few of the students reported the game to be above average motivating or interesting. Moreover, although they reported they were concentrated to some degree, no one reported a very high degree of concentration or engagement towards *Attentat 1942*.

From the observation it could be argued several students experienced a merge of action and awareness. Except from those who played in pairs and Kjetil, all the students seemed to be emerged playing. However, it cannot be concluded that they experienced a merge of action and awareness solely because they sat still and played, it can serve as an indication that they experienced some degree of a merge. If they were not to some degree emerged in the game, they would likely have expressed this either through restless body language or attention span. Grete, Kjetil and Julie could be argued to have experienced a low degree of merging between action and awareness. They showed clear indications through fooling around or not wanting to play that they were not emerged in the game.

4.3.7 Focus and concentration

Most of the students felt they were concentrated to some degree. Kari answered her focus sometimes drifted away from the game. Grete argued she was able to focus partially. She had some trouble concentrating as she played in pair with Julie. She said it was troublesome because she did not have complete agency over the actions and gameplay, and this made it hard to concentrate. Pål argued it was not too hard to pay attention and focus. However, his mind sometimes drifted away when there were "a lot of text and they were talking". Kari and Pål's answers points to the direction of them being fairly concentrated. Some times their mind drifted away, but mostly they stayed focused and concentrated on the game. There is a corelation in their answers to the observation, both sat quietly, played and did tasks throughout the session. Grete's answer also aligns with the observation, the fooling around

with Julie seems to be a result of her not finding the game motivating or being able to stay concentrated. The lack of concentration could be a result of her not finding the game motivating, plus the game's lack of clear goals and immediate feedback.

Kristoffer, David, Torkel and Martin all said they were able to concentrate with nothing furhter to add. Later I asked if they had any trouble with their concentration whilst playing. Kristoffer, Martin and David all said no, they all felt concentrated whilst playing. This could also be seen through the observation. As mentioned above when discussing the difficulty level, they mostly sat playing and doing tasks throughout the session. David and Kristoffer seemed to be concentrated towards the game although they played in pairs.

"Martin looks over at Torkel's screen, then back to his own before clicking on an object on his own screen"

"Torkel points to Martin's screen, they are discussing a choice Martin must make."

"Kristoffer asks David for help regarding a puzzle"

"Martin asks Torkel: Have you done this task? What choice did you make? Torkel: I have not arrived there yet, I will tell you after"

"Hanne and Janne sit quietly, leans forward when a video is played in the game"

Towards the end of class most students seemed to still be concentrated on playing and doing tasks. Kari still sat quietly and did her tasks. David switched between playing and talking to and pointing at Kristoffer's screen. Julie and Grete cooperated with Janne and Hanne on some tasks towards the end of the class. However, Julie and Grete overall had some trouble concentrating. As mentioned in the subchapter above, they spent a lot of time laughing and messing around with each other. Torkel seemed very concentrated towards the end, when the teacher asked the students to stop playing.

The overall impression was that most of the students were able to stay concentrated and focused. Most of the students were sitting quietly, leant forward, playing and doing tasks for a majority of the class without taking to many breaks. Moreover, most students did not fool around or show any signs of low concentration. There were three notable exceptions.

Some students took small breaks from playing and doing tasks, but quickly returned to playing.

4.3.8 Transformation of time

Most students reported a feeling that time went faster, with a few exceptions. Kari answered faster at first but adjusted her answer to "both faster and slower really". Pål felt time went faster, whilst Grete felt time went slower. It does not seem the game made them feel time went particularly faster or slower compared to not playing.

Kristoffer, Martin, Torkel and David all argued time felt faster rather than slower. Kristoffer compared playing to watching a movie, because he had to pay attention to what was happening. This made time feel like it was going faster, he argued. David felt time went faster because he was interested in what happened in the game. He elaborated saying he was so focused on the game that he did not check the time.

Although it is hard to observe a person's temporal experience, all four students seemed to be concentrated and motivated whilst playing. None of them checked their cell phone, looked at the analogue clock at the wall or seemed to be bored. Their attitude suggests they were motivated and concentrated playing, and a result of this could be a higher temporal experience.

4.3.9 Sense of control

There were several indications the students had a good sense of control when playing. As with the temporal experience, feeling a sense of control towards a task is linked to the degree of concentration a person has (Csikszentmihalyi, 2014). Several students showed and reported some signs of control through their actions and answers. Other students could be argued to feel less sense of control. Julie, Grete and Kjetil were as previously mentioned seemingly struggling to stay concentrated and motivated, which could be linked to them not feeling a sense of control towards the task at hand. Several of the other students showed a higher degree regarding sense of control. Kristoffer, David, George and Kari early on were clicking on objects and persons within the game, making them progress in the game. George seemed to

have a sense of control towards the task they were doing, he was early in switching between the tasks and game compared to the other students. Kristoffer and David expressed a good sense of control when they mastered tasks.

"Kristoffer bursts out to David: Let's go! Made it! – When completing a task"

George showed more sense of control when the teacher asked him if he understood the dialogue although it was in Czech, "Yes, I read the subtitles and understand it fine". Throughout the session he had no need for any instruction and switched between playing and answering. Kristoffer and David was asked by the teacher if they understood what to do, they looked at each other and answered, "It is a bit hard, but yes!". Most of the students showed a good sense of control throughout the class. There were some instances where they needed instruction, but mostly it seemed fine. The students did report some difficulties regarding some tasks due to the Czech dialogue, but it appeared it did not impact their sense of control too much.

5. Discussion

This chapter will discuss the findings from both interviews and questionnaire. The results will be reviewed in light of the literature and previous research on the field. The research questions to be discussed in this chapter are:

1) How do Norwegian lower secondary students perceive second language acquisition using digital games based learning in the EFL classroom?

2) How do Norwegian lower secondary students experience gaming using digital game based learning in the EFL classroom?

Section 5.1 will discuss to what extent do the students perceived their own language acquisition whilst playing. It will also discuss how playing *Attentat 1942* affected their feelings within the affective filter. Section 5.2 discusses how the students perceived playing the game through discussing how they experienced flow. The discussion will elaborate on to what extent they experienced it and if playing *Attentat 1942* provided the necessary antecedents for the students to enter the flow state.

5.1 Second language acquisition

This section aims to discuss if and how the students perceived language acquisition whilst playing *Attentat 1942*. Previous research has shown that playing digital games can be an effective way towards acquiring a language (Sundqvist & Sylvén, 2012). One of the reason is that they can provide players with comprehensible input, self-confidence, and reduced anxiety. Which according to Krashen are key factors in the language acquisition process (Krashen, 1982).

The discussion will rely on discussing if any characteristics which aligns with Krashen's second language acquisition theory were present whilst they were playing.

In line with Krashen's argument that language acquisition happens subconsciously, some of the students did not think about them either speaking, writing, or learning English. The participants who said they were actively thinking about it, elaborated afterwards and argued more towards that the learning was happening through them having fun whilst playing. As mentioned in subchapter 4.2, Kristoffer first answered yes, but as time went by, he forgot completely he was supposed to learn something and was more focused on playing. Torkel were conscious about learning English this specific class but argued that in general engagement and motivation through playing lead could to involuntary learning. The boys from focus group two further argued that digital games were beneficial for them learning English in the past.

While most students seemed to engage with the game, some students appeared to be bored. Motivation is one of the factors affects the filter in the acquisition process. From the observation, most students seemed motivated to play, except from primarily three students. Kjetil, Julie and Grete all expressed they were bored and did not want to play, they asked at one point if they could leave and go back to the classroom. They expressed the lack of motivation through either not playing or doing tasks or fooling around with each other. If the other students were not motivated, they would probably have expressed it somewhat similar as the three who were not motivated. I did not get to interview Kjetil or Julie as they were absent on the day of the focus group interviews. However, Grete's answers from focus group one aligns with what was observed. In the interview Grete said she did not have any fun playing *Attentat 1942*. However, she argued it was more fun than a normal class, but the game and playing itself were not fun. This could indicate she usually responds poorly to traditional classroom.

Regarding Kjetil, Grete and Julie, a possible reason for the low level of motivation, concentration, and engagement seems to be the choice of game and how it was implemented. In the interviews, some students, including Grete, mentioned the gameplay experience could have been better if the teacher gave some clearer instructions. There was a book in the game which several students were stuck reading for several minutes, the teacher informed them after a while they did not have to read that book after all. Some students said the game play experience could have been more fun if this was instructed beforehand.

Grete's answers and attitude towards the use of *Attentat 1942* align with the concern raised by McTigue & Uppstad (2018) about using digital games in class. They argued that usually is a high initial interest when teachers implement new games, but this initial interest

quickly fade if the game itself or context is not interesting enough (McTigue & Upstad, 2018). This could be the case with students like Grete. She reported a general positive attitude towards the use of digital games in class, but her initial interest for this game quickly faded and ended in a rather negative experience. However, there could be several factors to why the participants had low motivation. As McTigue & Upstad further argue, a games context is equally as important as the game itself (McTigue & Upstad, 2018). When observing, Grete seemed to have fun together with Julie. This was seemingly because they fooled around with each other. Grete did however argue that it was harder to concentrate because she was playing in pair. Kjetil, who left the class early due to him finding the game boring, played alone. McTigue & Upstad's argument is that Kjetil could have been more motivated if he played in pair with a classmate. Vice versa could be said about Grete, she could potentially have benefited more of playing alone.

Moreover, other students' who reported enjoyed playing this session, ranked the game *Attentat 1942* as a mediocre game compared to other games they had played in class. Several students also answered the game got a bit boring at some point. The participants from focus group two who answered they played more digital games in their spare time; they also had a better motivational attitude towards playing *Attentat 1942*. Although they did not find the game to be notably fun, they all reported to be generally motivated by playing. The participants form focus group one reported they were motivated because it was more fun than traditional instruction. There seems to be a correlation between of playing-habits in their spare time and motivational level to play digital games in the class.

None of the participants reported any significant level of stress or anxiety when playing. The participants in focus group somewhat agreed that playing the game was less stressful compared to a class where they were not playing. Regarding the affective filter, I do not think it could be argued that their self-confidence level was higher than a normal class. However, both groups argued playing the game made them feel less stressed, which could indicate a low level of anxiety. Especially focus group two, which answered they all felt relaxed when playing.

It is debatable if *Attentat 1942* provided the players with a sufficient amount of comprehensible input. As previously mentioned, the dialogue within the game was in Czech which might be potentially problematic for the acquisition process. As reported in the results chapter, several of the students, sometimes had difficulties understanding what the game was

telling them. Some students reported they felt they mostly understood the input, both during the observation and through the interviews.

Some participants themselves argued that digital games provide a lot of input in general, as most digital games are in English. As most learners have a differing degree of English competence, comprehensible input is very individual. Krashen (1982) argued natural communicative input is one of the main ways to ensure that *i+1* is appropriate for most students as possible (Krashen, 1982). The students had to communicate in some way with the characters in the game. However, the communication within the game was somewhat limited due to it being a point-and-click game. There was some communication between the students, but the communication was in Norwegian and can therefore not be counted as comprehensible input.

5.2 Engagement

To discuss to what extent the participants perceived or experienced flow, I will divide the flow dimensions into the characteristics and the conditions of flow. As mentioned in the theory chapter, the conditions are what should to be in place for the individual to enter a state of flow.

Csikszentmihalyi (2014) described flow as an "optimal" state to be in psychologically. But as discussed in the chapter 2.4.3, researchers have for a long time operationalized flow in different ways. One of the main differences was if flow was a continuous state or discrete state. Abuhamdeh argued to say there is a sharp boundary between flow and now-flow experiential states. He argued a potential strategy is to reformulate flow from discrete to continuous. Thus, allowing researchers to classify experiences from low- to high degree of flow. However, he concluded the term should be operationalized as an optimal, discrete state, according to Csikszentmihalyi's own definition (Abuhamdeh, 2020). With that in mind, it is hard to conclude that any participants in this study flow as Csikszentmihalyi intended it. As the results and upcoming discussion will show, there were clear characteristics which indicated a high degree of flow. However, a clear majority of the participants reported very negatively regarding one of the antecedents (Clear proximal goals and immediate feedback). However, Csikszentmihalyi (2014) argued that the antecedents are not a necessity to experience flow. A person can enter the flow state without having all the antecedents in place.

Both focus groups reported to being relatively concentrated. Grete from focus group one was the only one who reported she struggled with focusing and concentrating. This aligns with what was observed. George and Kari from group one said they were concentrated. This also aligns with the observations. Grete fooled around with Julie and did not play or do tasks as much. George and Kari mostly sat still, played and showed little signs of being distracted. The boys from focus group two self-reported a high degree of motivation. They first stated they were all concentrated, and later answered they had no problem either focusing or concentrating whilst playing. The observations back the answers given. Torkel and Martin throughout the session both played and answered tasks throughout. They showed no indication of being disturbed or low degree of concentration. As Kristoffer and David first played together, there were more interaction between the two compared to those who played alone. However, most of the talk and interaction between the Kristoffer and David was regarding the game and tasks they were supposed to do.

A majority of the participants argued that time went faster. The entire focus group two reported that time went faster. They were so interested and concentrated in playing that they forgot to check time. Focus group one had a more moderate answer, where two of the participants felt time went faster and one felt time went slower. As the characteristics of flow are often linked together (Csikszentmihalyi, 2014), their temporal experience can be linked to their concentration level. The participants who all felt they were concentrated to some degree, reported time went faster. Grete, who reported time felt slower said she was not concentrated, and this could also be seen through observation.

It could also be argued the students experienced some degree of control whilst playing. From the observation, most of the students seemed to have control of both playing and doing the tasks. The notable exceptions were the two students who fooled around, and the participant who was bored and left early. Because the remaining students sat still and seemed concentrated most of the class, it could be argued they experienced a sense of control. Moreover, the teacher asked some of the students if they had any problems understanding, or if they needed help, which most of them did not. There were some students who reported it was a bit difficult to understand the tasks and sometimes the dialogue. But overall, based on answers given and the observation, most of the students seemed to have a good sense of control towards both playing and answering tasks.

The sense of control and degree of concentration could be argued to represent a degree of action and awareness amongst the players. Csikszentmihalyi (2014) writes the emerging of

action and awareness is when we get so focused at the task at hand that it is hard to concentrate on other things (Csikszentmihalyi, 2014). Merging of action and awareness could be viewed as a very high degree of concentration and engagement within the activity. I would argue there were no students with a very high degree of merging of action and awareness in this study. There were students who stayed concentrated and played the game without disruptions. However, there were little signs of the students being completely emerged into the game. The sense I got from interviewing them backed up this sense. Although some of the students were concentrated, they did not report being overly emerged in the game. This could be due to the genre of the game. *Attentat 1942* is not a very interactive or fast-paced game. The students themselves also argued the game was not the best they had played in class or would like to play in their spare time. Some students expressed a wish to play more interactive games and games where the players played as avatars. It seems from the feedback the students gave that *Attentat 1942* did not offer a lot of interactivity or the opportunity to play as an avatar.

It is hard to discuss if the students found the activity intrinsically rewarding. As mentioned in the results, there were no direct questions about if the students found it intrinsically rewarding to play *Attentat 1942* in the focus group interviews. However, using other characteristics within flow could be a way of arguing if they found it intrinsically rewarding or not. I would argue it is fair to say the three students who did not find the game motivating and struggled to concentrate, as a natural consequence did not find the activity or game intrinsically rewarding. Regarding the students who showed some characteristics within flow, it is also hard to argue they found the activity to be intrinsically rewarding. none of the students who were asked, said they would have played the game on their spare time, indicating. However, focus group two agreed it was a game that would be fun to play at school, but not at home. Moreover, although most students found the game to be fun and motivating of varying degrees, most of the students argued the game was a bit boring some times. They elaborated this argument by saying that if the game would have lasted any longer, they would have been bored. To find an activity or a game intrinsically rewarding one must want to do the activity for its own sake. Based on the answers given in the interview and observation, none of the students found the game to be intrinsically rewarding, but somewhat rewarding in an educational context.

Regarding the antecedents it could be argued the students had a mixed match between challenge and skills. Some students had to ask for teacher instruction at various points.

Moreover, the students sometimes had to help each other solving tasks. But mostly, it seemed like the students experienced a match between their skills and the challenges presented to them. This was backed up in the interviews. All the boys from focus group one reported it was adequate as long as they paid attention. Several of the students mentioned that some of the mini-games could be a bit challenging and they needed instructions. The students from focus group two also argued they experienced the challenges or difficulty level as "medium". Although some students reported difficulties with the dialogue being in Czech, it did not seem to affect the balance between the challenges of the game and the students' skills. The Czech dialogue seemed to be most frequent obstacle the students faced. The students from focus group two could have been seemed to experience too little of a challenge whilst playing. They all said the goals and challenges were easy if one paid attention. Moreover, they all seemed to play the game with ease. In relation to Vygotsky's (1980) zone of proximal development, it seems the game did not provide the students from focus group two with enough challenge to bridge the gap between their current level and the next. Contrary, Grete experienced the Czech dialogue to be problematic so far as she did not understand several messages

Motivation is an important factor to student engagement, Csikszentmihalyi himself argued that the flow experience is experienced as inherently enjoyable (Csikszentmihalyi, 2014). When the characteristics and antecendents of flow are present, the individual feels a sense of enjoyment (Csikszentmihalyi, 2014). Most of the students argued they felt motivated and had fun whilst playing. It should be reitirated they experienced different degrees of motivation and engagement whilst playing *Attentat 1942*. However, some students reported a very high degree of engagement towards digital games in general. Although they felt *Attentat 1942* was relatively mediocre compared to other games, they overall found it to be fun and engaging. The sentiment was agreed if we look at the answers from focus group one. The students also reported very high engagement in general towards the classes they are supposed to play digital games. However, it is once again relevant to bring up Mctigue & Upstad's (2018) concerns about the high initial interest which quickly could fade. Grete says she is positive to using digital games but her interest quickly faded in this session. Kjetil also appeared to have low degree of engagement and motivation and left the class. What is more notable regarding Kjetil compared to Grete is that Kjetil enjoys digital games on his spare time. This backs up the argument raised in theory section that says digital games in itself is not motivating. It has to be implemented with proper instruction and should be a game the students find fun.

6. Conclusion

6.1 Main findings

This thesis was a study on how Norwegian lower secondary students experienced engagement and learning whilst playing a digital game in the EFL classroom. The study aimed to answer two research questions using a qualitative method. The qualitative method consisted of conducting two focus group interviews supplemented with one observation session. The observation and focus group interviews were conducted with two weeks in-between. Twelve students attended the observation session whilst seven of those twelve participated in the focus group. The focus groups were divided into groups of four and three.

The main findings within how they experienced learning were mixed. Some of the four of the participants argued they experienced and felt they learned when playing *Attentat 1942*. The rest answered they actively experienced some learning whilst playing. Regarding Krashen's second language acquisition theory, the data revealed that characteristics of the affective filter process leaned towards the students being receptive to acquisition. Most of the students said they were overall motivated to play and experienced low stress and anxiety levels. There were three students who can be concluded to be little receptive to learning. They were not motivated and spent most of the time not playing or doing tasks. However, this is not to say they experienced any stress or anxiety. The game seemed to provide a sufficient amount of input for acquisition to take place but could have benefited by having English dialogue.

The students were found to experience some degree of flow. Three of the students can be said to have experienced low to no degree of flow experience. The rest clearly reported several of the characteristics of flow to be precent. The students mostly were focused and experienced a sense of control. All but one felt time went faster and not slower. Most of them reported a clear match between skills and challenge within the game. There were varying degrees, some found it easy, and some found it hard. But no student reported the game to be too hard or too easy. However, there was a clear lack of especially two antecedents to be able to conclude some students experienced flow. All the students reported a clear lack of goals and feedback, the reason for this was the games dialogue being Czech. Moreover, none of the students found the game to be intrinsically rewarding to play.

The students generally enjoyed the game, and several characteristics of flow experience were present. However, it cannot be concluded that any of them experienced the "optimal experience" of flow as there were clear lack of some antecedents and characteristics. As Csikszentmihalyi (2014) argued, the flow expeirence is an optimal experience which is a result of all the characterisitcs are present through support of the antecedents. However, the main findings can conclude that there were a certain level of engagement towards playing. Some students reported themselves they felt engaged to both play and learn. Morevoer, as some of the characteristics were present, it would be fair to conclude at least some degree of student engagement were present.

The game *Attentat 1942* could be concluded to be more relevant towards history class. A lot of the games focus is on the history of jews in WWII. The dialogue is in Czech and the game itself only provides English input through the tasks and subtitles. For this class, the teacher added tasks the students had to complete simultaneously. It is clear that not all digital game based instruction is beneficail. The concerns raised from McTigue & Upstad (2018) seemed evident through the use of *Attentat 1942* in this class. The choice of games must be done thoroughly, and instructed properly. As I am starting to work as a teacher in August, the pedagogical implications of this study leads me to not using *Attentat 1942* in the English course.

Students today play more digital games than ever, listening to their beliefs on how games are implented in class will give myself and other teachers valuable information towards the future use digital game based learning.

6.2 Contribution, limitations, and suggestions for further research

The present study contributes to the research field regarding language learning and student engagement using digital games in the EFL classroom in a Norwegian context. By focusing on the learner's beliefs regarding the two topics the study could provide Norwegian EFL teachers with useful information regarding the use of digital games in their teaching practice. Moreover, the information could be useful for teachers to be conscious about the potential problems and instructional practices of implementing games such as *Attentat 1942* in class. As discussed, some students showed and reported clear issues with the game and how it was implemented.

The main limitation to the study is the small number of participants. As the observation consisted of only 12 students and the interviews only seven participants, the findings cannot be generalized to a larger population in a Norwegian context. Because of the low sample size, further research could investigate a larger number of students and their beliefs regarding engagement and language learning whilst playing digital games at school. Further research could investigate teacher beliefs on the use of digital games in relation to promote engagement and language acquisition. Further research could also explore effects of digital games on engagement and learning in both primary- and upper secondary schools. Furthermore, research into the connection between playing digital games in the student's leisure time and their language learning using games in school could also be investigated. This study discovered that the students who experienced the highest degree of engagement and language learning where the ones who reported playing more games in their spare time.

The game *Attentat 1942* was shown to be a game which the students had some issues with. Most of them wanted a more interactive game and an avatar to play. They reported to be bored by "just clicking" throughout the game, a reference to *Attentat 1942's* genre, point-and-click games. Therefore, research into the use of different game genres could also be applied to the topics on engagement and language learning. Finally, research into the teacher's beliefs regarding their teaching practices using digital games can be investigated. This could contribute to the field of research regarding language learning and engaging using digital games from their perspective.

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Appendices

Appendix 1. Approval from NSD

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 08.12.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2022.

LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte/foresatte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at foresatte får tilfredsstillende informasjon om og samtykker til behandlingen formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER NSD vurderer at informasjonen om behandlingen som de registrerte og deres foresatte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og

dataportabilitet (art. 20). Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken type endringer det er nødvendig å melde: https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema. Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos NSD: Anne Lene L. Nymoen Lykke til med prosjektet!

Samtykkeskjema til forskningsprosjekt

Formål

Formålet med dette prosjektet er å se på hvordan ungdomsskoleelever opplever å bruke digitale spill i språkundervisningen. Dette prosjektet er en mastergradsoppgave ved Universitetet i Stavanger

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for dette prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi klassen din bruker digitale spill i språkundervisningen og vil derfor kunne være med på å svare på forskningsspørsmålene jeg har.

Hva innebærer det for deg å delta?

Jeg skal observere klassen din i en time der dere spiller et spill. Deretter vil noen av elevene i klassen bli invitert til å delta i et fokusgruppeintervju sammen med 4-5 medelever. intervjuet vil vare ca. 1 time og vil foregå slik at jeg stiller et spørsmål eller kommer med en påstand relatert til forskingsspørsmålene, deretter vil du og dine medelever på gruppen snakke sammen om hva dere føler og tenker. Jeg vil benytte lydopptaker under intervjuet for å ta opp samtalen, lydopptakeren vil være utgitt av Universitetet i Stavanger.

Dine foresatte må gjerne ta kontakt hvis de vil se spørsmålene på forhånd.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket, lydopptakene vil lagres på et sikkert sted, adskilt fra andre data i prosjektet.

Opplysningene om deg som person og elev vil bli helt anonymisert, Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data. Det er kun min veileder Camilla og meg som vil ha tilgang til intervjuene før de blir anonymisert, lydopptakeren er utlevert av Universitetet i Stavanger og det er bare meg som skal transkribere lydfilen. Ingen andre vil ha tilgang til intervjuene før du er helt anonymisert. Du vil ikke på noen som helst måte være gjenkjennbar når det endelige resultatet publiseres.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 15.05.2022. Da vil alle lydfiler og notater fra observasjonen slettes.

Dine rettigheter:

Så lenge du kan identifiseres i datamaterialet, har du rett til innsyn i hvilke personopplysninger som er registrert om deg,

- Å få rettet personopplysninger om deg
- Få slettet personopplysninger om deg
- Ha innsyn i hvilke opplysninger vi behandler om deg, og få utlevert en kopi av dine personopplysninger (dataportabilitet)
- Å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hvis du har spørsmål til studien, eller ønsker å vite mer om den eller benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Stavanger ved Camilla L Fitjar, camilla.l.fitjar@uis.no
- Vårt personvernombud kan nåes på epost: personvernombud@uis.no

Hva gir oss rett til å behandle personopplysninger om deg?

På oppdrag fra *Universitetet i Stavanger* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Gaming their way to language acquisition.*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i *observasjon*
- ☐ å delta i *intervju*
- ☐ *at lærer kan gi opplysninger om meg til prosjektet – hvis aktuelt*
- ☐ Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 15.05.2022

(Prosjektdeltakers navn med blokkbokstaver)

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(Sted   /dato   /prosjektdeltakers signatur)

Appendix 3. Interview guide

Interview guide

What do I want to know?

1. How, or do they perceive language acquisition whilst using digital games?
2. Their experience of flow when using digital games in the EFL classroom.
2.1. Motivation, Transformation of time, sense of control, reduced self-awareness, intrinsically rewarding, reduced anxiety.
3. If the students are critical or aware on their use of the target language (English) whilst playing digital games.

Steg:

1. Introduksjon

Hei, dere har blitt utvalgt til å delta i denne samtalen fordi deres synspunkt vil være bidragsgivende innenfor hva jeg ønsker å finne ut av. Jeg er veldig takknemlig for deres deltagelse og har forståelse for at dere har en hektisk skolehverdag. Dette intervjuet skal ikke ses på som en test/prøve og det er ingen riktige eller gale svar. Jeg vil ha *deres* personlige meninger og følelser. Det jeg ikke ønsker er at dere sier dere enige eller uenige med de andre deltagerne fordi dere føler et press til å gjøre det.

Hensikt: Hensikten med dette intervjuet er å få deres synspunkt på emne «språktilegning ved bruken av digitale spill i engelskklasserommet»

Retningslinjer: Det er ingen konkret rekkefølge dere må snakke i, etter jeg har stilt et spørsmål så står dere fritt til å snakke. Men, ikke avbryt hverandre, det er veldig lett å ville hoppe inn midt i et argument fra en meddeltaker hvis en er sterkt enig/uenig. Husk at det er flere deltakere en bare deg selv, jeg er interessert i alle sine meninger. En annen viktig ting å huske på er å ikke uttrykk ufine kommentarer til noen andre i gruppen, hvis dere er uenige, uttrykk det på en høflig og fin måte.

2. Oppvarmingsspørsmål

For å la deltagerne til å bli litt komfortable med settingen og dynamikken:

- Hva heter dere?

- Hva synes dere om å snakke engelsk på skolen? → utenfor skolen?

- Spiller dere mye spill på fritiden? Hvilke spill liker dere å spille?

- Hva synes dere om at læreren bruker digitale spill i engelskundervisningen?

- Gleder du deg til timene du vet dere skal spille i engelsk timen?

3. Mer konkrete spørsmål

3.1 Spørsmål om bruken av engelsk mens de spiller:

- Er dere nervøse for å snakke engelsk i timene?

- Er dere bevisst på at målet med å spille er å lære deg engelsk? (Skippable?)

- Føler dere at dere er mer eller mindre nervøs/villig til å snakke og skrive engelsk når dere spiller sammenlignet med når dere ikke spiller? → Hvorfor tror du det(?)

- Er dere bevisst og kritisk til egen bruk av engelsk skriftlig og muntlig når dere spiller? Tenker dere over hva dere sier/leser/hører på spillet?

3.2 Spørsmål om engasjement/flyt opplevelse

- Følte dere tiden gikk raskere eller saktere når dere spilte i timen?

- Hvor interessant syntes dere det var å spille?

- Følte dere fokuset deres var på spillet hele tiden?

- Synes dere det var kjekt å spille?

- Førte bruken av å spille *Attentat 1942* i engelsktimen til økt eller mindre engasjement sammenlignet med en time dere ikke spiller?

- Følte dere at dere var konsentrert når dere spilte?

- Hva synes dere om vanskelighetsgraden på spillet? Var der for lett, for vanskelig, eller passe vanskelig?

- Følte dere på en følelse av utfordring når dere spilte? Er utfordring noe dere oppfatter som positivt eller negativt?

- Var oppgavene i spillet klare nok? Visste dere hva dere skulle gjøre?

- Tror du å spille digitale spill i engelsktimene kan bidra eller hjelpe på engasjementet deres til å lære engelsk?

- Når dere spilte, tenkte dere over at dere skulle lære noe av å spille *Attentat 1942*? Eller spilte dere uten å tenke over at dere skulle lære?

- Kunne dere tenkt dere å spille *Attentat 1942* utenfor skolesammenheng?

3.2 Spørsmål om oppfatning av språktilegning

- Noen sier at elever på ungdomsskolen kan lære mer engelsk av å spille i timene, sånn som dere nettopp gjorde. Er dere enige eller uenige i det? Hva er deres erfaringer? Har du lært noe av å spille *Attentat 1942?*

- Tror dere bruken av spill kan ha noen fordeler innenfor engelskfaget sammenlignet med andre fag?

- Tenkte dere aktivt over at dere måtte lese/skrive engelsk når dere spilte? Eller falt det dere naturlig?

- Hva gjør dere hvis det er ord eller setninger i spillet dere ikke helt forstår?

- Hvordan føler dere å spille *Attentat 1942* påvirket angst/stressnivået deres i timen?

- Hvordan føler dere å spille *Attentat 1942* påvirket motivasjonsnivået og selvtilliten deres?

4. **Oppsummering**

Oppsummer argumentene og poengene som har blitt sagt, undersøk om noe er misforstått eller utelatt. Anerkjenn at grunnet mangel på tid kan noen emner ikke ha blitt dekket nok.

5. **Avsluttende kommentar**

Forsikre deltagerne om anonymitet, opplys dem om hva som vil skje med lydopptaket etter gjennomført intervju (Transkribering, anonymisering og sletting etter bruk). Informer deltagerne om at di selv bør respektere anonymitetsprosessen ved å ikke dele med andre i klassen hva som ble sagt av hvem i intervjuet

Appendix 4. Translated interview guide

Translated interview guide

 What do I want to know?

4. How, or do they perceive language acquisition whilst using digital games?
5. Their experience of flow when using digital games in the EFL classroom.
5.1. *Motivation, Transformation of time, sense of control, reduced self-awareness, intrinsically rewarding, reduced anxiety.*
6. If the students are critical or aware on their use of the target language (English) whilst playing digital games.

1. **Introduction**

Hello, you have been chosen to participate in this conversation because your views will be contributively to what I want to research. I am very grateful for your participation and understand you have a hectic schedule. This interview should not be viewed as a test and there are no right or wrong answers. I want *your* personal opinions and feelings. What I do not want is that you just agree or agree with the other participants because you feel pressured to do so. **Purpose:** The purpose of this interview is to get your views on the topic "Language acquisition with the use of digital games in the EFL classroom".

Guidelines: There is no specific order you have to speak in, after I have asked a question, you can speak freely. However, do not interrupt each other, it is easy to want to jump in during an argument from another participant if one strongly agree/disagree. Remember there are other participants but yourself, I am interested in all of your opinions. Another thing which is important to remember is not to express nasty comments to others in the group, if you disagree, please do so in a polite and nice way.

2. **Warmup questions**

To easy up the students and make them comfortable with the setting and dynamic

- What are your names?
- How do you feel about speak English at school? → Outside school
- Do you play a lot of games in your spare time? What type of games do you like to play?
- What du you think about the teacher using digital games in English class?
- Do you look forward to the classes you know you are going to play digital games in English class?

3. More specific questions regarding research questions

3.1 Questions on their use of English whilst playing:

- Are you nervous about speaking English in class?
- Are you aware about the goal to play is to learn English?
- Do you feel less or more nervous/willing to speak and write English when you play, compared to when you are not playing? Why do you think so?
- Are you aware and critical of your own use of English both written and orally when you play? Do you think about what you say/read/hear in the game?

3.2 Questions about engagement/flow experience

- Did you feel time went slower or faster whilst you were playing?
- How interesting did you find playing?
- Did you feel focused on the game the entire time?
- Did you find playing fun?
- Did the use of *Attentat 1942* in the English class to increased or decreased engagement compared to a class where you are not playing?
- Did you feel concentrated whilst playing?
- What did you think about the difficulty level in the game? Was it too easy, too hard, or adequate?
- Did you feel a sense of challenge whilst playing? And is challenge something you experience as positive or negative?
- Were the tasks in the game clear enough? Did you know what to do?

- Do you think digital games in English classes can help or contribute to your engagement towards learning English?
- When you were playing, did you ever think that you were supposed to learn something, by playing *Attentat 1942*? Or did you play without thinking you were supposed to learn something?
- Could you see yourself playing *Attentat 1942* outside school?

3.3 Questions about language acquisition

- Some say lower secondary students can learn more English by playing in class, like you just did. Do you agree or disagree? What are your experiences? Did you learn something by playing *Attentat 1942*?
- Do you feel the use of games have any advantages within the English course compared to other courses?
- Did you actively think about having to read and write in English whilst playing? Or did it feel natural?
- What do you do when there are words or sentences in the game you do not understand?
- How did you feel playing *Attentat 1942* affected your anxiety and stress level?
- How did you feel playing *Attentat 1942* affected your motivational level and confidence?

4. Summary

Summarize the arguments and points that have been made. Check if something is misunderstood or left out. Acknowledge that due to time constraints, some topics might have not been covered enough.

5. Closing remarks

Ensure the participants regarding the anonymity. Inform them what will happen with the audio recording after completed interview (Transcribing, anonymizing, and deleting after

use). Inform then that they themselves should respect the anonymity process and not share with others in the class what was said by whom during the interview.

Appendix 5. Transcript focus group interview one

Participants:

- Pål
- Grete
- Kari

Researcher:

- Ørjan

Location: Lower secondary school in Norway

Teacher: Læreren

ØRJAN: Da er vi i gang

KARI: Yes

ØRJAN: Dere har blitt valgt ut til å ha denne samtalen her fordi deres synspunkt vil være bidragsgivende for det jeg ønsker å finne ut av til min masteroppgave. Som er ungdomsskoleelevers oppfatning av språktilegning, eller språklæring ved bruken av spill. Dere spilte jo et spill, sist gang jeg var her. Jeg vil takke dere for at vil være med på dette her, jeg skjønner at det snart er helg og at dere har en hektisk dag, og at dere har hatt prøve og en hektisk skolehverdag, så tusen takk!

Som Læreren sa her, jeg vil ha deres personlige meninger og følelser, det er ikke noe riktig eller galt svar på noen som helst måte. Men det jeg ikke vil, er at dere bare sier dere enige elle uenig med hverandre fordi det er veldig lett å gjøre det. Nå skulle det egentlig vært 6 av dere her, men hvis 5 av dere sier ja, så kan det være vanskelig for den sjette å si nei. Men bare ikke tenk på det, hva dere individer føle. Ikke avbryt hverandre, det er ingen rekkefølge å svare i! Jeg kommer til å stille et spørsmål, men gjerne bare se på hverandre og ha en liten samtale om hva dere synes. Prøv å ikke avbryt hverandre, det kan være veldig lett.. jeg kjenner meg selv igjen der, å ville hoppe inn i en samtale eller argument hvis du er veldig enig eller uenig. Er dere med på ideen?

KARI: Mhm

ØRJAN: Okei, da vil jeg bare begynne å spør om hva dere heter?

KARI: Ehh, jeg heter Kari

ØRJAN: Kari

GRETE: Grete

ØRJAN: Grete og..?

PÅL: Pål

ØRJAN: Pål! Jeg heter Ørjan hvis dere ikke husker det. Jeg begynner bare å spør: Hva syner dere om å snakke engelsk på skolen, i timen?

Liten pause

ØRJAN: Er det uproblematisk? Er dere nervøse? Er det kjekt?

KARI: Skal jeg si det?

ØRJAN: MHM

KARI: Jeg liker å snakke engelsk, jeg snakker ganske mye engelsk, jeg liker å snakke det i timene og.. ja

ØRJAN: Mhm. Grete?

GRETE: Jeg har egentlig ikke noe problem med det, det er ikke altså.. Det er egentlig hverdagen til alle nå, så det er ikke akkurat noe vanskelig.

ØRJAN: Nei..

PÅL: Jeg snakker engelsk veldig mye, jeg er veldig komfortabel med å snakke engelsk

ØRJAN: Du gjør det ja. Utenfor skolen da, samme greia? Snakker mye engelsk? Er det en stor del av hverdagen?

PÅL: Ja

KARI: Mhm

GRETE: mhm

ØRJAN: Spiller dere mye spill på fritiden? Liten pause – Du sier nei? Du nikker.. nei Du rister på hodet Grete?

GRETE: Jeg spiller aldri spill nesten

PÅL: Jeg spiller ikke så veldig mye, men jeg spiller litt

ØRJAN: Du spiller litt ja..

KARI: Jeg spiller litt, jeg spiller forskjellige spill egentlig. Men det er mer sånne PC-spill.

ØRJAN: Pc spill ja..

ØRJAN: Hvis dere, når dere først spiller, hvilke spill liker dere å spille da?

KARI: Eh, jeg liker fallguys, jeg liker sims.. 4. ja, det er egentlig det jeg liker å spille.

ØRJAN: Okei, har dere noen andre noen spesielle spill?

PÅL: jeg spiller UNAUDIBLE og fortnite litt av og til.

ØRJAN: ja, kunne du bare snakket litt høyere Pål?

PÅL: Ja sorry.

ØRJAN: Nei det går helt fint, jeg er bare litt usikker, for jeg får bare en sjanse til dette på det her.

PÅL: UNAUDIBLE og litt fortnite!

ØRJAN: Ja! Hva synes dere om at læreren deres bruker digitale spill i engelskundervisningen?

PÅL: Jeg synes egentlig det er bra, fordi noen ganger så er det, kanskje ikke for alle, men i alle fall for meg bedre læring i et spill, fordi du får utforske litt mer, istedenfor å sitte i et klasserom der læreren bare snakker.

ØRJAN: Mhm, er det noen andre som har noen andre synspunkter? Eller er dere enige elle uenige? Vil dere legge til noe?

KARI: Ja, jeg synes det er mye gøyere, sånn som han sa, det er veldig kjedelig å bare sitte og at han bare undervise! Jeg liker når vi har sånne prosjekter, at han har jo et sånn leseprosjekt med oss og. At han ikke bare snakker hele tiden, at vi får lov å gjøre forskjellige ting. Da synes jeg det er gøy at vi få gjør sånne spill egentlig, for at da kan vi og lære ord vi ikke kan

fra før av. Hvis det er noen ord som er kompliserte så han ikke tenker at.. liksom tenker på. Da kan vi jo spør han, hva betyr det? Og sånn.

ØRJAN: Grete?

GRETE: Jeg synes egentlig det bare er kjekkere å ha andre typer læremåter, sånn ungdommen da liker. Ja, og at læreren bruke våre interesser i måten de lærer vekk det vi skal lære.

ØRJAN: Så hvis jeg tolker dere tre riktig så blir det rett å si at hvis Læreren sier dere skal spille i engelsken på fredag, eller torsdag? Så gleder dere til den timen?

GRETE: Kommer veldig an på hvilket spill det er

PÅL: Haha ja!

GRETE: haha

ØRJAN: ja, men det er veldig bra input!

ØRJAN: Jeg var litt innom det istad, men jeg spør igjen, men vil dere si. I hvilken grad vil dere si at dere er nervøse for å snakke engelsk i timen? For det har vært litt aktuelt, for det er noen elever som kanskje synes det er vanskelig å snakke engelsk i timen.

KARI: Hva mener du?

ØRJAN: Er du nervøs for å snakke engelsk høyt i timen?

KARI: Nei

PÅL: Nei.

GRETE: Det kommer litt an på hvor mange som følger med, for på vår skole er det veldig mye mobbing. Og da vil du ikke akkurat gjøre så mye feil.. så..

ØRJAN: ja.. riktig..

ØRJAN: Når dere spilte Attentat 1942, følte dere at dere var mer eller mindre villig til å snakke, og skrive engelsk for den slags skyld når dere spilte sammenlignet med når dere ikke spiller?

Liten pause

ØRJAN: Skjønte dere spørsmålet?

KARI: Ikke helt

ØRJAN: Når dere spiller et spill..

KARI: Ja..

ØRJAN: Vi skipper det spørsmålet faktisk.. Når dere spiller, eller når dere spilte Attentat 1942. Tenkte dere over at dere: Nå skal jeg skrive og lese på engelsk?

KARI: Nei

PÅL: Nei

GRETE: Nei

ØRJAN: Hvorfor ikke tror dere?

KARI: Fordi jeg vet ikke alltid hvilket språk jeg hører, fordi jeg.. fordi at jeg.. for at jeg kan tre språk så jeg tenker på alle tre språk samtidig. Så når jeg ser engelsk så tenker jeg ikke over at «nå skal jeg gå å skrive det», sant? Å det er derfor da jeg blir jeg sånn «fett, det er et språk jeg snakker veldig mye, sånn base language hvis du skjønner hva jeg mener»

ØRJAN: ja, jeg forstår hva du mener.

GRETE: Altså, det er ikke noe sånn mann tenker.. vi tenker i alle fall ikke så mye over når vi ser engelsk, på grunn av vi har mange sosiale medier og sånne plattformer som er på engelsk som vi ikke tenker over at er på engelsk, så det blir ikke noe forskjell at vi tenker «nå skal vi skrive på engelsk»

ØRJAN: Har du noe du vil legge til, eller er du enig?

PÅL: Ja, jeg er jo det! Men det som er at hvis jeg for eksempel ser en film på engelsk, altså jeg kan jo såpass godt engelsk at jeg vet jo hva de sier på norsk. Så etter filmen er ferdig så tenker jeg, så trodde jeg at filmen var på norsk.

ØRJAN: Åja, sånn ja!

PÅL: Ja, fordi jeg er så vant med engelsk

ØRJAN: ja.. så når dere da spiller så tenker dere ikke over at nå skal vi spille på engelsk? Det faller dere naturlig?

KARI: mhm

GRETE: Ja

PÅL: ja

ØRJAN: Når dere spilte i timen, følte dere tiden gikk raskere, eller saktere?

KARI: Raskere

GRETE: Saktere

ØRJAN: raskere.. saktere..

PÅL: Raskere.. begge deler egentlig

ØRJAN: Ja, nå sammenligner dere med en time dere ikke spiller, ikke sant?

PÅL: mhm

ØRJAN: Med utgangspunkt i spillet dere spilte, hvor interessant syntes dere det var å spille?

PÅL: Jeg synes det var.. jeg synes det var jo litt interessant! Du må jo lete etter informasjon når du spiller

ØRJAN: Mhm.. Grete?

GRETE: Jeg.. jeg synes ikke det var så veldig gøy, for det første så var det jo på.. når de snakket så måtte du og lese samtidig som du hørte et helt annet språk, og det var.. jeg synes egentlig det bare var veldig forvirrende å følge med og så fattet jeg ikke spillet..

ØRJAN: okei, så du syntes ikke det var interessant?

GRETE: Nei

ØRJAN: Kari?

KARI: Dette spillet var ikke det mest interessante, fordi du måtte høre på dem snakke i ett og som du sa (Ser på Grete), du måtte lese, og så visste du ikke alltid hvor langt du hadde komt eller ikke. Og så, forsto jeg ikke alltid helt hva jeg skulle gjøre, for du må finne den informasjonen, men jeg forsto ikke hvor jeg skulle få det fra. Men det var litt sånn.. kjedelig, akkurat det spillet! Jeg liker bedre å.. gjør noe i spillet, altså du skal være avataren som går rundt å gjør ting. Ikke bare at nå trykker jeg på en skjerm og nå er jeg her, ikke sant.

ØRJAN: Ja, som i Sims for eksempel?

KARI: Ja, jeg liker å gjøre ting

ØRJAN: Så det var egentlig et annet spørsmål jeg skulle stille, men dere svarte litt på det begge to der. Spørsmålet var, syntes dere det var kjekt å spille? Og da tolket jeg det dit hen at Kari og Grete.. eller hva synes dere?

GRETE: Kjekkere enn en vanlig time

ØRJAN: Så, kjekkere enn en vanlig time, men ikke så kjekt fordi spillet ikke var så kjekt?

GRETE: Ja

ØRJAN: Pål?

PÅL: Ja asså litt enig med Grete, det hun sa.

ØRJAN: Sånn i forhold til fokus, følte dere at dere var fokuserte på spillet hele tiden?

Liten pause

ØRJAN: Dere må snakke, for at jeg tar bare opp lyd her

KARI: Ja, haha

ØRJAN: hehe, ja, Kari svarer ja, du følte altså du var fokusert hele veien imens du spilte?

KARI: Ikke hele hele tiden, men for at av og til begynte jeg bare å tenke på andre ting. Fordi at de snakket så mye, så begynte jeg bare å.. sånn drifted away

ØRJAN: jaja, jeg skjønner hva du mener

KARI: ja

ØRJAN: Grete?

GRETE: jeg klarte å følge med halvveis, men jeg jobbet sammen med.. eh gabriella.

ØRJAN: Stemmer

GRETE: så det liksom, det var veldig vanskelig å følge med når du ikke bestemmer alt du gjør selv og alt du trykker på selv

ØRJAN: mhm..

PÅL: Ja, det var ikke så vanskelig å følge med, men når det for eksempel er veldig mye, når de snakker, så er det veldig mye sånn tekst, du leser i illegg så blir det litt sånn «ja okei han sa det og det» og så ser du bort et sekund også husker du ikke det og så blir det litt sånn..

ØRJAN: ja.. okei

ØRJAN: Følte der at bruken av Attentat 1942 førte til økt eller mindre engasjement for dere i timen, sammenlignet med en time dere ikke spiller et spill. Nå tenker jeg ikke på spill generelt, jeg tenker kun det spillet her, i forhold til en vanlig time. Var dere mer eller mindre engasjerte?

KARI: Jeg sier bare det samme egentlig, det påvirket meg ikke så veldig. Altså om jeg var mer eller mindre i timen, fordi jeg kunne ganske mye fra før av. Det var bare en annen sin historie jeg hørte på.

ØRJAN: mhm, Grete?

GRETE: jeg vet egentlig ikke, jeg føler det er akkurat det samme bare det var masse fakta som ble presset inn i hodet

ØRJAN: ja, okei.. Pål? Følte du at du ble mer, mindre eller.. bare en vanlig time? Sånn i forhold til engasjement.

PÅL: Jeg vet ikke helt faktisk, jeg er litt usikker

ØRJAN: ja.. Det er lov det, det er lov det.

ØRJAN: Følte dere at dere var konsentrerte, når dere spilte?

KARI: Ja

PÅL: ja, sånn litt inni mellom

ØRJAN: Grete, du spilte vell med noen, med gabriella, hvordan følte du det var å spille sammen med en? I forhold til konsentrasjon, var det lettere eller vanskeligere?

GRETE: Det er jo vanskeligere da, vi snakka jo sammen hele tiden om hva vi skulle ta, å så begynte vi å snakke om alt annet. Så kom Læreren å kjefta og greier så det var veldig vanskelig å følge med.

ØRJAN: Hva synes dere om vanskelighetsgraden på spillet? Var det for lett, var det for vanskelig, eller var det sånn passe vanskelig?

KARI: Jeg synes det var sånn greit, fordi at jeg noen ganger jeg bare visste ikke va det var å gjør, for jeg hadde gått rundt overalt, men så ville han at du skulle gå tilbake igjen. Det var derfor jeg var litt sånn confused.

ØRJAN: Ja.. noen andre som har et synspunkt på vanskelighetsgraden?

PÅL: nei altså det kanskje var sånn medium

ØRJAN: Medium?

PÅL: Ja.

GRETE: Det var en del, den ene tingen fikk vi ikke til, å da måtte vi bare spør om hjelp, men så var det andre ting som var ganske enkelt. Så ca. sånn midt på

ØRJAN: Midt på ja

GRETE: Ja

ØRJAN: ja, litt samme spørsmål, men litt annerledes, følte dere på en følelse av utfordring når dere spilte? Og er utfordring noe dere synes er positivt eller negativt?

KARI: Jeg synes en utfordring er positivt, fordi hvis du finner ut hvordan du skal løse den utfordringen, da blir det jo.. da.. det hjelper det på en måte til å bli bedre til neste gang du skal gjøre noe sånn. Og jeg synes det ikke var sånn veldig utfordrende spill.

ØRJAN: Nei, spille var ikke utfordrende?

KARI: Bittelitt, men ikke helt.

ØRJAN: Noen andre som vil legge til noe?

ØRJAN: Nei, ok. Dere har vært litt innom det tidligere, men oppgavene i spillet, var de klare nok? Visste dere hele tiden va dere skulle gjøre?

KARI: Nei

PÅL: Nei

ØRJAN: Nå rister alle på hodet og sier nei

KARI: haha

ØRJAN: Ja jeg må bare få det loggført! Gjerne utdyp litt

PÅL: Noen av oppgavene var litt uklar og så var du litt confused på hva du skulle gjøre. For eksempel når du skulle finne alle tingene så fant du ikke alt så manglet du en ting, så fant du den ikke så får du ikke komt deg videre.

ØRJAN: Ja det husker jeg ut ifra mine egne observasjoner, så måtte Læreren bort å hjelpe for flere sto fast i et rom når dere ikke visste hva dere skulle klikke på, stemmer det?

KARI: mhm

GRETE: Ja

ØRJAN: Så i dette spillet her var ikke oppgavene klare nok? Det blir riktig å si? Jeg vil ikke legge ord i munnen på dere her, men det er det jeg får inntrykk av

KARI: Ja

GRETE: ja

KARI: Ja jeg forsto ikke helt for jeg fant en sånn, du vet.. hva heter det, bestefaren sin dagbok. Da trodde jeg at jeg måtte lese hele, så da satt jeg der gjennom 8 sider, så kom Læreren å sa jeg ikke måtte lese alt og da var jeg sånn «hææ»

ØRJAN: Ja, det var det flere også som fikk beskjed om

KARI: Ja, å så var det når jeg skulle decrypte den dagboken, da ble det vanskelig, da forsto ikke jeg helt sånn hva jeg skulle gjøre, jeg prøvde sånn frem og tilbake og så kom Læreren og sa «gjør sånn og sånn». Jeg forsto det ikke.

ØRJAN: Nei

KARI: jeg trodde jeg måtte finne det på det språket det var på, jeg glemte hvilket språk det var på

ØRJAN: Tsjekkisk

KARI: Tsjekkisk ja, så jeg trodde det skulle være på tsjekkisk for det så så rart ut, men så sa Læreren at nei det skal bli til engelsk. Så var jeg sånn «hæ, ja okei?»

ØRJAN: ja riktig, så det kunne ha vært greit å fått beskjed om det på forhånd? At dere ikke trengte lese hele dagboken og det med den decryptionen?

KARI: ja, ja.

ØRJAN: Litt sånn generelt spørsmål her da, jeg spurte om engasjementet deres. Tror dere det å spille digitale spill i engelsktimen kan bidra på engasjementet ditt til å ville lære engelsk?

PÅL: Ja

KARI: Ja

ØRJAN: Grete?

GRETE: Altså jeg føler at når du har kommet til denne alderen hvertfall etter liksom, 2020 og vider så kan du nesten flytende engelsk, så jeg tror ikke liksom, så jeg føler ikke at det er liksom «nå vil jeg lære engelsk liksom», for du kan det allerede.

ØRJAN: okei, så hvis jeg tolker deg riktig: det er allerede et engasjement for å lære seg engelsk der, så spill er ikke nødvendigvis noe vi må bruke for å lære engelsk, er det riktig?

GRETE: Ja, mhm.

ØRJAN: Når dere spilte Attentat 1942, tenkte dere over at dere skulle lære noe?

KARI: Nei

ØRJAN: Eller spilte dere, uten å tenke over at «her skal vi lære noe»

KARI: Ja, jeg spilte uten å tenke over at jeg skulle lære noe, jeg bare spilte et spill tenkte jeg. Et nytt spill jeg aldri har prøvd før, og så bare prøver jeg, tenkte jeg.

ØRJAN: Grete?

GRETE: altså, vi fikk jo bare beskjed om at det skulle komme noen å intervjue oss og at vi måtte spille dette spille først, så jeg trodde ikke det var noe med akkurat faget vi hadde nå.. så ja,

ØRJAN: Pål?

PÅL: ja jeg tenkte jo altså.. denne informasjonen de liksom forteller her trenger jeg å få med meg, så ja jeg tenkte liksom at jeg må få med meg i alle fall litt det som skjer i spillet.

ØRJAN: Noen sier at elever på ungdomsskolen kan lære mer engelsk å spille spill i timen, som dere gjorde for to uker siden. Vi har vært litt innom det tidligere, men vil dere si at dere er enige, eller uenige i denne påstanden?

KARI: Hva da?

ØRJAN: At ungdomsskoleelever kan lære mer av å spille på engelsk i timen?

KARI: jeg er enig

PÅL: jeg er enig

ØRJAN: Enig, enig..

GRETE: Jeg vet egentlig ikke.

ØRJAN: du vet egentlig ikke nei

GRETE: For så vidt ja, men vi får så mye engelsk fra før av at jeg tror ikke det liksom gjør det noe bedre, eller ikke at det gjør det verre, men liksom ja.

ØRJAN: Litt sånn likegyldig egentlig?

GRETE: ja, ja

ØRJAN: Føler dere personlig at dere har lært noe av å spille Attentat 1942?

KARI: Ja

GRETE: Ja

PÅL: Ja

ØRJAN: Ok, erfaringer tidligere da? Har dere gode erfaringer med spill tidligere?

KARI: masse, vi har spilt mye med Læreren her, jeg har spilt mye hjemme med venner.

ØRJAN: ja, dere har jo eget gamingrom holdt jeg på å si, det er ikke mange skoler som har det.

KARI: ja..

ØRJAN: Tror dere bruken av spill kan ha noen fordeler innenfor engelskfaget konkret, sammenlignet med andre fag?

Liten pause

ØRJAN: bare tenk litt..

GRETE: det er egentlig bare at de fleste spill er på engelsk, siden det er sånn, world wide da, da er de på engelsk.

ØRJAN: Ja, Kari?

KARI: ja, det er jo ikke så mange spill som kan gå inn i andre fag heller da, så jeg synes det er mer på engelsk det er jo ganske få spill som er på andre språk, siden de fleste er sånn dubbed, eller noe. De er i alle fall noe med engelsk der.

ØRJAN: Ja, skjønner! Pål?

PÅL: Kan du si spørsmålet på nytt?

ØRJAN: Ja, jeg skulle til å si det, men hvis dere ikke skjønner spørsmålet, eller bare vil jeg skal stille det på nytt, så bare skrik ut liksom. Tror du bruken av digitale spill kan ha noen fordeler i engelskfaget sammenlignet med andre fag?

PÅL: Nei, egentlig ikke, for at jeg tenker ikke at det e såpass mange, såpass mange.. ja. Spesielt sosiale medier og ting blir jo delt da, å så ser du det i et spill å så tenker du at det er på engelsk og da, så jeg tror ikke det er så stor fordel, siden de fleste spill er jo på engelsk.

ØRJAN: Har dere spilt noen spill på fritiden som er på norsk, for eksempel?

ØRJAN: nei?..

ØRJAN: Dere sa tidligere at det var en del ord og setninger dere ikke forsto i dette spillet her, fordi det var på tsjekkisk. At det ble litt vanskelig å kombinere å lytte på tsjekkisk og lese på engelsk. Men hva gjør dere, eller gjorde dere hvis det var ord eller setninger i spillet dere ikke forsto?

GRETE: Ingenting

KARI: Hoppa over

PÅL: Ja samme, ingenting

ØRJAN: Dere gjorde ikke noe nei, men for å omformulere spørsmålet: Klarer dere å lage mening ut av en setning, hvis det er et par ord dere ikke forstår?

PÅL: Ja

KARI: ja

ØRJAN: hvis dere leser en setning som er litt ufullstendig, eller hører en setning. Klarer dere å forstå budskapet i det?

KARI: ja, fordi at hvis du sier sånn: «navnet mitt er» da forstår du jo liksom «navnet mitt er» for eksempel. Hvis du har noen ord, så forstår du det sånn ca. hva som er..

ØRJAN: Så du klarer å lage mening av en ufullstendig setning?

KARI: Ja

PÅL: Ja

GRETE: det kommer veldig an på, hvis det er på engelsk så er veldig mange av de engelske ordene som man for så vidt ikke forstår, nesten det samme som norsk, så det er ikke akkurat så veldig vanskelig hvis du ikke forstår noen av ordene.

ØRJAN: nei.. riktig

ØRJAN: Når dere spilte attentat 1942, hvordan følte dere selv påvirket angst eller stressnivået ditt i timen? I forhold til det å prestere

KARI: hm?

ØRJAN: Altså, følte du at å spille dette spille påvirket stressnivået ditt? Sammenlignet med en vanlig time

GRETE: Nei

PÅL: Litt, noen ganger, for noen hvis ganger hvis jeg trykka feil ble jeg sånn shit, det må jeg ikke gjøre igjen, da ble jeg sånn livredd for å gjøre feil igjen

ØRJAN: Så du følte faktisk, at du ble mer stressa av å spille?

PÅL: Ja, bittelitt mer stressa, men ikke mye mer stressa

ØRJAN: Men sammenligna med en vanlig time der du rekker opp hånda, frykten for å svare feil der.

PÅL: Ja da blir jeg stressa.

ØRJAN: Føler du at du blir mer stressa av det eller å gjøre feil av å spille, eller, dette spillet?

PÅL: Da blir jeg mindre stressa Ja

ØRJAN: Men du kjente fortsatt på et stressnivå av å spille?

PÅL: Ja

ØRJAN: Kjente dere andre på det?

KARI: ikke så, for jeg trykte på en ting, når jeg skulle snakke med en mann, jeg vet ikke helt, det var vennen til bestefaren, sant, og da spurte jeg om noe. Plutselig ble han sånn «nei gå ut av huset mitt» og jeg var veldig confused for at da måtte jeg gjøre igjen, da ble jeg litt sånn «okey?», men jeg ble egentlig bare sånn pissed på han. Jeg kommer aldri til å snakke med deg igjen

ØRJAN: How dare you? Holdt jeg på å si

KARI: ja, sånn

ØRJAN: Kjenner du deg igjen Grete?

GRETE: Vi gjorde så mye feil..

ØRJAN: Ja..

GRETE: Når jeg gjør noe feil så driter jeg egentlig i det, men det er mer stress å si noe feil høyt i klassen, for da vet alle det, men på et spill er det bare du som vet du har gjort noe feil.

KARI: mhm

ØRJAN: Så hvis jeg tolker dere riktig, det er et visst element av stress for å gjøre feil, men siden du har sjansen til å gjøre det om igjen, og som du sier Grete, at du er mindre eksponert, at sammenligna med å gjøre feil offentlig i en vanlig klasse, så er det mindre stress, men fremdeles stress

PÅL: mhm

KARI: mhm

ØRJAN: Ok, bare for å omformulere spørsmålet litt igjen, hvordan skal jeg få sagt dette? Angstnivået, slet dere noe med det? Følte dere at å spille dette spillet fikk dere til å senke skuldrene litt? Altså slappe litt av, var dere avslappa eller anspent når dere spilte?

KARI: avslappa

GRETE: jeg satt egentlig bare der å snakka

PÅL: ja, jeg var ganske avslappa

KARI: jeg ble ganske trøtt, fordi de snakka egentlig ganske mye, å da var jeg veldig sånn «okeii»

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ØRJAN: Okei, ja.

ØRJAN: Hvordan følte dere det å spille, det å spille attentat 1942 påvirket motitvasjonsnivået ditt i den timen?

PÅL: Altså litt bedre enn en vanlig time med engelsk liksom, hvor læreren bare står og snakker veldig mye og du må sitte følge med og kanskje ta noen notater.

ØRJAN: Grete, har du noe? Nei

KARI: hva var spørsmålet?

ØRJAN: Følte du det å spille attentat 1942 påviriket motivasjonsnivået ditt, enten positivt eller negativt

KARI: det var ingen forskjell.. eller jo egentlig, jeg bare tenkte.. Når jeg spilte så var det litt gøyere fordi når Læreren sier at vi skal på gamingrommet så blir jeg sånn yey. I forhold til at vi bare skal sitte der og Læreren skal bare stå der å «dere må gjøre sånn», hehe neida, han er ikke så ond.

ØRJAN: neida, men jeg forstår poenget.

ØRJAN: Er det noe du kjenner deg igjen i Grete? Når Læreren eller en lærer sier til deg når skal vi på gamingrommet, hva føler du da?

GRETE: Jeg tenker, kjekkere, men jeg er ikke så glad i videospill og sånne ting, jeg fatter ikke sånne pc ting og sånn.

ØRJAN: Nei.. så du får ikke den samme Yey følelsen som D

ØRJAN: Duda, Pål? Når Læreren sier at i dag, eller på fredag skal vi på gamingrommet, hva tenker du da?

PÅL: Da blir jeg glad, da kan vi gjøre noe annet en å sitte, altså sitte å bare lytte, gjør masse oppgaver.

ØRJAN: ja.. så hvis jeg tolker dere riktig, så synes dere det å spille på gamingrommet er yay fordi det er bedre en tradisjonell klasseromsundervisning?

KARI: ikke helt, altså det er gøy, fordi at gaming er noe jeg synes er gøy, men jeg synes ikke det er mye bedre enn en vanlig time fordi at en vanlig time er greit, egentlig hva vi gjør. For at

når vi hadde sånn leseprosjekt da, da var jeg alltid glad for å ha engelsktime ford idet var gøy, for det var en gøy bok. Så det er egentlig hva han velger å gjør.

ØRJAN: Følte dere denne timen her, og dette spillet påvirket selvtilliten deres på noen som helst måte? I klasseromssammenheng da. Følte du deg mer selvsikker når du leste og spilte dette spillet?

KARI: nei

PÅL: nei

GRETE: nei

ØRJAN: kategorisk nei, den er helt grei.

ØRJAN: Da er vi ferdige med spørsmålene, jeg vil bare oppsummere et par ting her, jeg vil bare se om jeg har forstått det riktig. Dere må gjerne skrike ut om jeg har misforstått noe. Bare for å oppsummere et par punkter her.

KARI: mhm

ØRJAN: dere liker alle.. altså dere er positive til å snakke engelsk, både på skolen og utenfor skolen?

KARI: ja

GRETE: ja

PÅL: ja

ØRJAN: Ingen nevneverdige problemer?

PÅL: Nei

GRETE: nei

KARI: nei

ØRJAN: nei, okei. Vi har to her, Kari og Pål, som spiller litt mer en Grete på fritiden, stemmer?

GRETE: Jeg spiller ikke i det hele tatt, et spill jeg kanskje spiller en gang i uka

ØRJAN: nei riktig, en som ikke spiller og to som spiller helt middels mye?

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PÅL: mhm

KARI: mhm

ØRJAN: Og dere to synes det er kjekt når Læreren sier dere skal på gamingrommet?

KARI: mhm

PÅL: Ja

ØRJAN: Og Grete, du er mer likegyldig?

GRETE: Ja.

ØRJAN: Angående spillet Attentat 1942, alt i alt var det en grei opplevelse?

KARI: Ja

PÅL: ja

GRETE: Nei

ØRJAN: nei, dere som sier ja, hva var problemet med spillet? Dere var litt innom det, men altså, hva kunne vært gjort bedre.

KARI: Viss at.. jeg tror det egentlig bare var det at jeg synes det var litt kjedelig. Han kunne funnet et... jeg vet det er vanskelig å finne et spill som er akkurat det han vil det skal handle om, det spillet var akkurat det han ville det skulle handle om. Men det var på et annet språk.

ØRJAN: Er det noe du kan si deg enig i?

PÅL: ja, men det hadde også vært gøyere hvis at det hadde vært en type karakter du kunne gått rundt med, hvis du skjønner hva jeg mener

KARI: mhm

ØRJAN: Ja, altså et interaktivt spill da

PÅL: ja

KARI: ja

PÅL: At du leter etter ting da

ØRJAN: Er det noe du kan si deg enig i Grete?

GRETE: Hva da?

ØRJAN: At hvis det hadde vært et spill der du var en karakter da, et mer interaktivt spill, kunne det påvirket? For deg som ikke spiller spill på fritiden, kunne det vært kjekkere tror du?

GRETE: Ja,

ØRJAN: Har du noen tanker rundt hvorfor det?

GRETE: Det er mer å gjør, istedenfor å sitte å klikke på forskjellige knapper så liksom, så ikke fysisk, men at du gjør noe fysisk i spillet.

ØRJAN: Ja okei, så alle etterlyser gjerne et mer interaktivt spill da?

PÅL: ja

ØRJAN: Dette spillet ble gjerne litt for distansert, siden det var på tsjekkisk?

KARI: ja

GRETE: Ja

ØRJAN: okei, vi har litt tid til overs faktisk, det skulle jo egentlig vært seks av dere her. Men har dere noe ellers dere vil legge til? Det kan være om spill i engelsktimen generelt eller om denne timen her? Nei. Ok.

ØRJAN: Jeg vil bare nok en gang som en avsluttende kommentar si tusen takk for at dere valgte å stille opp på dette her. Jeg vil bare nok en gang forsikre dere, igjen, at når jeg er ferdig med dette her, når jeg trykker av her nå, dere vil bli anonymisert, ingen ute der i verden vil vite at det er der som har gjort dette her, utenom dere selv. Elle kanskje noen i klasserommet da, men når oppgaven min blir publisert vil dere være anonymisert, skolen vil være anonym. Læreren skal ikke få lese eller høre noe av dette her.

KARI: Hvor.. blir dette publisert?

ØRJAN: Ja, det blir publisert, men som jeg skrev i samtykkeskjemaet mitt, så skal det ikke være mulig å spore tilbake hvem som har sagt hva.

GRETE: jaja

KARI: jaja, det går fint

ØRJAN: Lydopptaket vil bli sletta.

KARI: jeg hadde ikke brydd meg om det var anonymt, men skal det bli publisert noe sted sa du?

ØRJAN: nei asså, ja, på en database på univsersitetet, men det blir lagt ut tusenvis av oppgaver der hvert år, og dette vil bli sletta, det er kun meg og min veileder Camilla, oppe ved universitetet som skal lese og høre dette. Det gjelder også.. eller helst en liten oppfordring til dere også, ikke.. helst ikke.. At du Pål går å sier at Grete mente dette eller at Kari sa det og det. At det som skjer her i alle fall til en viss grad forblir her, jeg skjønner jo at klassekammeratene deres skjønner at dere har vært her men..

KARI: Vi kan jo bare si sånn om hva spørsmålene var og sånn

ØRJAN: Jada, jada! Og dere kan si hva som ble sagt, men helst ikke..

KARI: jaa, at Grete liksom sa det og det, hun er så frekk

ØRJAN: ja sånn, «åå for en idiot». Ja for det kommer til å bli publisert hva som ble sagt, men ikke hvem og hvor som ble sagt.

KARI: ja, vi blir famous vet du, rundt lærere

ØRJAN: Ja, med det sagt så trykker jeg bare av.

Participants:

- Torkel
- Martin
- David
- Kristoffer

Location: Lower secondary school in Norway

Interviewer: Ørjan

Ø: Gjerne snakk litt tydelig, sånn at den får det med seg. Nå gjentar jeg meg kanskje litt selv, men dere har altså blitt utvalgt til å delta i denne samtalen fordi jeg er interessert i deres synspunkt på hvordan det er å bruke digitale spill i engelskundervisning, til å lære og tilegne seg engelsk. Som sagt, tusen takk for at dere vil være med, jeg setter veldig stor pris på det! Dette er masteroppgaven min. Jeg forstår at det snart er helg og at dere kanskje har en hektisk skolehverdag. Det er viktig at denne samtalen ses mer på som en samtale enn et intervju, vi skal bare snakke litt om deres følelser og tanker, det er ikke noe riktig eller galt svar på det jeg spør om, og som sagt, ingen andre, ikke Læreren, ingen andre enn meg og min veileder skal/vet at dere har sagt dette. Det kommer til å bli anonymisert og sletta når jeg er ferdig med oppgaven. Jeg vil ikke at.. Det er veldig lett å si seg enig hvis for eksempel tre av dere sier en ting, så er det veldig lett for han fjerde og bare hoppe på å si «ja jeg er enig», prøv å ikke gjør det! Prøv å si deres egne meninger, og prøv gjerne å ha en diskusjon eller samtale hvis det blir det. Ikke avbryt hverandre, jeg kan være flink til det selv, hvis jeg er veldig gira i en diskusjon så er det veldig lett å hoppe inn og skrike ut. Men prøv å bare snakk fritt, det er ikke noe rekkefølge. Ikke at jeg kanskje trenger å si det, men ikke vær ufine! Hvis dere er uenige, vær det på en respektfull måte.

Ø: Med det! Hva var navnene deres igjen?

TORKEL: Torkel

MARTIN: Martin

DAVID: Van

KRISTOFFER: Kristoffer

Ø: Okei gutter! Hva synes dere om å snakke engelsk på skolen, i timen?

KRISTOFFER: Det er ganske greit, det er ikke sånn Vanskelig

DAVID: eller, for min del, jeg føler å snakke engelsk på skolen, det er lett og jeg føler det er lettere.. eller bedre på engelsk en på norsk siden jeg har grodd med å spille dataspill. Så jeg har ja, blitt god på engelsk med det da.

MARTIN: Det er bra, for da får vi snakket engelsk, og da blir du bedre i det

TORKEL: Ja.. du lærer mer, det går egentlig veldig greit! Det kan være utfordrende fordi at det er mye Vanskelige ord i engelsk.. det er det i norsk og da. Men..

Ø: ja riktig.. men synes du det er Vanskelig å.. stresser du med å rekke opp hånden liksom?

TORKEL: Nei

Ø: Nei..

TORKEL: Vanskeligste er sikkert uttalelse, men det er jo ikke det værste

Ø: mhm, utenfor skolen da? Snakker dere mye engelsk der?

KRISTOFFER: Nej, men vi forstår fordi det er mye som er på engelsk, sosiale medier og spill og sånt

Ø: Spiller dere mye spill på fritiden?

TORKEL: ja

MARTIN: Ja litt

KRISTOFFER: ja

TORKEL: Ser mye på engelsk, youtube og sånn

Ø: youtube ja, mye spill ja, Kristoffer, du spiller?

KRISTOFFER: Ja

Ø: David?

DAVID: Ja

Ø: Og litt (ser på Martin)

MARTIN: ja.. jeg spiller ja

Ø: ja, hvilke spill spiller dere? hva liker dere å spille da?'

TORKEL: FIFA

MARTIN: Ja, mest FIFA

DAVID: Jeg bare spiller egentlig bare clash royale og clash of clans, men noen ganger er det sånn jeg besøker vennen min så spiller vi noen ganger Apex legends.

Ø: Apex legends ja

KRISTOFFER: Ja jeg spiller fortnite og apex legends

Ø: ja.. Så battle royale generelt da?

KRISTOFFER: Ja

Ø: Hva synes dere om at læreren, altså Læreren i tilfelle her da, bruker digitale spill i engelskundervisningen?

TORKEL: Jeg synes det er veldig bra

Ø: Veldig bra?

TORKEL: Ja, for du ser jo sånn så når minecraft kom ut for eksempel, da var det mange som ble bedre i engelsk bare av å spille det, forsto mye mer.

KRISTOFFER: Man blir litt mer motivert og engasjert på en måte, det kan hjelpe også

MARTIN: Det er bra fordi det er gøy, og samtidig lærer du noe! Da kan det være du blir mer engasjert hvis det er et bra spill på en måte.

Ø: Har du noe, David?

DAVID: Jeg synes det er en kjekk måte å lære på, det vi har om i engelsk, jeg synes det er bra

Ø: jeg må bare sette denne her, så har jeg klokka mot meg. Men ok, hvis jeg tolker dere riktig så, når Læreren sier at på torsdag skal vi på gamingrommet, så er det yay, ikke nay?

TORKEL: Ja!

MARTIN: ja

TORKEL: Med mindre det er sånn spill vi har spilt før vi vet er ganske dårlig

Ø: ja..

TORKEL: men det har jo aldri skjedd da!

Ø: Nei okei

Ø: spurte litt om det i begynnelsen, men jeg vil bare spør på en annen måte, er dere nervøse noen gang for å snakke engelsk høyt i timen?

MARTIN: Noen ganger

Ø: Noen ganger?

MARTIN: Ja

Ø: Føler dere at dere er mindre eller mer villig til å snakke og skrive engelsk når dere spiller? Sammenlignet med en Vanlig time?

MARTIN: mer, siden du blir på en måte engasjert i spillet..

Ø: Ja.. og hvis dere ikke skjønner spørsmålet, bare skrik ut, bare be meg omformulere eller spørre på ny, og det er fullt lov å ikke ha noe særlig standpunkt, ikke sant! Hvis jeg ser på dere også, dere må ikke svare. Men ja, mer eller mindre villig, til å snakke og skrive engelsk når dere spiller, sammenlignet med en time dere ikke spiller, har dere noen synspunkt der?

KRISTOFFER: mer, fordi du blir jo engasjert i spillet, og hvis det er på engelsk så blir det kanskje så har du kanskje lyst å snakke litt mer engelsk.

Ø: Er dere bevisste på at målet med å spille er at dere skal lære engelsk her?

TORKEL: ja

MARTIN: ja

Ø: altså når dere spilte sist, tenkte dere faktisk over at poenget med dette er å lære engelsk?

MARTIN: ja, siden det var om andre verdenskrig og, så ja

DAVID: Ja, spillet var jo på engelsk, så ja

Ø: ja, ja, så alle var bevisste på det?

TORKEL: ja, og det som er så greit med å ha spill på skolen! Hvis det er noe du lurer på og ikke vet hva betyr, så spør du bare læreren

Ø: Ja.. riktig

TORKEL: Men hjemme er det sånn, hvem kan jeg spør nå? For det er ikke alltid sånn at foreldrene dine er hjemme og sånn

Ø: ja.. nei det er helt sant

Ø: Følte dere tiden gikk raskere eller tregere når dere spilte? Nå tenker jeg på når dere spilte nå, ikke sånn generelt spill før, men når dere spilte attentat 1942 for to uker siden eller hva det var, følte dere tiden gikk raskere eller saktere?

KRISTOFFER: Jeg følte i alle fall det gikk raskere, siden det var på en måte en film på en måte, siden du måtte følge med på hva de sa og hva de gjorde på en måte. Og det gjorde til å føle det som det var litt raskere

DAVID: for min del var det raskere når jeg spilte, jeg var jo interessert i det så, så jeg så ikke på tiden! Jeg var så fokusert på spillet da. For min del synes jeg det gikk raskere

Ø: Har dere noe dere vil legge til?

TORKEL: Nei

MARTIN: nei

TORKEL: Jeg er helt enig ja, tida går mye raskere

Ø: Ja, eller den gikk raskere akkurat her?

TORKEL: Ja, men det er jo litt bra det og for at du spiller så ligger du ikke på pulten å sover, at du klarer å.. du vet hva du gjør

Ø: ja riktig.. ja jeg må bare spør, for gjerne bare si at dere er enig hvis dere ikke har noe å legge til. For at jeg filmer ikke, så jeg får ikke med meg.. så ja. Vil det være riktig å si at alle fire synes tiden gikk raskere? Synes dere det er en bra ting?

KRISTOFFER: Ja, siden noen ting kan bli litt kjedelig på bare en pult og stol i to timer på rad. På gamingrommet er det jo litt sånn nytt og forskjellig, så ja, det blir litt lettere

Ø: Hvor interessant syntes dere det var å spille? Attentat 1942

TORKEL: Ganske interessant, jeg er.. andre verdenskrig er noe jeg er interessert i da.. så

Ø: Ja, det passer veldig fint for deg?

TORKEL: ja

MARTIN: det var helt greit, det var ikke sånn kjempe, men det var ikke sånn kjedelig heller, hvis det gir mening

Ø: mhm

Ø: så, når hvor interessant syntes du det var å spille, så, helt greit?

MARTIN: ja, mhm

DAVID: for min del så syntes jeg det var interessant, for jeg er også sånn interessert i andre verdenskrig så...

Ø: mhm

KRISTOFFER: Ja, samme her, andre verdenskrig er jo.. sånn ja.. det største temaet i samfunnsfag

TORKEL: ja, det er vell et av de største temaene vi har på skolen.

Ø: ja, så det var ikke et problem at dette var i engelsktimen? Det gjorde det bare mer interessant? Eller går det kanskje under samfunnsfag det? Eller tar jeg feil nå?

TORKEL: Jeg husker ikke, men i alle fall! Engelsk, du slår jo på en måte to fag sammen da, som er en bra ting

Ø: mhm, så.. interessant, litt interessant.. hvis jeg tolker dere riktig?

MARTIN: ja

TORKEL: ja

Ø: følte dere at fokuset deres var på spillet hele tiden? Klarte dere å holde fokus gjennom hele tiden?

TORKEL: ja

MARTIN: ja

DAVID: ja

KRISTOFFER: ja

Ø: har dere noe å legge til? Hvorfor, hvorfor ikke for eksempel, noen tanker, bare skyt ut..

Ø: attentat 1942 var jo et sånn point-and-click game, synes dere det var kjekt å spille?

KRISTOFFER: Ja

TORKEL: ja, men det ble litt kjedelig å, du sitter jo bare å høre på noen snakke, så må du lese en del. Imens på vanlige spill så må du gjør en del ting.

Ø: okei, noen som har noen tanker om det?

KRISTOFFER: ja.. eller.. nei bare glem det.

MARTIN: Ja det var gøy, men hadde det vært sånn mange timer hadde det kanskje blitt litt kjedelig.

Ø: Ja.. og hvorfor det?

MARTIN: fordi det var sånn Torkel sa, at du må høre og lese.

Ø: ja, ok.

Ø: følte dere at bruken av attentat 1942 førte til økt eller mindre engasjement? Sammenlignet med en time dere ikke spiller, nå tenker jeg ikke på spill generelt, men dette spillet her og denne timen her, følte dere at dere var mer eller mindre engasjerte?

KRISTOFFER: Jeg følte i alle fall jeg var mer engasjert, noen ganger i engelsken så følger du ikke med! Da går du glipp av mye av timen, imens her sånn, hvis du er på gamingrommet.. det er nytt og du får lyst å følge med mye mer. Så er det mye lettere.. noen ganger i timen blir jeg trøtt og sovner.

Ø: Ja..

KRISTOFFER: og det gjør jeg ikke i det rommet i alle fall.

Ø: er det noe dere andre kan stille dere bak eller var dette spillet..?

TORKEL: altså det er jo like kjekt som hvis han sier at vi skal se film i timen, det blir jo litt på det samme.

Ø: ja altså, at det er fordi det er annerledes enn fra tradisjonell klasseromsundervisning? Det er lik positiv er vell det jeg tolker

TORKEL: ja, ja

Ø: er du enig, Martin?

MARTIN: ja, jeg er enig

Ø: Så du synes det var kjekt å spille?

MARTIN: Ja

Ø: Bare, engasjement ja.. ja. Følte dere at dere var konsentrerte når dere spilte?

DAVID: ja.. eller, spillet tok liksom alt fokuset mitt på det, for det var kjekt! Spillet var sånn kjekt, det var nytt for meg, det var en ny måte å lære for meg, og jeg likte det. Så ja.

Ø: så ja, du følte du var konsentrert?

DAVID: ja.

Ø: var det noen som følte de slet litt med konsentrasjonen til tider?

TORKEL: nei

MARTIN: nei

Ø: Torkel, Martin, nei. Så dere var alle noenlunde, eller ja, konsentrerte når dere spilte?

KRISTOFFER: ja

MARTIN: ja

DAVID: ja

Ø: hva synes dere om vanskelighetsgraden på spillet? Var det for lett, for vanskelig eller passelig?

TORKEL: Passelig. Det var liksom ikke sånn alt så var like lett og forstå, men det var jo liksom ting som du kunne wikipedia type ting og kunne lese om det etterpå hvis det var vanskelig å forstå.

Ø: dere andre?

KRISTOFFER: Måtte egentlig bare følge med, etter det var det egentlig ganske enkelt.

Ø: har dere noe?

MARTIN: det var greit hvis du fulgte med i starten

Ø: David?

DAVID: Ja, egentlig det samme

Ø: Det at det var på tsjekkisk, var det noe som gjorde det vanskelig, altså dialogen, gjorde det det noe vanskelig for dere?

MARTIN: ja, du fikk liksom ikke høre uttalen, du måtte bare lese teksten.

Ø: var det noe som påvirket, synes dere det gjorde det vanskeligere å spille spillet generelt? eller skjønte dere?

MARTIN: ikke vanskeligere, men vi hadde sikkert lært noe mer hadde det vært engelsk uttale

TORKEL: ja, helt enig

Ø: ja, det er egentlig et spørsmål jeg spurte nå, men skjønte dere oppgavene klart og tydelig? Var oppgavene klare nok, visste dere hva dere skulle gjøre til enhver tid?

DAVID: ja, eller ja, de forklarte det jo på engelsk, så ja

TORKEL: ja, men det hadde vært lettere med engelsk uttale

Ø: Er det noe alle.. er det noen som er enige eller uenige i det? Hadde det vært lettere hvis alt hadde vært på engelsk?

MARTIN: ja

KRISTOFFER: ja

Ø: Følte dere, ja.. nå sirkulerer jeg litt rundt det samme, men på en litt annen måte. Men når dere spilte, følte dere noen gang på en utfordring? Når dere spilte

MARTIN: Ja

DAVID: ja, asså hvis det var noe du sånn ikke, noe du gikk glipp av, noe du.. hvis det var en sånn. Ja, det var en sånn minigame, i spillet da, så var det noe du skulle gjør, for eksempel, jeg tror det var å levere posten eller noe, og hvis du ikke hørte fra hva han sa, så hadde du ikke visst helt hva du skulle gjøre

Ø: Ja..

MARTIN: ja, det var det når du skulle plukke opp og rydde etterpå

Ø: okei

MARTIN: siden det var ting som var gjemt og sånn, så jeg fikk det ikke helt med meg

Ø: var det noe dere syntes va spesielt vanskelig eller utfordrende med spillet?

TORKEL: tja det var jo litt vanskelig å liksom finne ut hva du skulle, når de skulle kaste ting før nazistene kom.

Ø: Ja, stemmer

TORKEL: det var litt vanskelig å liksom vite er det noe jeg skal kaste, eller kan jeg beholde det liksom.

Ø: men var det fordi.. var ikke oppgaven klar nok? Eller var det vanskelig å finne frem, hva var vanskelig med det liksom? Hvis dere skjønner spørsmålet

MARTIN: det var bare vanskelig å gjør det liksom. Det var ikke noe med oppgaven

Ø: okei, mhm. Apropos, det at noe er utfordrende i et spill, er det noe dere oppfatter som positivt eller negativt?

DAVID: jeg ville sagt det er positivt, for det at hvis noe er vanskelig og du vet ikke hvordan du gjør det, så lærer du jo noe av det.

Ø: mhm

MARTIN: ja jeg er enig

KRISTOFFER: men hvis du ikke lærer noe fra det kan det være litt dumt, hvis du møter på det samme i fremtiden og du ikke vet hva det er eller hvordan du skal gjøre det kan det være en dårlig ting.

Ø: ja.. det kan være positivt men det kan også hindre deg i å lære, Torkel, har du noen tanker om utfordring, kan det være positivt eller negativt

TORKEL: bra, når noe er utfordrende.

Ø: Tror dere det å spille digitale spill i engelsktimen, kan hjelpe på engasjementet ditt til å ville lære engelsk?

TORKEL: ja, for når du spiller å sånn..

Ø: ja, har du noen tanker rundt det?

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TORKEL: ja, at, sånn så, når du lærer engelsk automatisk når du spiller, og spilling er noe vi synes er kjekt, da lærer du en del da å.

Ø: ja.. at du overfører det å ha det gøy med å spille på fritiden typ, og at det er mye engelsk i spillet, da.. ja for å spør om det samme, synes du, tror det kan, at dere av og til spiller i engelsken, tror du det kan øke eller hjelpe engasjementet ditt til andre timer også? At det er overførbart?

TORKEL: ja

Ø: ja, ok

MARTIN: ja, for hvis du spiller av og til i engelsk, ikke sant, så får du kanskje opp engasjement i sånn andre engelsktimer, for at du vet at hvis du gjør det bra, så får du spille

TORKEL: ja, at hvis klassen gjør det bra, så blir liksom belønningen å spille, at det blir sånn vi har fokus og gjør sånn det de skal

Ø: David, Kristoffer?

DAVID: ja, jeg er enig med hva Torkel og de sa

KRISTOFFER: ja, samme her

Ø: det at dere får spille av og til hjelper på et generelt engasjement i engelskfaget?

DAVID: mhm

Ø: Når dere spilte dette spillet her, attentat 1942, tenkte dere over at dere skulle lære noe konkret? Eller spilte dere mer uten å tenke over at, jeg har kanskje spurt om det her før på en litt annen måte men jeg må bare sirkulere litt rundt det.

DAVID: ja

Ø: tenkte dere over når dere spilte at her skal vi lære noe, eller spilte dere mer uten å tenke over dere skule lære noe, at dere spilte for å spille? Hvis dere skjønner forskjellen

KRISTOFFER: Ja, veldig sånn jeg spilte litt, å så glemte jeg litt det ut i timen, å så glemte jeg det jeg skulle lære i det hele tatt.

Ø: ja..

DAVID: jeg visste at vi skulle ha noe å lære ut av det, fordi, det er jo, ja, Læreren pleier jo å ha sånn opplegg, det var en gang vi hadde sånn minecraft, så var det åsnn at det var om sånn britiske..

TORKEL: franske o

DAVID: ja, franske og sånn revolusjon, ja.. ja

Ø: ja okei

TORKEL: ja, de lager oppsett for at du skal lære, at liksom, hvis du tenker at du går inn for å spille for å ha det gøy, så lære du uansett på en måte, hvis de har et skikkelig bra oppsett på en måte.

Ø: at det blir litt sånn ufrivillig læring da?

TORKEL: ja!

Ø: kunne dere tenkt dere å ha spilt attentat 1942 på fritiden? Etter å ha spilt det er det et spill dere kunne tenkt å kjøpt selv å spilt hjemme?

MARTIN: nei, siden det var ikke så bra spill egentlig, du ville ikke spilt det selv hjemme i alle fall.

KRISTOFFER: Jeg tror det hadde blitt kjedelig over tid, og det hadde.. tror ikke det hadde frista meg å spille det

DAVID: ja.. jeg er enig

TORKEL: ja, det er jo som de sier, at det kan bli litt kjedelig over tid! Men at det er kjekt på skolen.

Ø: Kjekt på skolen ja..

TORKEL: jeg tror ikke jeg hadde spilt det hjemme

Ø: nei.. Den er grei

Ø: har.. lærte dere noe da, av å spille attentat 1942? sånn konkret? Satt dere igjen med at «nå har jeg lært noe»

TORKEL: ja, følte jeg lærte noe

Ø: følte du at du lærte mer om andre verdenskrig, eller engelsk?

TORKEL: begge

Ø: begge?

TORKEL: mhm

Ø: noen som har noe?

MARTIN: Jeg følte jeg lærte mer om andre verdenskrig, og at liksom du ikke registrerte at du leste på engelsk, du lærte men du tenkte ikke over det liksom.

DAVID: Ja.. egentlig det samme

Ø: ja, blir det riktig å si at det blir litt sånn ufrivillig læring, holdt jeg på å si?

TORKEL: mhm

Ø: ufrivillig læring pakka inn i spill? Jeg skal ikke legge ord i munnen på dere men jeg prøver bare å tolke svarene deres as i og.

Ø: Jeg vil bare gå tilbake til, vi snakka om det litt tidlig, dere er jo en snakkesalig gjeng, for det er en del litteratur og en del som sier at ungdomsskolelever kan lære engelks, lære mer engelsk, ved å spille, som dere gjorde for to uker siden, det finnes jo mange forskjellige spill og mange forskjellige måter å spille på. Nå har dere et gamingrom her, hva er deres erfaringer og tanker, om at det å spille spill bidrar til mer engelsklæring? Hvis dere kan prøve å utdype det

DAVID: ja, fordi det er sånn, hvis jeg, vi spilte et spill.. huske dere navnet på det skumle spillet?

KRISTOFFER: later nightmare, var det det?

DAVID: ja, fordi det var sånn later nightmare, og så var det sånn, eller jeg, de fortatle hva du skulle gjøre! Å ja da ble jeg engasjert, av spillet, det er sånn, jeg ville vite hva jeg skulle gjør, så jeg begynte lese om det, så ja.. jeg føler at det hjelper.

Ø: ja.. er det her en erfaring flere kjenner seg igjen i? eller er det noen som har noen andre erfaringer?

TORKEL: mhm, vi hadde også det der, du skulle finne, det var en som kom på jobb, og så var det ingen folk der å så skulle han liksom finne de, og så fortalte leseren hva du skulle gjør, og så endte det opp med hva han sa da, eller så..

Ø: Minnet det litt om.. var det litt samme type spill som det her? Litt sånn investigative spill?

MARTIN: nei ikke helt, det var sånn i det spillet, så sa han ting, på engelsk, så måtte du liksom gå der, så du lærte ganske mye egentlig

Ø: hva er det kjekkeste spillet dere har spilt i timen da? I engelsktimen

KRISTOFFER: jeg tror minecraft, fordi etter vi var ferdig så fikk vi litt lov å gjøre hva vi ville.

Ø: ja, minecraft der altså

TORKEL: minecraft eller det som jeg snakket nettopp om

Ø: Ja,

DAVID: jeg ville sagt minecraft eller terraria.

Ø: terraria, okei.

KRISTOFFER: spilte vi det? Jeg kan ikke huske det

DAVID: det var når Kåre var der i hvertfall

KRISTOFFER: jeg tror ikke jeg var der

Ø: hvor ville dere plassert attentat 1942 mot andre spill dere har spilt, primært i engelsktimen?

MARTIN: sånn midten

TORKEL: Ja

MARTIN: ikke toppen, men ikke dårlig liksom.

KRISTOFFER: ja, enig

Ø: er det noen som har det lenger oppe eller lenger nede?

TORKEL: nei jeg ville satt det midt på, for vi har spilt noen som ikke var like bra.

Ø: tror dere bruken av spill har noen fordeler innenfor engelskfaget, sammenlignet med andre fag?

MARTIN: hva mener du, at vi kan bruke det i andre fag?

Ø: ja, eller du kan jo bruke spill i historie, religion, du kan bruke spill i...

MARTIN: vi har brukt det i musikken

Ø: for eksempel! Men har du da noen tanker om det kan være fordelaktig i engelsk, fremfor andre fag.

MARTIN: ja, siden mesteparten av spill er på engelsk

KRISTOFFER: Ja, liksom! Og da mer engasjert du blir, jo liksom mer skjønner du da engelsk, jeg tror jeg lærte mesteparten av min engelsk av spill og youtube og sånn

Ø: ja, popkultur da, filmer, spill, podcaster, musikk..

TORKEL: ja, for de fleste gode spill som er bra kvalitet på er på engelsk, føler liksom for eksempel norske da.. norge har jo ikke vært store på, i spillbransjen for eksempel..

Ø: nei.. David , noen tanker? Spill i engelsk fremfor andre fag

DAVID: det er jo litt det samme som de sier.

Ø: ja, interessant.

Ø: Når dere spilte det spillet her, da måtte dere lese og skrive på engelsk, riktig?

TORKEL: Ja

DAVID: ja

Ø: Dere måtte ikke snakke på engelsk?

MARTIN: nei

KRISTOFFER: nei

Ø: Når dere gjorde det, når dere svarte på oppgavene og leste teksten. Tenkte dere over at.. tenkte dere over egen engelskbruk? Tenkte dere over at nå «leser jeg engelsk, nå skriver jeg engelsk». Eller falt det veldig naturlig for dere å lese og skrive?

DAVID: eller, det var litt sånn begge deler. Når jeg leste spørsmålene som Læreren lagde så var det sånn «da.. eh.. merket det jeg da».

TORKEL: det blir jo litt sånn naturlig at hvis det står et spørsmål på engelsk så svarer du på engelsk, og hvis jeg blir spurt på engelsk så svarer jeg på engelsk.

MARTIN: ja, det var ganske naturlig

Ø: ja.. gjaldt det lesingen også? Når det kom tekst opp på skjermen?

TORKEL: Ja

MARTIN: ja

Ø: men hva gjør dere da? Hvis det er et ord eller en setning i spillet dere ikke forstår? Hvordan håndterer dere det

DAVID: jeg..

KRISTOFFER: spør sidemannen

TORKEL: ja, spør sidemannen, lærer, eller så kan du søke det opp på nettet

Ø: ja for dere satt.. var du her når jeg var her?

DAVID: ja

KRISTOFFER: ja han satt vedsiden av meg

DAVID: ja

Ø: ja dere to satt sammen, og så satt Kjetil vedsiden av dere, og så kom dere to, så var Kari der. Ja for dere satt jo to-og-to, følte dere at dere var.. hvordan følte dere det var? Dere spilte jo først sammen og så separat, merket dere noe forskjell der?

DAVID: ja, fordi det var sånn headsetet og sånn, det var litt..

KRISTOFFER: ja det var dårlig, så vi måtte..

Ø: ja stemmer det. For jeg registrerte at det var av og til dere gikk bort til hverandres skjermer og pekte litt, og spurte litt, «Hva klikket du her», «jeg har ikke kommet dit», er det noe dere synes.. hva synes dere om det, å samarbeide?

MARTIN: Det er bra, siden da slipper du læreren ikke sant, kan ikke hjelpe alle samtidig

KRISTOFFER: for eksempel når jeg var vedsiden av David, og vi ble spilt sammen, eller ikke var sammen! Så ble jeg stuck på en del, så skjønte jeg ikke hva jeg skulle gjøre, så spurte jeg han.

Ø: og da skjønte du det?

KRISTOFFER: ja

Ø: og hvis dere ikke klarer å løse det sammen, hva gjør dere da?

DAVID: det blir jo vell å spør læreren

Ø: klarer dere å, hvis dere leser en setning, og det er ett elle to ord dere ikke forstår, vil dere påstå at dere klare å forstå den fulle meningen i setningen?

KRISTOFFER: ja, jeg tror det

Ø: hvis dere skjønner spørsmålet

MARTIN: Ja, hvis ikke så hopper jeg bare over det å så ser jeg om jeg vet hva det er.

Ø: hvordan følte dere denne timen her, det å spille dette spille her påvirket stressnivået deres, i timen, i forhold til en vanlig time?

KRISTOFFER: Det var ikke veldig sånn, stressende spill, det var mer sånn rolig, du måtte bare følge med på hva de sa og gjøre sånne små oppgaver.

Ø: ja, var det noen som stressa noe?

TORKEL: du får velge litt selv hva du gjør i spillet, imens i timen er det plutselig så skal du gjøre en oppgave så begynner læreren å snakke..

DAVID: Ja fordi det kan være sånn, ja for det skjedde med meg en gang eller jeg fulgte ikke med i timen, så var det etterpå at vi skulle gjøre en sånn oppgave ikke sant, så var det at læreren, at så fulgte jeg ikke med i timen jo, så jeg visste ikke hva jeg skulle gjøre, så da var det stress.

Ø: så du vil si at det å spille dette spillet var mindre stressende enn i en vanlig time?

DAVID: ja.

Ø: Men, frykten for å gjøre feil da? Stressnivået for å gjøre en feil i spillet kontra det å gjøre en feil i timen, har dere noen tanker der?

MARTIN: det var ikke så mye du kunne gjøre feil i spillet egentlig, du skulle bare høre og sånn

TORKEL: ja i alle fall ikke dette spillet.

Ø: noen tanker?

KRISTOFFER: nei

Ø: Hvordan følte dere å spille attentat 1942 påvirket motivasjonsnivået deres? Denne timen her.

MARTIN: jeg vil si positivt, i alle fall ikke negativt.

KRISTOFFER: mhm

DAVID: ja, positivt, det var en kjekk måte å lære det på, så ja, positivt

Ø: positivt..

KRISTOFFER: jeg føler hver gang vi får en ny måte å lære på, eller noe nytt er det mye mer spennende på en måte, eller lettere å følge med og motiverende.

Ø: Torkel?

TORKEL: ja jeg er enig med det Kristoffer sier.

Ø: må se om jeg har gått glipp av noe her. Synes dere på noen punkt gjennom spillet at nå er det kjedelig? Nå har jeg lyst å gjøre noe annet?

MARTIN: ja

DAVID: ja, eller.. for min del var det sånn når jeg skulle gå for dagboken sto det veldig masse, det var veldig mange sider, da begynte det å bli kjedelig.

TORKEL: ja

KRISTOFFER: ja når vi gikk igjennom bestefaren sine ting, begynte det å snakke, det var ganske kjedelig altså

Ø: okei

MARTIN: Ja vi måtte lese en sånn bok på 30 sider eller noe. Vi trengte ikke lese den sa Læreren etterpå

Ø: ja riktig, det var det flere som poengterte skjønte jeg, eller han poengterte det til flere at dere ikke trengte å lese.

MARTIN: ja, han sa det litt sent

TORKEL: ja også, men, noen ganger snakka de litt lenge å, det ble litt kjedelig det, men det var bare å høre etter.

Ø: ja riktig, tror dere det spillet her kunne vært kjekkere hvis dere hadde fått instruksjon om det på forhånd? Litt mer info om den boka for eksempel, om de gåtene , det var vell en gåte dere skulle decyphre noe. Tror dere instruksjonen kunne vært gjort bedre på forhånd?

TORKEL: ja

MARTIN: Ja

KRISTOFFER: ja

Ø: tror dere det hadde hjulpet

MARTIN: det hadde ikke gjort det så mye bedre, men det kunne vært bedre.

Ø: ja. Ok, da er alle spørsmålene ferdig, jeg må bare.. har dere noe dere vil legge til? Om timen, om bruken av spillet, om noe som helst. Har dere noe mer dere vil legge til om det jeg har spurt om?

DAVID: jeg, eller.. jeg håper, eller jeg føler at vi burde ha mer gaming, siden det er en bra måte å lære det på, eller å lære engelsk på.

KRISTOFFER: jeg tror sist gang vi hadde gaming var sånn..

TORKEL: på barneskolen hadde vi ingenting så..

KRISTOFFER: ja men, sist gang vi hadde sånn gaming før dette var ganske lenge siden, sånn november eller oktober

Ø: mhm, ok. Så hvis jeg forstår dere riktig så er det vanskelig, å ja.. nå har jeg glemt å, sliter litt å notere når jeg snakker men. Men dere fire er, var generelt positive til dette spillet her?

TORKEL: Mhm

KRISTOFFER: mhm

DAVID: mhm

Ø: dere er generelt positive til å spille spill i engelsktimen?

DAVID: ja

Ø: vil dere si at det er mer fordi, ok, for å spør om det, tror dere det er fordi dere synes det er kjekkere enn undervisning, eller fordi dere, hvordan skal jeg forklare dette. Er det kjekt bare

fordi det ikke er lesing eller er det kjekt, synes dere engelskfaget er kjekt generelt, bare at det her er en spesiell god måte å lære engelsk på?

TORKEL: begge deler

Ø: skjønte dere spørsmålet?

KRISTOFFER: ja

DAVID: ja, eller ikke helt

MARTIN: ikke jeg heller.

Ø: ok, det er noen som sier det at det å spille spill er kjekkere, bare fordi da slipper vi å lese. Mens noen sier å spille spill er kjekt å spille isolert sett.

MARTIN: åja ja, jeg synes det å spille var kjekt liksom

Ø: ja okei.. det er ikke bare fordi du slipper å lese?

MARTIN: nei

Ø: dette var interessant og kjekt for seg selv?

TORKEL: ja

MARTIN: ja

KRISTOFFER: det var litt greit også siden før vi begynte å spille så leste vi en lang bok og det tok ganske lang tid. All engelsken var bare lesing lesing lesing, så det var litt greit å få litt sånn pause.

Ø: ja, det var kjekt isolert sett, men som Torkel sier det var litt begge deler da, det er ekstra kjekt når dere får det som et avbrekk fra andre ting?

Ø: ok, tusen tusen takk nok en gang, jeg vil bare forsikre meg nok en gang om at dere etter intervjuet vil dere bli anonymisert. Det er kun meg og min veileder som har tilgang til dette. Ingen av klassekameratene deres eller Læreren vil vite hvem som sa hva. Den vil bli publisert men det er ingen der ute som skal kunne vite hvem dere er eller hvem som har sagt hva. Det her vil bli transkribert, anonymisert, sletta etter jeg er ferdig med det. Det vil jeg gjerne oppfordre dere til også, å.. dere kan, altså, jeg kommer ikke å banker ned døra deres hvis dere gjør det her, men helst ikke si til alle andre i klassen hvem som sa hva, det er litt den der, dere skal ikke si «Torkel sa det og det og han mener det og det», at det er litt den der.. dere kan si

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hva som ble spurt om og hva som ble sagt, bare hold det litt internt, og nok en gang tusen takk for at dere ville være med på dette.

KRISTOFFER: ja

TORKEL: Kjekt å være med på

MARTIN: ja, skal vi gå?

Ø: da stopper jeg, to sek.

Appendix 7. Observation transcript

21.02.2022

What to observe: Engagement and flow

Participants:

1. Kristoffer
2. David
3. Kjetil
4. Martin
5. Torkel
6. Pål
7. Kari
8. Grete – Julie
9. Janne – Hanne

The class sits down by the computers. Teacher tells them to sit down and not start the game. Torkel starts the game.

Hanne and Janne joins the class a couple of minutes late. Kari raises her hand and asks about the tasks they are going to do whilst playing. The teachers tell them to start playing and look at the tasks whilst playing, they all open the game. Julie and Grete laugh loudly when reading the introduction to the game. Kari folds her hands, leans forward to the screen and stars at the screen. Kristoffer and David are discussing how they are going to solve the tasks.

Kari: "Jeg er ferdig med å lese introduksjonen, skal jeg begynne å spille?» «Ja, det kan du!» the teacher answers. Kjetil is moving his legs up and down a lot at the start of the game. Martin and Torkel both sit quietly watching a movie at the start of the game, Martin leans forward towards the screen.

Grete and Julie laugh when a character in the game speaks in Czhech, Janne and Hanne giggles when a scene is played on their screen. Kristoffer to David:" Push Push, take mid lane! David bursts out laughing in response.

George leans forward, he moves the mouse over a chunk of text on his screen. The teacher asks Grete and Julie: «Her er bestemoren deres I spillet» - Grete: «Å, Kult!» Grete, Julie and Janne and Hanne discuss a choice to be made in the game.

Grete giggles and plays around; teacher tells her to stop and starts instructing her. Kjetil leans backwards and puts his arms in the air whilst looking at the screen, there is a lot of text on the screen. Torkel clicks on to a text and moves the mouse over the text line by line.

Kjetil clicks on some talking bubbles in the game before leaning back and finds his cell phone. George and Kari both sits quietly and plays the game, they are clicking on objects and persons in the game. They are not talking to each other.

Grete and Julie laugh and points on the screen, on the screen is the tasks they are meant to do. Janne and Hanne sit quietly and leans forward when they play a video in the game. Kari raises her hand and asks the teacher about a question. George moves the mouse over a piece of text before switching to the tasks and writes an answer. George has an option in the game to either read more text, or answer tasks, he answers tasks. Kari still sits leaned forward, quietly and is doing her tasks. Kristoffer bursts out to David: "Lets' go! Made it!" When they complete a task.

Kristoffer stretches and yawns. Kjetil, Martin, Torkel, George and Kari all sit quietly, reading the screen, clicking on the game. Martin stretches a bit and takes a small break. Grete and Julie giggles and points at the screen. The teacher asks them:" Who have you found now?" – They answer, "We don't have sound suddenly". The teacher helps them fixing the sound. Grete and Julie smiles when a video is played in the game. Kjetil pushes his chair back and takes a break, he pushes it back and resumes playing.

Teacher to Kjetil: "Du har nå to oppgaver du kan gjøre i spillet», Kjetil answers: «Nei, jeg orker ikke, jeg synes det er kjedelig». Kjetil asks the teacher if he can go back to the classroom and join the others, the teacher lets him. David goes from playing with Kristoffer to taking Kjetil's place, he sits down and starts playing. Kristoffer sits and trips with his legs whilst playing. George raises his hand before putting it down again.

The teacher asks George: "Er det greit å forstå dialogen selv om den er på tsjekkisk?»

George: «Jada, jeg leser teskten og forstår det fint!»

Grete bursts out laughing, Julie then follows. They say it is because they think what the character in the game is saying. The teacher reminds Martin and Torkel to also do the tasks, not only play the game. Kari raises her hand and asks for help to do something in the game. Grete helps Kari and says "Du må klikke på den, er du dum?» And then starts to laugh.

Both Martin and George sit quietly and are now answering tasks, Torkel leans forward and points to the screen. Martin turns and looks at me before turning back and resumes playing. Martin looks over to Torkel's screen, then back to his own before clicking on an object in the game.

Grete and Julie giggles, the teacher calls them over and tell them to stop joking and to do the tasks. Julie says "Jeg finner ikke den siste tingen I dette rommet» «Da spør du om hjelp istedenfor å tulle» the teacher answers. Kari yawns when she reads. Julie also yawns when the taecher are instructing them.

David and Kristoffer both sit quietly, looking and clicking on the screen. The teacher asks them: "Skjønner dere hva dere skal gjøre?», they look at each other and answer: "Litt vanskelig, men ja!»

Julie and Grete sit quietly and reads, giggles of something they read. They answer a task, gives each other a high five.

Martin has answered nearly all the tasks. Kari reads a book in-game, the teacher tells her she can move on from the book as it is not that important. Janne and Hanne are clicking to find an item. Kristoffer leans back, stretches and looks at the screen.

Janne to Hanne" Jeg visste det lowkey at den var bak planten» refering to an item in the game. Kristoffer asks David for help regarding a puzzle. Julie and Grete laugh out loud trying to solve the same puzzle Kristoffer is solving.

Hanne looks to Janne as they are going to make a choice in-game.

Grete :" Yes! Vi klarte pusslespillet» Grete and Julie ask the teacher why they are playing this game and not any other game. Janne and Hanne asks the teacher :" Vi klarte det! Så får vi ikke vite svaret?»

«Beklager, det er ikke jeg som har lagd spillet!» The teacher answers before reminding them to answer the tasks. Martin yawns and takes of the headset. Grete and Julie ask if they can go back to the classroom, they don't find this fun. The teacher says no.

Kari is looking for an item in the game, George is answering tasks. Janne and Hanne laugh loud when they have answered a task. Martin is clicking and moving his mouse between answers to a task in the game. Martin asks Torkel:" Har du gjort denne? Hvilket valg tok du her?» Torkel answers: «Jeg har ikke komt til den, jeg sier det etterpå»

Grete to Julie: «Er det Mathias? Vi snakker med han! » regarding a character in the game. Torkel points to Martin's screen, they are discussing a choice Martin must make.

Kristoffer answers the questions, David changes between playing and talking/pointing to Kristoffer's screen. Kari sits quietly reading a long text. Julie and Grete ask "Hvor kan vi klikke?" Teacher: "Prøv å klikk på en av de gjenstandene".

Kristoffer asks David:" Hva gjorde du med Bestemor?

David: «Jeg spurte om alt»

Martin and Torkel are discussing a movie they both saw in the game.

George asks the teacher: "Jeg snakker med naboen, men han vil ikke si så mye?»

Teacher answers George: «Hvorfor tror du det?"

David asks Martin: "Hvor mye har du skrevet?»

Martin answers : «Ikke så mye, jeg prøver å finne ut av naboen.»

Julie and Grete are discussing and gesticulating a choice they have to make.

Julie to Grete:" Velg den!» Grete answers : «Nei nei nei!»

David leans over to Martin and asks "Brukte du en coin her? "

Martin answers "Nei, jeg wasta coinen min tidligere».

Janne turns and looks around the classroom, turns back to the screen and starts talking to Hanne. Torkel touches his nose with his finger and is moving the mouse over the screen. Grete and Julie read the subtitles to each other in English. Martin yawns and takes a break, he returns to playing.

Kristoffer hovers the mouse between to options regarding a choice he has to make. Grete and Julie "Hvar det han som rejecta oss? Ja, drittsekken, assholet.» Regarding a character in game.

Grete and Julie ask Janne and Hanne how they did a task, Hanne reads the task in English and gives an answer in Norwegian. Grete and Julie continue reading to each other in English.

Hanne to Janne "Du skulle sagt hei! Nå må vi snakke med dem igjen! Kari laughs when Grete and Julie make a remark regarding a character in the game.

The teacher tells Grete and Julie to watch their language. Kristoffer and David are discussing a task, Kristoffer moves over to David looking at his screen. They ask the teacher for help. Sofia and Hanne look at each other and nods when answering a question.

Kari scratches her leg and says to the teacher "Jeg har all informasjon nå"

The teacher now tells the class to stop, Martin has to make physical contact with Torkel to make him stop. The teacher gives information regarding the task they are supposed to do. Torkel closes the game and goes to Google, he searches up Richard Heyndrich and another man called Josef.

Grete and Julie "Kan vi gå?»

Kristoffer «Jeg cracket spillet!» Martin «Jeg vant mot alle!»

They both laugh.