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Abstract

This study focuses on learners' oral participation during an educational escape room. The research will focus on how the pupils in 6th grade participate orally in English, during an educational escape room. Escape rooms are live-action team-based games that focus on problem-solving and collaboration. The oral language is therefore an important tool of communication during an escape room. Oral skills, as part of the four basic skills, are very important when we are communicating and learning a new language, and the escape room format provides an opportunity for language use in authentic situations, as the National curriculum suggests. The participants in this study are nine 6th graders, organized into three groups with three learners in each group. In this qualitative study three data elicitation tools were used: field notes and audio recording of an educational escape room and focus group interviews. The finding suggested that the learners had a high level of oral participation, and English was the main language used. Communication and cooperation were important and necessary to successfully complete the tasks, and these were also seen in high degree. Furthermore, four out of six learners reported language learning, when using English in spontaneous conversations. Therefore, these results are promising when it comes to the application of escape rooms in the EFL classrooms.

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LIST OF ABBREVIATIONS

CLT   Communicative Language Learning

TBL   Task Based Learning

EFL   English as a Foreign Language

L1   First Language

L2   Second Language

CEFR   Common European Framework of Reference

ZPD   Zone of Proximal Development

NESH   Den Nasjonale Forskningsetiske Komité for Samfunnsvitenskap og Humaniora

1. Introduction

This thesis is a qualitative study that examines oral participation in an educational escape room in 6th grade. The study explores learners' oral participation, their use of L1/L2 and how they communicated within the group to express themselves and cooperate in light of Halliday's seven functions of language (Halliday, 1969). The data consists of field notes, audio recording of a designed educational escape room and focus group interviews. There are three participating groups in the escape room, in total nine learners, further two of these groups are interviewed. This chapter will discuss background and relevance, the research question and aims of the study, and lastly provide an outline of the study.

1.1 Background and relevance

As I wanted to explore something that was relevant to both the classroom and the National Curriculum (LK20), consequently also my future teaching, the use of an educational escape room was found intriguing because of its increased popularity. This increased popularity and the positive experience of participants that I have previously talked to, made me wonder if it provides increased opportunities for language learning in the EFL classroom, making it a good tool for teaching. Furthermore, using educational escape rooms as a tool of teaching, it is possible to see if the learners can successfully participate in group discussions in their L2, while problem-solving.

Escape rooms and educational escape rooms, which are designed for the classroom, have had increased popularity in recent years. Escape rooms are defined as "live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time" (Nicholson, 2015, p.1). Educational escape rooms are similar to escape rooms, but they explicitly include course materials in the puzzles in the escape room (López-Pernas et al., 2019, p.31723). Looking at this definition it is easy to compare certain elements to LK20, where teamwork and problem-solving are central (Kunnskapsdepartementet, 2017), but also the importance of including other elements, such as competence aims, interdisciplinary topics and basic skills (Kunnskapsdepartementet, 2019). Oral participation is an important element of the subject of English, which is also strongly connected to being able to communicate on different topics in L2, adapted to receiver, situation and purpose

(Kunnskapsdepartementet, 2019, p.4). Authentic communication, in both formal and informal contexts, will therefore be important to incorporate into classroom tasks and activities, one of which can be educational escape rooms.

Furthermore, the educational escape room includes principles of several teaching and learning approaches related to communication and teamwork, which also resemble the aims in LK20 (Kunnskapsdepartementet, 2017). Communicative language learning (CLT) entails teaching language through communication (Richards & Rodgers, 2014), and communication is central in an educational escape room (Bradford et al., 2021). This learning approach aims for the learners to learn a new language by actually using it to communicate with others (Richards & Rodgers, 2014, p.105). In the present study, the educational escape room was part of learners' English classes, and it was expected that the learners should try to use English as the main language to communicate, similar to what Richards and Rodgers (2014, p.105) highlight as important in CLT.

Active learning contributes to language learning, however, it is important that learners are engaged in solving problems, and more importantly engaged in high-order thinking tasks (Kunnskapsdepartementet, 2017; Bonwell & Eison, 1991, p.5). Cooperative learning is one way of active learning, and in cooperative learning "learners work in small groups to achieve a shared set of goals relating to academic assignments" (Johnson and Johnson, 2008, p.29). In this present study the shared set of goals is to successfully complete the escape room. The definition for task-based learning (TBL) is also similar: "locate[s] real-ness in outcome, with learners working together to do things like solve a problem, do a puzzle, play a game or share and compare experiences" (Cameron, 2001, p.30). Problem-solving in groups, which contributes to communication, is therefore present in the learning approaches, and also one of the main aims in an educational escape room.

In previous research focused on educational escape rooms, the results were generally positive, which can be seen in Paulsen's (2017) MA thesis, and the studies done by Bradford et al. (2021) and Opie (2022). Paulsen (2017) is one of few studies that examine both engagement and language learning. The participants are upper secondary EFL learners, who explore the benefits of using educational escape rooms. The result showed great engagement, but also that it promoted successful learning outcomes. These results further suggest that there are benefits of using escape rooms in the EFL classroom and that it could function as a supplement to the

standard classroom practices. Other studies on educational escape rooms show that learners engage in cooperation and collaboration in an escape room, and have high engagement (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020). Bradford et al. (2021), who examined factors that needed to be considered when designing an escape room for the EFL classroom, found that communication was essential in solving the puzzles in an escape room. Opie (2022) piloted escape room games as a context for learners to learn and practice unfamiliar text skills in year 10. The results showed that escape rooms can be used to practice existing skills, rather than new ones, but also showed that the learners found the escape room motivating due to the social and collaborative aspects (Opie, 2022).

Based on the findings in the previous studies, it was expected for the learners to have high engagement in the escape room. It was believed that the learners would have fun and like the escape room and because learning also occurs when being engaged, it can therefore contribute to learning. It was also predicted that there will be a lot of oral participation, because communication is essential to solving the escape room (Bradford et al., 2021), however, whether they would use English or Norwegian was uncertain. The findings in this present study were expected to contribute to learning more about the benefits of using educational escape rooms as a tool for language learning in the EFL classroom. Further, this research is also relevant when looking at problem-solving tasks in groups and whether cooperation on problem-solving tasks could effectuate the practice of L2. Finally, an important contribution, by examining oral participation, is exploring if and how much the learners decide to use English.

1.2 The research question and aims of the study

The new phenomenon, educational escape rooms, has in recent years been discovered and used by teachers in the classroom. This being a new phenomenon consequently results in not many studies having been done on language learning in educational escape rooms. The existing studies focus mainly on engagement, and not language learning or oral participation. If there are studies focusing on some language learning, the participants are often university students, which creates a major age-gap from 6th graders and are therefore not that relevant to this present study. Additionally, there were not found any studies focused explicitly on oral participation in an educational escape room. This study therefore contributes to an under-researched area of language learning and oral participation in escape rooms. The aim is to

look at the learners' oral participation in an educational escape room created for language learning, and the study addresses the following research question:

- How do the pupils in 6th grade participate orally in English, during an educational escape room?

Examining the learners' oral participation in an educational escape room can contribute to exploring if the learners use English while solving tasks and cooperating in this educational escape room. It is also possible to see how principles of cooperative learning, TBL, CLT and active learning get implemented in an educational escape room. The learners have to be given opportunities to speak English, such as an educational escape room, where they partake in problem-solving and communicating in groups. As the escape room has problem-solving in focus, this study can also contribute to teachers using similar tools in the foreign language classroom, but also using elements of an educational escape room, such as problem-solving tasks in groups.

1.3 Outline of the thesis

This thesis is divided into six main chapters. Following the introduction (1), Chapter 2 describes the theoretical background and explains relevant terminology of the present study. Further, previous studies relevant to the aim are reviewed. Chapter 3 presents the methodology and research tools used when collecting and analyzing the data. This chapter also includes ethical considerations, validity and reliability. Chapter 4 describes the results from the educational escape room and interviews that are relevant to the thesis aim. The results are followed by the discussion in Chapter 5 where the main findings are discussed in light of the theoretical review and previous studies (Chapter 2). Finally, Chapter 6 summarizes the study's main findings in relation to the research question and presents limitations and implications for further research and teaching.

2. Literature review

2.1. Introduction

To include all the theoretical background needed for this study, the literature review is divided into four sections. The first section (2.1.) puts forth a definition of an escape room following Nicholson's (2015) which would further be used to explain educational escape room. Based on the definition of an escape room as "live-action team-based games" (Nicholson, 2015), there are several teaching and learning approaches that are relevant. These are discussed in the next section, (2.3). This section is divided into five subsections, all involving teaching and learning approaches related to oral participation in an escape room. During an escape room the learners discuss and are engaged in solving problems, which is clearly related to active learning. Learners working together solving problems and doing puzzles is also important when defining task-based learning. Both active learning and task-based learning are therefore discussed in the (2.3) section. Communication and cooperation within the group are central in successfully finishing the escape room. Communicative language teaching and cooperative learning are therefore discussed in the same section. Finally, because escape rooms require cooperative learning, language and using other people as scaffolding for learning (Cameron, 2001, p.5), Vygotsky's socio-cultural learning theory (Taraldsen et.al, 2020, p.2) will also be addressed.

The following section, (2.4), focuses on the aspect of oral participation. This section includes what lies in the concept of oral participation, but also oral participation within the EFL classroom. The curriculum, LK20, is especially relevant when discussing oral participation as a term and in relation to the classroom. This section is followed by (2.5), where Halliday's seven functions are presented, the framework used to analyze the oral participation in the escape room. The last section, (2.6) is about previous studies on escape rooms done in different grades that were found relevant to the participants and the research question in this study.

2.2 Escape room

In the first section the term escape room will be defined, given that escape rooms are a fairly new concept, so their development will also be explained. Further, as they become increasingly more recognized as educational tools, an explanation of the educational escape room follows. Different teaching and learning approaches will then be explained, followed by oral participation and the relevance of the speaking skills.

2.2.1 Escape room elements

Nicholson (2015) defines escape rooms as "live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time" (p.1). The focus of an escape room could solely be on the experience and solving puzzles instead of containing a variation of escape (Wiemker et.al, 2015, p.2). Regardless of the escape room's focus, it is always important for the participants to think creatively, use teamwork and collaborate, think critically and communicate during an escape room (Nicholson, 2015, p.2; Wiemker et.al, 2015, p.3).

Escape rooms have become a growing industry in the last decade and this genre has been given a number of names: Escape Game, Live Escape, Puzzle Room, Live Action Game, Adventure Room/Games, Breakout Games and more (Wiemker et.al, 2015, p.2). This is still not a very researched area, and consequently the start of this industry is not well documented. However, the earliest well documented physical live action escape room is known as the Real Escape Game, which a Japanese publishing company, SCRAP, launched in 2007. SCRAP has continued developing escape rooms, but this industry has also rapidly developed in the rest of the world (Nicholson, 2015, p.3). The concept, collaborating to solve given puzzles and tasks to escape a room, is now a well-known phenomenon. There is not a complete updated list on how many escape rooms there are worldwide because escape room businesses open and close every day, but it was estimated to be over 50 000 escape rooms (The Logic Escapes Me, 2019; iED, 2020). This phenomenon has in recent years also been developed into board games and cards that can be played at home with similar tasks and puzzles used in a real escape room.

Solving puzzles is essential in an escape room and Wiemker et al. (2015) present a simple game loop the escape room puzzles use:

1. "A challenge to overcome
2. A solution (may be concealed)
3. A reward for overcoming the challenge" (p.4)

Wiemker et al. (2015, p.5) further explain this loop by giving an example. The challenge could be a locked box, the solution is then the combination or key that opens the box and lastly, the reward is the content inside the box. Other examples of puzzles often used in an escape room are searching for physical objects hidden in the room, counting, noticing something obvious in the room, ciphers without a key (such as letter substitution), searching for objects in images, assembly of a physical object (such as jigsaw puzzles) and riddles (Nicholson, 2015, p.19).

Escape rooms can be used for any subject but can vary between online and physical escape rooms. There are a lot of available escape rooms online in addition to the physical escape room that is the focus of this study. A virtual or online escape room is played exactly like a physical escape room except that it is virtual, played on the computer. Virtual escape rooms became a popular activity during COVID-19, when meeting in real life was not allowed (Ascalon, 2021). Identical to physical (educational) escape rooms, virtual escape rooms can be created with any theme, further suggesting that both types of escape rooms can be used in any subject in the classroom.

2.2.2 Educational escape room

While the interest in escape rooms increases worldwide, the appeal to use an educational escape room as a teaching tool in the classroom increases simultaneously. Educational escape rooms can be defined as "escape rooms that include part of the course materials within their puzzles in such a way that students are required to master these materials in order to solve the puzzles and succeed in the escape room" (López-Pernas et al., 2019, p.31723). Based on the definitions of a 'normal' escape room and an educational escape room, it appears that they are quite similar. The only difference is that the themes and/or the puzzles and tasks in an educational escape room are based on what the learners should learn. In other words, the tasks and puzzles relate to the curriculum, in our case LK20 (Kunnskapsdepartementet, 2017). Additionally, an educational escape room can be themed with almost any topic, and the

tasks/puzzles can be adapted to all participants at all levels, which makes it appropriate for all learners (Wiemker et al., 2015, p.14). It would therefore be easy to include it in other teaching content within a subject.

Even though an escape room will be often described as a 'fun' pastime by the general public, the main objectives for using an educational escape room as a tool for learning in the classroom is to facilitate collaboration, communication, creativity and critical thinking. It can also help develop the important skill: problem-solving. Both Nicholson (2015, p.2) and Wiemker et al. (2015, p.15) state that escape rooms help develop skills in teamwork, creative problem-solving and critical thinking. Based on all the skills the escape room can help develop and that it can be themed with almost any topic, there is an indication that an educational escape room is appropriate for the classroom.

An educational escape room is about solving puzzles (López-Pernas et al., 2019, p.31723), which suggests that the learners do not have to open a box by solving clues that lead to keys and codes or trying to break out of a room. An educational escape room could simply be a variation of station work in the classroom, you solve one puzzle and then you move on to the next station. Another example could be levels, for each task the learners complete, they upgrade to a more difficult level. This is a way to simplify the use of an "escape room" in the classroom, using only elements of it, where it is easier to include all the learners at the same time.

Even though teachers and other escape room companies design escape rooms which are not for classroom use, there are quite a few specifically designed for the classroom. There are now a lot of websites that contain ready-made kits which a teacher can order to use in the classroom (Escape Kit, n.d; Breakout EDU, n.d; My Escape Room Party, n.d.). The sites often contain guides on how to organize the escape rooms without needing to order items, and the teacher can then adapt the escape room to both their learners and the theme using inspiration from many different ready-mades online and physical escape rooms. Teachers have also started to create escape rooms for different themes related to LK20 (Kunnskapsdepartementet, 2017), and there are several Facebook-groups where they share their escape rooms. Teachers can also make requests in these groups, where they ask for an escape room or escape room ideas for the classroom on the theme they will be teaching. It is obvious that the teaching community, both globally and locally, sees value in using this tool for teaching.

Foreign language learning means more than just grammar rules and how to avoid mistakes in communication, it also implies a focus on developing "creactical skills". By "creactical skills" we mean critical thinking and creativity in action (Cruz, 2019, p. 26). Additionally, speaking and using a language is necessary when learning a new language. An educational escape room in a foreign language contributes to practice and develops both the learners' spoken language and the "creactical skills".

Communication and language learning are two of the core elements in LK20 (Kunnskapsdepartementet, 2019), and communication is essential in successfully solving an escape room (Bradford et a., 2021). According to LK20 (Kunnskapsdepartementet, 2019, p. 2) communication refers to creating meaning through language, but also use language in formal and informal settings. Learners should also communicate both orally and in writing, and the teaching should give learners the opportunity to express themselves in authentic and practical situations. When using communication in this present study, it is mostly referred to as oral communication, as this is the aim. Language learning, as one of the core elements, is referred to as "developing language awareness and knowledge of English as a system, and the ability to use language learning strategies" (Kunnskapsdepartementet, 2019, p.3), learning vocabulary as that gives "choices and possibilities in communication and interaction" (Kunnskapsdepartementet, 2019, p.2). An educational escape room will contribute to giving the learners reasons to communicate in an authentic setting, where they need to participate in spontaneous conversation. This can result in the learner practicing communication and receiving language learning, which involves two of the core elements.

2.3 Teaching and learning approaches

In this section the different teaching and learning approaches related to using an educational escape room as a tool in the EFL classroom is presented. Starting with active learning (2.3.1), followed by communicative language teaching (2.3.2), task-based learning (2.3.3) and cooperative learning (2.3.4). Lastly, Vygotsky's theories about language and the zone of proximal development will be presented (2.3.5).

2.3.1 Active learning

Instead of finding an official written definition of the term active learning, educators have relied more on an intuitive understanding than a common definition, resulting in misinterpretations that all learning is active learning (Bonwell & Eison, 1991, p. 5). If active learning is misinterpreted as all learning is active learning, it would then suggest that a formal presentation is a form of active learning. However, during a formal presentation the learner is passive and only listens, and according to Bonwell and Eison (1991, p.5) the learner needs to do more than just listen. The traditional lecture, where the learners passively receive information, similar to a formal presentation, is also often used as a contrast to active learning (Prince, 2004, p.1). For the learner to be involved in active learning, the learner needs to read, write, discuss and/or be engaged in solving problems, but also more importantly engaged in high-order thinking tasks (Kunnskapsdepartementet, 2017; Bonwell & Eison, 1991, p.5), not to be just passively listening.

Based on active learning being more of an intuitive understanding, it can be difficult to provide an official definition of the term (Prince, 2004, p.1). However, Bonwell and Eison (1991) have a working definition that will be the foundation of how active learning is interpreted in this study: "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, 1991, p.5). This definition suggests that during active learning, the learners need meaningful learning activities that involve learners in a learning process, in addition to reflecting on the learning process (Prince, 2004, p.1). Cornell University (n.d) also describes active learning in a similar way: active learning methods have the pupils engaged in thinking, discussing, investigating and creating. Problem-solving is a skill learners practice during methods of active learning (Cornell University, n.d.), which is particularly relevant during an educational escape room.

There are also certain characteristics and important elements to active learning which Bonwell and Eison (1991) have established:

- "Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in higher-order thinking.
- Students are engaged in activities.

- Greater emphasis is placed on students' exploration of their own attitudes and values"
(p. 19).

Prince (2004, p.1) takes the same position as Bonwell and Eison (1991, p.19) regarding the pupil activity and engagement: learners need to be engaged and involved in high-order thinking, which is more than just listening. Bonwell and Eison (1991, p.19) characteristics can help teachers design and create tasks where the learners participate in active learning. This can be very important mainly because active learning is a major part of the LK20, where critical thinking, creativity and problem-solving are central in the core curriculum in LK20 (Kunnskapsdepartementet, 2017).

An important aspect of active learning is the reflection on one's own learning, and the LK20 states that the school needs to help the learners "to reflect on their own learning, understand their own learning processes and acquire knowledge independently" (Kunnskapsdepartementet, 2017, p.14) creating an awareness of their own learning process (Kunnskapsdepartementet, 2017, p.14). Critical thinking is also an important element to active learning, as the learners are involved in high-order thinking tasks (Bonwell & Eison, 1991, p.5) and LK20 also highlights its importance as learners are able to apply reason when working with practical challenges, phenomena, expressions and forms of knowledge (Kunnskapsdepartementet, 2017, p.7). All these elements are also present in an educational escape room.

2.3.2 Communicative language teaching

Communicative language teaching (CLT), also referred to as the Communicative approach, entails teaching language through communication (Richards & Rodgers, 2014). CLT can therefore be considered as an organization of processes and goals in classroom learning (Savignon, 2002). This approach gave the learners opportunities to practice spoken language for genuine communicative purposes. This method also aimed to integrate all four skills and emphasized functional language use (Fenner & Skulstad, 2020, p.97). The central idea within Communicative approaches was that "language would be learnt by using it" (Fenner & Skulstad, 2020, p.97).

When using CLT, developing interaction and communication skills is prioritized. This development is in accordance with CLT's essential aim, which is for the learners to learn a

new language by actually using it to communicate with others (Richards & Rodgers, 2014, p.105). The approach involves many features, including the integration of writing, reading and speaking skills, which is relevant when communicating in a second language. This can be organized and practiced by having learners communicate in groups to solve a problem, like in escape rooms.

There are two communicative language teaching versions specified, a strong and a weak one. The 'strong' version is about learning the second language like children learn their first language, through using it. This version has not been practiced in Norway unlike the 'weak' version, which is also known as the most common version. Learning a second language for communicative purposes is also important in the 'weak' version, however, it also contains activities that explicitly focus on structural and metalinguistics aspects of language (Fenner & Skulstad, 2020, p.56).

Communicative competence is an important aspect of communicative language teaching (Savignon, 2002; Fenner and Skulstad, 2020). Communicative competence is "a way of describing what it is a native speaker knows which enables him to interact effectively with other native speakers" (Savignon, 1976, p.4), which include language knowledge (grammar and vocabulary) and the ability to use this language knowledge (Rindal, 2020 p.34). This interaction is spontaneous, meaning unrehearsed (Savignon, 1976, p.4). It is also the most important concept within English didactics and has been a central part of teaching and learning second languages in the western world since the 1970s (Fenner & Skulstad, 2020, p.43).

 In communicative language teaching the language learner is a partner in learning and encouraged to participate in communication events and self-assessment of progress (Savignon, 1991, p.273). There are three principles that according to Richards & Rodgers (2014, cited in Fenner & Skulstad, 2020, p.55) form an underlying learning theory of CLT:
- "The communication principle: activities that involve real communication promote learning.
- The task principle: activities in which language is used for carrying out meaningful tasks promote learning.
- The meaningful principle: language that is meaningful to the learner supports the learning process (Richards & Rodgers, 2014, cited Fenner & Skulstad, 2020, p.55).

CLT includes activities with an information gap, in that the learner does not possess all the required information and therefore needs to communicate with another learner to get the required information (Pinter, 2017, p.69). This is particularly important in an escape room, where the learners need to jointly reach a decision through discussions of different solutions. Pupils need to use suitable strategies to communicate in different situations, both orally and in writing (Kunnskapsdepartementet, 2017).

2.3.3 Task-based learning

Using tasks and activities in language learning is not something new, however, task-based learning, also known as TBL, has in the recent decades become a popular method for language learning (Drew & Sørheim, 2016, p.136). It is also stated that one way in which 'tasks' as a language teaching method entered the classroom was through working with adults. These adults needed to use a second language outside of the classroom, and the English used in the classroom contrasted to the English they needed. Tasks were therefore adapted so the goal and outcomes of the tasks reflected the real needs of the learner (Cameron, 2001, pp.29-30).

Understanding the concept task is especially important when trying to understand TBL. However, defining the concept task can be difficult, considering it varies within TBL. Even though there are several definitions of task, according to Richards and Rodgers (2014, p.177) there is a common understanding that a task "is an activity or goal that is carried out using language, such as finding solution to a puzzle, reading a map and giving directions, writing a letter, or reading a set of instructions and assembling a toy" (Richards and Rodgers, 2014, p.177). Cameron (2001, p.30) produced a more specific definition of task-based learning, stating it "locate[s] real-ness in outcome, with learners working together to do things like solve a problem, do a puzzle, play a game or share and compare experiences" (Cameron, 2001, p.30). Drew and Sørheim (2016, p.137) further explain that the learners genuinely need to be engaged and interested in the activity and/or task(s) in TBL. If the learners are not interested or engaged, it will most likely result in the learners not being able to focus on the meaning, which is essential in TBL.

 According to Drew and Sørheim (2016, p.136) it is necessary to mention the distinction in foreign language learning between form and meaning, in order to understand what TBL is. The form is about the language and its structures and in, for example, the Audio-lingual

approach, form is the focus, however, in communicative approaches the focus is meaning (message). The focus on meaning is central in TBL, what pupils are using language for (Drew & Sørheim, 2016, p.136; Cameron, 2001, p.30). Form is also important in TBL, but only in relation to the task and is not the starting point (Drew & Sørheim, 2016, p.136). Escape rooms resemble real life and with language used by learners without their conscious attention to form, making escape rooms proper tasks in the educational setting.

2.3.4 Cooperative learning

One approach to active learning is cooperative learning. Even though cooperative learning is always active learning, it does not mean that active learning is always cooperative learning (Keyser, 2000, p.2). The learners need to take an active role in their learning instead of being a passive participant during direct teaching, and a key strategy to accomplish this is cooperative learning (Johnson & Johnson, 2008, p.29). Researchers have, based on research, concluded that this learning approach has great academic benefits for the learners. This can be applied to all learners, independent of proficiency levels, as they gain greater tolerance towards learners with a different social and/or ethnic background, faster language development, better self-image and a higher degree of well-being when cooperative learning is used (Kagan et al., 2018, p.6). By using cooperative learning as an approach to language learning, such as through educational escape rooms, learners can experience faster language learning.

Johnson and Johnson (2008) explain cooperative learning as "learners working in small groups to achieve a shared set of goals relating to academic assignments" (p.29). When groups work together and cooperate, individuals should work together to maximize their own and each other's learning (Johnson, Johnson & Smith, 1998, p.6). Cooperative learning can be considered as a more structured form of group work, where the learners will pursue a common goal(s), but assessed individually during the cooperation (Prince, 2004, p.1). Johnson and Johnson (2008, p.29) further explain that during cooperative learning, the pupils all need to contribute to the work by sharing ideas, helping solve problems, arguing intellectually in order to reach an agreement, and working toward the goal(s).

The most common model of cooperative learning is made by Johnson, Johnson and Smith (1998, p.7) and includes five basic elements. These elements include positive

interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills and group processing. Together, these elements combine a 'recipe' for a good group work. Positive interdependence is about the learners understanding that they are in it together, doing the task together as a team, and that they need each other to complete the task. In order to accomplish this positive interdependence, the teacher may establish mutual goals, joint rewards, shared resources and assigned roles. Each learner has individual accountability and receives assessment and feedback about the quality and quantity of their contribution to the task (Johnson, Johnson and Smith, 1998, p.7). According to Johnson, Johnson and Smith (1998, p.7) face-to-face promotive interaction is more about helping, encouraging and sharing within the group. To have a well-functioning group the learners need to use their social skills, both interpersonal and small groups skills. Lastly, group processing requires learners to discuss how the cooperation is going and how well they are achieving their goals (Johnson, Johnson and Smith, 1998, p.7).

According to Dewey's (Kagan et al., 2018, p.25) 'learning by doing', which is central in cooperative learning, cooperation and using English to learn the language contributes to learning (Kagan et al., 2018, p.7). Furthermore, examining the language learning, in conversations and dialogue, learners are trained to "speak fluently" (Kagan, et al., 2018, p.27). Through cooperative learning relationships are built, learners collaborate and solve academic problems together (Kagan et al., 2018, p.8). The learners cooperate and communicate to do problem-solving, much like in an educational escape room. Problem-solving is also a central part of LK20 (Kunnskapsdepartementet, 2017). Cooperative learning is therefore one approach to practice problem-solving, communication and cooperation, in groups/pairs.

2.3.5 Vygotsky

Vygotsky is a very important theorist within sociocultural learning theory and the focus on language used in a social setting is relevant in this study. Social interaction in language activities is central in sociocultural learning theory (Lyngsnes & Rismark, 2014, p. 67), which is consistent in an escape room done in groups. They need to communicate within the group in the activity.

Vygotsky's theories revolve around learning taking place in a social context and that the most important factor to learning is language (Lyngsnes & Rismark, 2014, p. 67; Imsen, 2017, p.188). Language is our frame of reference and therefore also our tool to understanding the

world and each other, which makes language a necessary aid in the development of a child (Imsen, 2017, p.199). Language is also a way to express ideas and ask questions (Lyngsnes & Rismark, 2014, p. 67), it creates a foundation for both thinking and cognitive functions (Imsen, 2017, p.200). Vygotsky also expressed that learning depends on the people surrounding the child, because children's knowledge, ideas, attitudes and values develop in interaction with others (Lyngsnes & Rismark, 2014, p. 67). The people surrounding the child can therefore have a great impact on the development of the child, which we can see through Vygotsky's zone of proximal development (ZPD).

Vygotsky created the zone of proximal development which can measure what a child can do with skilled help, instead of only measuring what the child can do alone (Cameron, 2001, p.6). According to Lyngsnes and Rismark (2014, p. 68), in the zone of proximal development a learner cannot solve the problem alone, but they can achieve it with the help of someone with more knowledge than themselves, the competent other. Vygotsky clearly stated that the competent other could be an adult or someone with more knowledge (Imsen, 2017, p.192). In a school context the competent other could also include another pupil, which suggests that in group work, a social context, the learners, in addition to the teacher, could work as competent others for each other. The competent other can help the learner in the zone of proximal development by modeling, reinforcement, feedback, instruction and asking questions (Lyngsnes & Rismark, 2014, pp.72-74) helping to continuously shift the ZDP. Seen in this context, oral language and cooperative learning have a strong link to Vygotsky's theory. The philosophy of education in Norway is based on socio-cultural theories and these principles are consequently built into LK20 (Kunnskapsdepartementet, 2017).

2.4 Oral participation

Young Norwegian language learners, travel much more today and TV and music have become more accessible which consequently results in spending more time both watching TV and listening to music. English is often used to communicate when travelling, and music, movies and TV-shows are often in English. The learners are therefore surrounded by English in their daily life. The importance of communicating and speaking English has now increased compared to previous decades when speaking was a much-neglected skill in English (Drew & Sørheim, 2016, p.57).

Oral skills consist of both speaking and listening (Fenner & Skulstad, 2020, p.96; Drew & Sørheim, 2016, p. 49). The LK20 understands oral skills as "creating meaning through listening, talking and engaging in conversation" (Kunnskapsdepartementet, 2019, p.4). This may be surprising considering oral skills are often associated with speaking, but speaking and listening function in relation to each other most of the time (Drew & Sørheim, 2016, p.49). Drew and Sørheim (2016, p.49) explain this as when someone is listening, there is usually someone who speaks, and vice versa. Oral language is therefore often expressed through dialogue (Drew & Sørheim, 2016, p.49). It is possible to consider speaking as an active use of language to express meanings comprehensively. Listening, on the other hand, refers to the active use of language to access other people's meanings (Cameron, 2001, p.40).

By taking a closer look at the historical background of oral participation in the EFL classroom, we see it has had a major development and had in the recent decades been considered more important or equally important as the other language skills (Fenner & Skulstad, 2020, p.96-97).

Oral skills have been given different roles in different language teaching methods. Grammar-Translation method was one of the first formally set foreign language teaching approaches (Fenner & Skulstad, 2020, p.96), which focused on reading and writing. This was done at the expense of speaking. It is also relevant to mention that L1 was frequently used in the classroom during the method. As a counter approach, the Reform Movement took a contrasting stand to use the spoken language as a point of departure. This meant that the learner should hear the language before they started reading it (Fenner & Skulstad, 2020, p.96), similar to how we learn our L1. Another method, the Direct method, focused on using the language as much as possible from day one. In this method developing listening and speaking skills were given the primary focus (Fenner & Skulstad, 2020 p.97).

The more recent methods consider all the four language skills but prioritize them differently. This can be noticed in the Audiolingual method, which introduced the four language skills in an order of priority, which was listening, speaking, reading and writing (Fenner & Skulstad, 2020 p.97). The method relied largely on drill, pattern practice and substitution tables, and was rooted in the behaviorism. This meant that language use in the classroom was based on a belief in a stimulus - response - reinforcement type of practice. Even though the aim was to speak the language, there was little focus on genuine purposeful oral communication (Fenner & Skulstad, 2020 p.97). The last method, Communicative approach, that blossomed in the

mid-1970s, however, gave the learners opportunities to practice spoken language for genuine communicative purposes (Fenner & Skulstad, 2020, p.97), as discussed in the section on the Communicative language teaching approach.

Oral skills can be further divided into different types, as oral communication performs different functions. Richards (2016a) distinguishes between three types of talk, interactional, transactional and performance. The interactional function of speaking refers to what we would call "conversation". It also describes interactions primarily in social function. The focus is more about the speaker and how they want to present themselves, rather than the message (Richards, 2016a). "The conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue" (Richards, 2016b). The transactional, however, focuses on what is said in situations. The main focus is therefore making oneself understood, accuracy and the message, instead of the participants and how they interact socially (Richards, 2016c), like in the interactional function. Problem-solving activities and information gap activities (Richards, 2016d) are two examples of transactional talk practiced in the classroom, which is also relevant when examining oral participation in an escape room. Further, there are two different types of transactional talk, and the first type includes giving and receiving information that focuses on what is said or achieved. The second type involves obtaining goods or services, like ordering food in a restaurant (Richards, 2016c). The last type of talk is performance, which refers to public talk. It is the talk that "transmit information before an audience" (Richards, 2016e), and this type of talk tends to be a form of monologue, rather than dialog. (Richards, 2016e)

Kunnskapsdepartementet (2019, p.4) states that developing oral skills in English means communicating on different topics, both in formal and informal situations, adapted to receiver and purpose. Communication, one of the core elements in LK20, is relevant when talking about oral participation as it refers to creating meaning through language and the ability to use this language in formal and informal settings, where pupils should experience, use and explore the language form the very start (Kunnskapsdepartementet, 2017). More specifically talking about the Norwegian classroom, the central purpose of the English school subject is to be able to communicate in English, but what this means will depend on the status and influence of English, both in education contexts and in society (Rindal, 2020, p.24).

English is a global language (Rindal, 2020, p.24), and most Norwegian learners experience exposure to English both in school and outside of school (Rindal, 2020, p.29). The learners are exposed to great amounts of language input, but more importantly they are also exposed to authentic language use in different contexts (Rindal, 2020, p.36). The exposure to English outside of school facilitates the learner's development of language proficiency (Rindal, 2020, p.36), which includes the English use inside the classroom. This exposure is therefore relevant when examining the LK20 as it contributes to the reaching the aims in LK20, especially the aims related to being able to communicate in different contexts, adapted to receiver and purpose (Kunnskapsdepartementet, 2017; Kunnskapsdepartementet, 2019). The English exposure in the learners' daily life can be from imported files, vlogs, blogs, social media, gaming, Tv-programmes and new technologies (Rindal, 2020; Brevik et al. 2020), which are only some of the examples. It is the learner's engagement in these activities that make them use English to communicate. This engagement and exposure provide opportunities to improve language skills and build English competence, in both formal and informal contexts (Brevik et al., 2020, p.190). This constant exposure also affects the status of English in Norway, which includes the young language learners. Brevik et al. (2020, p.211) clearly states that interests and English competence are intertwined, meaning that the role of interest, passion and engagement can be very relevant in language learning.

2.5 Halliday's seven function of language

Halliday developed seven functions of language that describe the way children use language. The functions of language will be used as a framework for analyzing the oral participation of the learners in the educational escape room. Halliday suggested that the basic functions that language comes to fulfill in the early life of the child, can be divided into seven functions: the instrumental, the regulatory, the interactional, the personal, the heuristic, the imaginative and the representational (Halliday & Webster, 2004, p.309). These are often also referred to as 'developmental functions' or 'micro functions'. Even though Halliday was dissatisfied with the name of the last function, representational, which he thought should rather be called informative (Halliday & Webster, 2004, p.309), this function will in this thesis be referred to as the representational function.

The first four functions relate to how children's social, emotional and physical needs are met through language. The first function, the instrumental, refers to "the use of language for the

purpose of satisfying material needs" (Halliday & Webster, 2004, p.303). It can also be referred to as the 'I want' function, which also includes 'I don't want', 'can I have' or 'I need', when language is used to fulfill a need (Halliday, 1969, p.29). The material need can be requiring food, drink or comfort. Closely related to the instrumental function is the regulatory function, as language as an instrument of control, has another side to it (Halliday, 1969, p.29). This function includes language to control the behavior of others, when someone commands, persuades or requests something (Halliday, 1969, p.34). One example could be "Read this for me".

The third function, interactional, which is again strongly linked to the regulatory function (Halliday, 1969, p.30). The interactional function is "the child's use of language as a means of personal interaction with those around him - the 'me and you' function of language" (Halliday & Webster, 2004, p.307). This includes how we form a relationship with others, as it comprises the communicative use of language (Halliday 1969, p.30). The personal function refers to the awareness of language to form individuality, such as expression of identity and of the self (Halliday, 1969, p.31).

Personal, heuristic and representational functions are similar as they can all occur when we request information. Heuristic function is the language used to investigate the speaker's environment (Halliday, 1969, p.34), this can be by asking questions. The representational function is "the use of language to convey new information: to communicate a content that is (regarded by the speaker as) unknown to the addressee" (Halliday & Webster, 2004, p.310-311), in other words exchange of information between two or more people. Halliday points out the lack of clear-cut boundaries between the interactional, heuristic and regulatory functions (Keenan, 1975, p.252). This lack of boundaries suggests that categorizing the functions can be difficult, as the use of language can fit into several functions at the same time. The last function, Imaginative, includes the language used in fantasy and play (Halliday, 1969, p.34), but this function will not be included when analyzing the data as it was not deemed relevant.

2.6 Previous studies

The field of educational escape rooms in elementary school is still under-researched, especially in the Norwegian context, and according to Taraldsen et al. (2020) more studies are

needed on educational escape rooms, especially in primary and secondary school, but also in teacher education. There have been some studies on escape rooms and educational escape rooms, but they mainly focus on older learners. Nicholson (2015, p.24) reports on a study that focuses on the results of a survey answered by 175 escape room facilities around the world. These are not educational escape rooms created for classrooms but escape room facilities where the participants go to have fun with a group of friends, family or work. In this study, 30% of the participants expressed learning outcomes. The learning outcomes consisted mostly of teamwork and communication. Having 30% of the participants express learning outcomes may not seem like much, but these escape rooms were created for the participants to have fun, not learning. The results suggest that by adapting escape rooms to the classroom with the focus on learning, we could expect an increase in learning outcomes. Communication is an important element of group work and in the present study, oral participation was seen as an indicator of teamwork.

Studies on educational escape rooms have similar results as Nicholson (2015): that learners engage in cooperation and collaboration in an escape room (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020). Paulsen (2017) wrote a MA about escape rooms in the upper secondary EFL classroom in Norway, with the aim to explore if there are any benefits to playing educational escape rooms. Observation field notes, analysis of empirical questionnaire data and focus group interviews were used. The results show that the learners enjoyed the game, but it also promoted successful learning outcomes. These results further suggest that there are benefits of using escape rooms in the EFL classroom and this could function as a supplement to the standard classroom practices (Paulsen, 2017). In contrast to Paulsen (2017), the present study particularly focuses only on the learners' oral participation, that also includes some language learning, in an escape room, but based on Paulsen's (2017) results, an escape room could be a good language learning tool. Bradford et al. (2021), however, found that communication was essential in solving the puzzles in an escape room. The participants in Bradford et al. (2021) study were secondary school learners, and they based their study on how escape rooms create opportunities for cooperation and collaboration. The aim was to identify factors needed to be considered when designing escape rooms for the EFL classroom, playtesting four different developed EFL escape rooms and then reflecting on the lessons learned. The results showed that the groups were engaged in cooperation and collaboration, but also that it can be difficult to balance difficulty and encourage target language use (Bradford et al., 2021).

The use of teamwork was also one of the most frequently reported by the participants in Duncan's (2020) study about the effects immersive game-based learning had on student engagement and the development of the 21st century learning skills of collaboration, communication, creativity and critical thinking in grade 3. The qualitative method showed no significant engagement or development of the 21st century learning skills compared to learners that did not participate in BOEDU-strategies. BOEDU is an escape room for the classroom. However, the qualitative method showed teamwork, challenge and fun as the most frequent results amongst pupils, the learners enjoyed the method and wanted to do it more often (Duncan, 2020). Another study by Opie (2022) involving escape room games, English disciplinary literacy and motivation and engagement in year 10 piloted escape room games as a context to learn and practice unfamiliar text skills. The learners were given pre-, mid- and posttests. The results showed that escape rooms can be used to practice existing skills, rather than new ones, but also showed that the learners found the escape room motivating due to the social and collaborative aspects (Opie, 2022).

In contrast to Duncan (2020) and Opie (2022), that focused on engagement and motivation, the present study only involves oral participation, and therefore also language learning, in an escape room, which makes the results about teamwork, communication, collaboration and cooperation, the most relevant to this study. As engagement can contribute to language learning (Brevik et al., 2020, p.211), it can be concluded that the results involving engagement are also somewhat relevant. Opie's (2022) study, which mentioned above, found that escape rooms should be used to practice existing skills, rather than new ones. This is also highly relevant when examining oral participation. The spoken language can only improve by actually using the language, which makes an escape room a good tool for practicing it, especially since the learners find escape rooms fun (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020).

When looking for previous studies related to the present study, several databases were used to search for relevant studies, such as ERIC, Google scholar and Academic search ultimate. Additionally, the library at University of Stavanger was used to gather relevant studies. Even using these databases, the searches provided few relevant studies. There are several studies examining escape rooms, but their focus is mainly on the learners' engagement (Opie, 2022; Mathieson & Duca, 2021; Ross & Bennet, 2022). The aim of this present study is oral

participation and language learning in an educational escape room in 6th grade, and engagement is therefore not the main aim. A number of escape room applications in university settings was found (Dietrich, 2018; Gómez-Urquiza et al., 2019; Avargil et al., 2021; Ross & Bennett, 2022). There is a big age gap between 6th graders and university students, consequently resulting in these studies not being as relevant for the participants in this present study. Through searches, a few studies on virtual escape rooms did also appear (Videnovik et al., 2022; Haimovich et al., 2022). These do not explore language use and as this explores a virtual escape room, these studies were also deemed not directly relevant. Based on these searches it is clearly shows that there is a somewhat research gap when examining language learning in an educational escape room for younger learners.

3. Methodology

Section three presents the methodology, divided into seven different parts. The aim and scope are presented first (3.1), followed by the setting and information about the participants of this study (3.2). In the third part, the escape room designs, both for the pilot and the study, is thoroughly explained (3.3). This is then followed by the data elicitation methods used in the present study, field notes, audio recording and focus group interviews (3.4). How the data was analyzed (3.5) is then explained as the fifth part. Lastly, the ethical considerations (3.6), the validity and reliability of this study are described.

3.1 Aim and scope

As previously stated, there has been little to no research on language learning, more specifically oral participation, in educational escape rooms in 6th grade. This research gap is one reason for choosing this age group and aim. Another reason is that it will be interesting to see if 6th graders have developed enough language skills to participate in an educational escape room. Thus, the aim of this study is to qualitatively explore the learner's oral participation in their L2 during an educational escape room in 6th grade. This qualitative study involves audio-recording and field notes taken during the educational escape room to collect data. Further, there were semi-structured focus group interviews with the participants to get a greater understanding about their oral participation during the escape room.

This study is primarily a qualitative study, however, several data elicitation tools were used to better answer the research question. The data are quantified for language use in escape rooms, presented using numbers and tables, in addition to providing examples from the escape room and the discussion in the focus group interviews, such methodological triangulation (Gass & Mackey, 2011) is useful to get a better insight into the research topic and to provide a fuller picture as to oral language use, as well as to add to credibility and transferability of research.

3.2 Setting and participants

The learners in the 6th grade are approaching the end of the first cycle of their education, so it was therefore decided that they should participate in the study. This project was reported to the Norwegian Center for Data Collection (NSD, now a part of Sikt) and was approved

(Appendix 1). A consent form (in Norwegian) was also created, where the parents and/or guardians had to give permission for the learners' participation (Appendix 2). The participation included being both audio recorded and observed during an escape room followed by focus group interviews. It was a strategic purposeful sample, meaning researchers intentionally select individuals to learn or understand the central phenomenon (Creswell, 2012, p.206). Further, Creswell (2012, p. 2012), states that the purposeful sample should provide 'useful' information, help the researcher 'learn' about the researched phenomenon and give voice to potentially 'silenced' people.

The sampling was decided based on the learners being 6th graders in an EFL classroom, which suggests them being able to provide useful information about oral participation, learn about educational escape rooms and give 6th graders opportunities to voice their experience and opinions. The English teacher in the school, where the research was conducted, and the researcher decided together to include two classes as the sample, and of 47, 37 consented to participate in both the escape room and interview. Out of 47, 42 consented only to the escape room. From this sample, nine learners were chosen to participate. There was also an additional class that participated in the pilot.

Considering the nine participants in this study, their proficiency levels in English varied. This was also taken into consideration when choosing the participants, as this portrays an English classroom more authentically. Based on CEFR's common reference levels of language learning, the participants' proficiency levels varied between A2 and B1 (Council of Europe, 2001, p.24). This suggests that the participants are either a basic user or independent user. Three learners (Sofie, Sigrid and Sara) qualify as an independent user (B1), which means that they understand main points on familiar matters and can deal with most situations likely to arise whilst traveling if they are in an area where English is spoken. They can also produce simple texts and descriptions on familiar topics and experiences and give reasons and explanations for plans and opinions (Council of Europe, 2001, p.24). Qualifying at a B1 level is quite high as a 6th grade, mainly because they are mostly categorized as A2. The three learners are, however, very good at both speaking and writing English.

There are six learners that can be recognized as a basic learner, A2. These learners are Stian, Sverre, Sander, Siri, Stine and Silje. This suggests that they can understand sentences and frequently used expressions related to immediate relevance (Council of Europe, 2001, p.24).

Stine and Siri are, however, at an A2 level when understanding and writing English, but their ability to communicate, describe and express their own opinions will match a lower A2. On an A2 level the learners can communicate simple in routine tasks on familiar and routine matters. They can also describe simple aspects of their background, the matters of needs and their immediate environment (Council of Europe, 2001, p.24). Stian, Sverre, Sander and Silje qualify as general A2 level in both communication and writing.

The groups were organized by gender, as this would provide a safer environment, when using their second language. As the researcher knows the learners previous to this research, the knowledge about who they wanted to be grouped with was already known. This made the grouping easier. One issue could be that some children can dominate the conversation, while others are quieter (O'Reilly et al., 2013, p.211), which was why the group combinations and the learners feeling safe were important. Having three learners in a group would make it more difficult for them to stay quiet and the groups would depend more on everyone's participation. Their English teacher was also given the opportunity to contributed with recommendations on groupings based on a written suggestion from the researcher, however no recommendations were made. Additionally, their proficiency levels were taken into consideration, as the researcher wanted participants with different proficiency levels to create a more authentic situation.

The number of participants was decided based on what would profit the present study the most. Oral participation would be easier to examine with fewer learners in each group, considering separating the voices and matching them with the correct learner. Three learners per group were therefore decided to be a suitable number of participants, both in the escape room and the interviews. Observation of nine different learners, organized into three groups, was deemed substantial to sufficiently answer the research question. Nine learners do make up a fifth of all learners who consented to the interview, and that is a number which allows for some generalization. The learners also represent different proficiency levels.

3.3 Research Design

For this study two escape rooms were designed, one for the pilot and one for the collection of data. These were very similar, but had different themes, Narnia and Harry Potter. The pilot escape room would only be observed. The Harry Potter escape room was observed, and audio

recorded. The elected participants were interviewed in a focus group about the Harry Potter escape room.

3.3.1 Pilot study design

An escape room with a Narnia theme was piloted with a class of 6th graders, which was a separate class than the two participating classes in this study. I have never used escape rooms in my previous teaching and doing a pilot was deemed necessary. The pilot made it possible to discover if the planned process and tasks would be successful at answering the research question. Oral participation was the focus of this study, and this includes learners having reasons to speak to each other within the tasks in the escape room. The pilot then gave the researcher the opportunity to make adjustments before collecting the data, especially with the focus of giving learners reasons to speak.

The tasks were almost identical to the ones planned for the participants in this study, with the exception of the theme. The pupils in the pilot escape room could talk to the participant in this study and disclose the solutions, which is why the decision was made to have different themes. There were five different tasks within the escape room (Appendix 3). The first one was a jigsaw puzzle, where the learners had to puzzle the first page of the Narnia books and read it to the teacher in the room (the researcher). This page, however, was mirrored and the learners needed to use a provided mirror to read it. For the next task, the learners needed a letter each, which the researcher gave them before entering the room. Each letter contained information about the order of the code, and a riddle. This riddle had one of the characters from Narnia as an answer. Pictures of several different characters were on the table and three of them had numbers on the back side, which together created a three-number code.

The third task was called jumbled letters. This task consisted of six jumbled words and a cipher. The learners had to unjumble the six words, write them on the empty lines drawn across from the jumbled words. These lines had two different colors, blue and red. After writing the unjumbled words the red lines created a word, Narnia. To find the code the learners needed to use the cipher to get numbers instead of letters. The next task was a picture divided in four sections, in each section there was a picture of one of the four queens and kings of Narnia, the main characters. These pictures had different figures that were not originally in the pictures. The learners then had to count each figure on each picture to find the code. Making a video was the last task, the learners had to make a video together where they asked Aslan for help with the last code, with the aim to practice polite expressions.

While creating this escape room, there had to be several opportunities for the learners to speak. Positioning the cipher across the room from the task would create a reason for speaking as they needed to communicate across the room. Similarly, to the riddle in letters, where the learners each got one, this could create an information gap and the need to communicate. During the course of this escape room, the learners should communicate to solve problems as doing the jigsaw puzzle requires communication and cooperation to successfully puzzle it, and creating the video requires planning of who says what.

The pilot escape room findings showed a great variation of oral participation. There were six groups participating in the pilot. Three of the groups used English as their main language to communicate with, however, the other half used mainly Norwegian. This would suggest that the learners may need more reasons to speak. Several learners also had some trouble expressing themselves and therefore speaking Norwegian became more natural. All the groups were very engaged in the escape room, and they all seemed to enjoy it. They are also very competitive, as they wanted the best time, and this contributed to the learners' engagement. The cooperation was also important, as they shared ideas within the group to find the correct solution.

Even though the pilot went very well, there had to be several adjustments done before the data collection. The learners had trouble with the jumbled words, which suggested that it would be necessary to reduce the difficulty level by reducing the number of words from six to four. This would also make it easier when they would use the cipher, mainly because the whole word would be the code. It became apparent that when they found the three numbers on the back of the figures, they could just try guessing the code because there were only three numbers. They therefore did not need to use the provided letters with the order of the code. The adjustment to increase the code from a three-numbered code to a four-numbered code was made. The learners would then have to read the letter more thoroughly and actually use it when finding the order of the code. To make this a little easier, the riddles and the order of the code were stated more clearly, like writing: if you wanted to know the order of the code, on the front of the letters. The last task, about making a video did not result in much discussion, which is why this task was not used when collecting data. Pre-created hints for each task, based on the struggles in the pilot, was created. These hints were created for when the learners had struggles and/or were stuck on a task, they could then ask to receive a hint. They would

then get one of the pre-created hints, which ensured the groups got the same hint(s) for the tasks. The last adjustment was to use a story before they entered the escape room. This story was in English, which made it more thrilling and more natural for the learners to use English themselves. During this story, the learners would also get the first code, to get them started.

3.3.2. Research study design

The escape room had the theme Harry Potter, which was decided together with their English-teacher. It was important that the escape room had a similar theme as to what they would be discussing in class, as this study is a part of their English lessons. The escape room was done in small groups of three learners. Only one group at a time participated in the escape room. One group did the escape room and then the next group was retrieved. The escape room was therefore in a group room, not the classroom, and all participants used the same group room. The explanation behind this choice is that there will be more precise data collected. Using only three learners at a time ensured that it was clear who spoke, when and what they were saying. It was easier to study their oral participation, rather than if the whole class would be participating, where it would be really difficult to study several learners' oral participation simultaneously. Another reason was that engaging all the learners in oral participation simultaneously can be difficult, because several learners feel safer talking in small groups. An escape room is also normally done in groups with 5-6 players (Nicholson, 2015, p.3). Their English teacher had a normal lesson in the classroom, while the researcher had the escape room.

Before the learners participated in the escape room, they were informed what an escape room was, what was expected of them during the activity and the rules surrounding the escape room. This was especially important concerning the fact that one group participated at a time. Another concern, which was established, was that the learners might try to disclose how to solve the tasks in the escape room to other participants. The learners were therefore asked not to ruin the other's experience and how they needed to keep the tasks and solutions a secret until everyone did the escape room. It was also concluded that this could be more ensured by timing the learners, to see who solved the escape room the fastest, which they were also informed of. By making it a competition, the learners might not voluntarily offer the information to other learners.

The Harry Potter escape room consisted of four tasks (Appendix 4), very similar to the tasks used in the Narnia escape room. The jigsaw puzzle was the first one, they had to finish this task before entering the room for the remaining tasks. They needed to puzzle the acceptance letter to Hogwarts, and then read it to the researcher using a mirror. Another task was the jumbled letters, with four jumbled words. When the learners unjumbled the words, they could write them on the dotted lines with two different colors, red and blue. The red lines created a word, wand, which they then had to 'translate' into numbers, using the cipher across the room. In the next task there were real Harry Potter character figures on the table. They lay face up, and four of them had a number taped behind their head. Next to the figures was a letter, a similar letter to the ones each participant was provided with before starting the jigsaw puzzle. Combining the information in these letters led them to the order of the code and a riddle that told them which character had a number on them. The last one was a picture of the four houses in Harry Potter. In the background of each house some of the spaces were colored a different color, and by counting how many spaces were a different color in each house, the learner would create the code.

When examining the oral participation in an escape room, the learners needed to be given opportunities and reason to speak. The cipher and the jumbled letter task were positioned across the room from each other, and the box with lock, in the middle. This made it impossible to read the task and cipher simultaneously while opening the lock. This would then create an opportunity to communicate with each other from different sides of the room. This could be considered an information gap, as in CLT, where each learner has different pieces of information that needs to be put together in order to get the whole picture. This information gap is also relevant when considering the four letters containing a riddle and the order of the code. Each learner got one letter each, and they had to combine the information in the letter to find the combination. The jigsaw puzzle would also be difficult doing without speaking as they have to puzzle it and then read it. They then needed to use cooperation to solve it together and use communication to clarify work tasks. This would also be relevant during the other tasks. As communicative approaches state, language is learnt by being used (Fenner & Skulstad, 2020, p.97).

3.4 Data elicitation methods

After creating an escape room for this study, both audio recording and field notes were used. A semi-structured focus group interview was considered the best alternative for answering the research question, examining oral participation in an educational escape room. The reasoning behind this choice is that the researcher could observe the learners, which would be beneficial in the escape room and while doing the transcripts. The interview was a method for gathering more information about the choices they made in the escape room, especially related to their oral participation and language learning process. In this section each data collection method is presented, explaining what this method entails and why it is relevant for this study. Field notes are presented first, followed by audio recordings and lastly, focus group interviews.

3.4.1 Field notes

Field notes were one of the data collection methods in this study. The field notes consist of written notes of different observations the researcher found interesting during the educational escape room. According to Cohen et al. (2007, p.396) observation "offers the opportunity to gather 'live' data from naturally occurring social situations". The observer can look directly at a situation and collect their own data instead of relying on second-hand research. Another factor of using observation as a method is that what the participants say they do, may contradict or differ from what they actually do (Cohen et al., 2007, p.396). Unstructured observation, such as field notes, provides a rich description of a situation, and can then lead to generating hypotheses (Cohen et al., 2007, p.398). It was therefore necessary to include some observation when investigating the learners' oral participation and not only interview them. The field notes were essential in explaining the context and situations in the escape room to facilitate the audio recording, as both of these are accessible to examine and analyze after the escape room. This also contributes to minimizing interpreting the situations based on the audio recording, leading to more transparent analysis.

During the observation of the escape room the observer stood in one corner of the room and observed the learners while they solved the tasks. The escape room was pre-planned, and the learners solved it on their own, without much interference from the researcher. The researcher only engaged when the groups had questions and/or needed help/hints. They were then only provided with hints, if the questions were about the tasks, or information. The only expectation of the pupils was that they would speak English during the escape room, about

which the learners had been informed. They also knew that there would be a researcher during their escape room and that the focus was oral participation, how they communicated with each other.

3.4.2 Audio recording

The main focus in this thesis is the oral participation, getting authentic data and analyzing this data was decided to be easier, with the use of audio recording. According to Edwards and Holland (2013, p. 69) "words are the main currency of interviewing and subject to analytic interpretation". In this study, this can relate to the words spoken in the interview, but also in the escape room. By using audio recording, the researcher can then later analyze the participants' communication and the words they used in depth and can help prevent interpretations of the situation that occurred in certain situations.

The audio recording can be useful as the researcher can rather focus on watching the learners and writing field notes of important elements that the audio recorder may not be able to record, like their body language. Another reason for using audio recording during the escape room is that the researcher could focus on being of assistance to the learners, if necessary, rather than writing down everything they say (Edwards & Holland, 2013, p.70) to answer this present study's question about the learners' oral participation.

There are also advantages of audio recordings after the recording has taken place. By using audio recordings, metaphors, expression, the emotion in their voice and tone of the voice can be more easily heard, as it is recorded. In other words, what the participants say and the way the participants are saying something, was accessible long after the interview and escape room was done (Edwards & Holland, 2013, p.70). This can also be very helpful when using a thematic analysis, where the themes will be evaluated and re-evaluated several times throughout the process. Lastly, the audio recording is transformed into transcription, and this can contribute to the accuracy of data in the study (Edwards & Holland, 2013, p.70).

There are many advantages for using audio recordings, however, it is important to mention that there are also some disadvantages. Using an audio recorder can be distracting for both the researcher and the participants (Edwards & Holland, 2013, p.69) if they are constantly concerned about the recorder working and therefore checking it. Another reason could be if the participant looked at the recorder and was concerned about being recorded. Lastly, the

access to the audio recordings afterwards is not necessarily always an advantage, and some argue that the quality of the recording can give a sense of being present (Edwards & Holland, 2013, p.70). It is then possible to listen to the recordings on repeat, and the feeling of being present can result in the researcher interpreting differently than in the actual context.

3.4.3 Focus group interviews

The purpose of qualitative interviewing according to Patton (2002, p.348) is to capture how the interviewees view the world, and to learn their terms and judgements. It also involves the complexities of the individual perceptions and experiences. Patton (2002, p.348) further explains how it is this openness that distinguishes interviews from the closed questionnaires. In contrast to fixed-response questionnaires, qualitative interviewing never supplies and predetermines the phrases or categories used by the respondents to express themselves. The experiences and perceptions of the learners, additionally to their thoughts on their oral participation, will be relevant when examining and successfully answering the research question for this present study. To gather this information, it is essential that the interviewer asks open-ended questions so the learners can respond in their own words (Patton, 2002, p.353). Considering the age of the learners, the participants might be more at ease in a group, and because they collaborated in an escape room, it made sense for them to comment on this joint experience together.

A semi-structured focus group interview was another data collection tool in this study. Silverman (2021, p.99) states that a focus group interview "involves engaging a small number of people in an informal discussion, 'focused' around a particular topic or set of issues". The discussion in this thesis revolved around the escape room, their teamwork and communication within the escape room. Discussions on the group's teamwork could give answers as to how the group communicated and why the group communicated in a certain way. During an escape room there were several tasks, these tasks were brought into the focus group interview for the learners to discuss how they solved it and how they communicated while solving it. Similar to the escape room, a focus group interview could allow the children to bounce ideas off each other and obtain several viewpoints in one interview (O'Reilly et al., 2013, p.211). In a focus group interview the learners must be able to discuss with each other as the aim is not to come to an agreement within the group, but rather for all learners to express their point of view, to collect many different points of views (Kvale & Brinkmann, p.179). The

participation in the same escape room could then create discussion promoting both learners' individual and their combined experience in one interview.

When planning a focus group interview there are several elements that need to be considered and O'Reilly et al. (2013, pp.212-214) highlight five issues: (1) Choosing the number of focus groups to conduct, (2) Considering the number of children to include in each focus group, (3) Deciding how long the focus group lasts, (4) Considering the depth of involvement of the facilitator, and (5) Planning the opening and closing of the focus group.

To properly answer the research question in this study, it was decided to do two focus group interviews, and nine learners do make up a fifth of all learners who consented to the interview, and that is a number which allows for some generalization. They also represent different proficiency levels, and it was therefore determined that two focus groups interviews with three learners in each group combined with the transcription of the escape room, would be enough to properly answer the research question in this study. Typically, focus groups consist of eight to ten learners, but it could also have fewer, like three to four children (O'Reilly et al., 2013, p.213). The decision to include three learners in each interview was influenced by the groups used in the escape room. It was believed that the discussion would be easier when they had solved the tasks together and that they would feel more comfortable with the other learners they participated in the escape room with. After deciding how many interviews to conduct and how many learners to include in each interview, the length of the interviews had to be decided. The age of the participants had to be thoroughly considered (O'Reilly et al., 2013, p.213), which resulted in the conclusion that the interview could not last longer than thirty minutes. If the learners lost concentration and started talking about something else during the thirty minutes of interviewing, the researcher would then guide them back to the chosen topic.

According to O'Reilly et al. (2013, p.210), focus group interviews are "basically a group interview where you as a researcher facilitate the discussion to keep it on track with the research agenda". There is also a 'moderator' during a focus group interview. The 'moderator' is someone who poses the question and is responsible for facilitating participation of the focus group (Silverman, 2021, p.99), which in this instance was the researcher. The researcher will then have the responsibility to facilitate their discussion, but also not lead them to what is perceived as the correct answer. This can be difficult considering that participants

may answer according to what they think the interviewer wants to hear, rather than what they think themselves, which is recognized as 'the halo effect' (Mackey & Gass, 2015, p. 226).

To minimize this 'halo effect' Macky and Grass's (2015, p.226) had some suggestions that include making the participant relax through small talk and asking them to elaborate on their answers rather than accepting the first thing they say. These measures were taken both during the planning process and during the interviews. Using focus group interviews may prevent the halo effect because the interviewer will not be as involved in the interview, and the learners discuss more amongst themselves. The interview also started with some planned casual small talk with the groups to establish a more relaxing situation. At the end the participants would get the opportunity to ask the interviewer questions and the interviewer would also thank them for participating (O'Reilly et al., 2013, p.214). The group composition was decided by the researcher, but the participant's teacher was also given the opportunity to state their opinion.

The interview was semi-structured with the use of prompts, which is a common feature in focus group interviews (Mackay & Grass, 2015). An interview guide was also created in advance to ensure that the questions were relevant, that the interviewer was well prepared and knew the important questions to ask in order to sufficiently cover the research question. In a semi-structured interview some questions are predetermined, but it was not possible to plan every question in detail. Some questions may be adapted depending on how the interview evolves. Each interview is unique, as the situation, the needs of the interviewee and the personal style of the interviewer creates a unique situation for each interview (Patton, 2002, p.370). The interview guide is written in both Norwegian and English (see Appendix 5A & 5B). The interview questions were based on a combination of LK20, the learners' oral use and previous studies. The interview was audio recorded, and when using the recorder in the interviews, the researcher can focus on listening, probing and follow up and maintaining eye contact. Making detailed notes during the interview can be very distracting for both the interviewer and the interviewers (Edwards & Holland, 2013, p.69). One issue that can occur, when using an audio recorder, is that the researcher can get accustomed to relying on it, and then become less observant during the interview (Edwards & Holland, 2013, p.69).

The interviews were conducted in the learners' chosen language, either English or Norwegian, depending on what they felt comfortable with. The group has to agree together which

language to use in the interview. All learners chose to conduct the interview in Norwegian, in order to express themselves better and more clearly. This choice about which language to choose was included because previous studies state that expressing yourself in your first language facilitates cognitive processing (Mackey & Gass, 2015, p.225). When the learner has the choice to choose their interview language, it allows them to speak more freely and more easily to elaborate on their answers, without the language barrier. The participants in this study, 6th graders, are still very young, still developing language learners and it is especially important for them to be able to speak in their first language if needed, as it was more important for them to express their opinion rather than focused on language use.

3.5 Data analysis

There are many approaches to analyzing qualitative data, and in this study thematic analysis was considered the most appropriate approach. This study aims to explore the learner's use of spoken language in an escape room, which includes searching and finding themes and patterns, corresponding with using thematic analysis. According to Braun and Clarke (2006, p.78) thematic analysis is "a method for identifying, analyzing and reporting patterns and/or themes within data. It minimally organizes and describes your data set in (rich) detail". Based on Braun and Clarke's (2006) definition of thematic analysis, it is clear that it involves searching across the entire data set to find patterns and/or meaning.

Following Braun and Clarke (2006, p. 86) six phases were categorized for the present research: (1) familiarizing oneself with your data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

The first phase, familiarizing yourself with your data, includes transcription and reading and rereading the data. The researcher was also the one to transcribe the data. The audio recordings needed to be transcribed into written text in order to conduct a thematic analysis (Braun & Clarke's, 2006, p.86), using Microsoft Word by repeatedly listening to the audio recordings, writing down almost word by word. In the interview transcriptions (Appendix 6B), non-verbal language was not included, mainly because it saved time. Non-verbal sounds, body language, intonation and stress are elements that can influence the way a message is conveyed and interpreted. Omitting nonverbal sounds and body language altogether will result in the transcription not fully representing the reality (Dörnyei, 2007). The transcriptions

were transcribed word by word, the sounds or words not considered important for answering the research question were not included, like sounds and hesitation (Appendix 6B).

Wanting the transcriptions of the escape room to be as close to reality and authentic as possible, intonation and stress were marked in the escape room transcriptions (Appendix 6A), such as hesitations, sounds, excitement and slowly reading or speaking. The hesitations often included *ehh* or *ehm*, which is included in the transcriptions. Verbal sounds usually referred to sound they made either when they got an idea or had difficulty solving the task, like *åhh*, *argh*, *oh*, *ahh*. Trying to create the transcription as close to reality as possible, exclamation marks were used when the learners showed great excitement or screamed something. Three dots were also used to indicate that the sentence was left hanging, when the learners could not finish the sentence. It also needs to be stated that the researcher did not change any grammatical errors, reformulate any sentences or change any word to keep it as authentic as possible. The transcription of the interviews was not translated into English to keep it authentic, but the chosen quotes included in the study were translated. This may have resulted in some of the nuance being lost in translation. The data was transcribed and thoroughly read, which allows the researcher to get to know the data set better (Braun & Clarke, 2006).

After transcribing and getting familiar with the data set, in the second phase, the initial codes from the data were produced (Braun & Clarke, 2006, p.88). Afterwards, the transcripts were imported into NVivo software for a more systematic organization of the data. During coding the transcriptions of the escape rooms, some codes were pre-set, like Halliday's functions (Halliday, 1969), but also the 'use of L1', 'teacher-involved talk' and 'the tasks' (reading the tasks). Otherwise, the different codes were emergent from the data (Cohen et al. 2007, p.476). However, during the interview transcriptions the codes emerged after thoroughly reading through the transcriptions. The third phase was searching for potential themes through the initial coding of the data set. "A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p.82). Potential themes were identified, and the fourth phase involves reviewing those themes. It was also decided to use a thematic map to create a greater overview, which would make it easier to review the themes and this thematic map was also developed throughout the analyzing process (Table 1).

The fifth and final phase, before starting writing the report, was defining and naming themes. With the use of Halliday's seven functions (Halliday, 1969) as a framework, the codes were separated into the different functions and later divided into two themes; 'Expressing oneself' and 'cooperation'. There is also a third theme that was pre-determined, 'use of L1/L2', which is important when investigating oral participation in an educational escape room as a part of the English classes. The themes need to fully represent the entire data set (Braun & Clarke, 2006). 'Expressing oneself' and 'cooperation' included sub-themes using Halliday's seven functions of language. Only six of Halliday's functions were deemed relevant. Regulatory, personal and instrumental were sub-themes for the second theme, 'expressing oneself'. The third theme 'cooperation' included the sub-themes interactional, heuristic and representational.
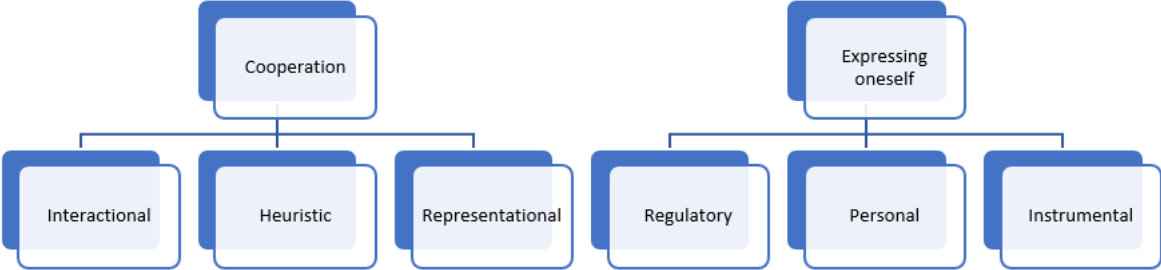
Table 1: Overview of Halliday's functions divided into 'cooperation' and 'expressing oneself'

Individual themes for the interviews were created, mainly because the same themes would not fit for both the escape room and interviews. In the escape room what the learners said was the main focus, in the interviews the reasoning behind their oral participation was discussed. It was therefore deemed necessary to create a different theme, 'reflection' for the interviews. The theme 'the use of L1/L2' was also used for the interviews.

To present the results for the escape room, quantification was used. There will be a table giving an overview of each code in the themes, 'use of L1/L2', 'expressing oneself' and 'cooperation'. The tables present the number of references and total coverage of each code in the theme. The coverage is how much of the whole transcription is covered with this specific code, given in percentage. Using qualification to present qualitative results is normally not done in qualitative methods, however, nearly everything can be counted in written messages

(Bengtsson, 2016, p.12), such as the codes in the present study. The magnitude of the individual phenomena studies appears more clearly by combining the qualitative approach and quantifications (Bengtsson, 2016, p.12). This can be especially important in this study, when examining the amount of L2 spoken, to see if that is consistent across the groups.

3.6 Ethical considerations

As teachers, we are committed to the ethical guidelines found in Den Nasjonale Forskningsetiske Komité for Samfunnsvitenskap og Humaniora (NESH). According to NESH's (2021) ethical considerations, there are a few obligations related to research that need to be considered. In this study, considering and protecting the participants are one of the most important obligations, but also ensuring that the researcher is truthful to the research. Kvale and Brinkmann (2015, p.102) express four similar central aspects of ethical considerations for researchers. These aspects are informed consent, confidentiality, consequences and the role of the researcher.

One obligation in research is to consider the participants (NESH, 2021), which is essential in this study where the participants are young learners. The study therefore had to be registered and approved by Sikt before the data collection was conducted (Appendix 1). Getting the approval of Sikt ensures that the data collection will be legal, safe, and the participants are considered. To collect the data legally and protect the participants, a consent form was created (Appendix 2), to be signed by the parents/guardians. In this consent form, the parents or guardians were informed about what the study entailed. They consented to the learners participating in an escape room and a group interview, with audio recording. However, the option to only choose one of them or none of them was also included. Not all learners were comfortable doing an interview, and they could then only choose to participate in the escape room and withdraw whenever they want, and all collected data of the participant would then be deleted. The consent form also included information about storage of the data, which would be safely stored and deleted after project completion. The data will be safely stored according to the UiS data protection policy. The data was stored on a password protected computer and a back-up was stored on a memory stick, which also required a password to access. Also, the participation will not have any negative effects on their status in school or English classes.

Anonymity of the participants was also established in the consent form. It is close to impossible to accomplish complete anonymity, mainly because the learners may recognize their own answers or their role in the escape room and interviews. The audio recordings can also be an identifiable factor. However, there are several procedures that can be taken to ensure a high level of anonymity: transcribing these recordings anonymizes them and protects the participants. All data were anonymized, like the target groups were replaced by numbers (Group 1, Group 2 and Group 3) and learners within the groups by pseudonyms (random names starting with S). There is no need to anonymize the gender as the names are random and they will be referred to him/he or she/her depending on the given name. The audio recording will also be transcribed and encrypted the same way. This anonymity of the participants needs to be upheld even after the study is completed and all elicited data will therefore be deleted after the end of the study.

Richards and Lockhart (1996, p. 12) state that it is essential for both the teacher and the class to be aware that observation is not an evaluation of their teaching or learning, but a method to gather data for research. The consent form was written as a way to give the parents and/or guardians information about the research and getting consent. However, the pupils, prior to the observation and the collecting of data, were orally informed about what participation included and the information in the consent form, and then given the opportunity to ask questions. The learners were scared that the grammar and pronunciation of their L2 would be analyzed. Following Richards and Lockhart's (1996, p.12) statement the learners were therefore informed that they would not be evaluated, the focus was on how they communicated with each other within the escape room.

3.6.1 Researcher bias

Researcher bias was a relevant consideration in this study as the researcher taught the participants. Data triangulation limits the bias of the researcher and therefore creates more objectivity, but bias is still a concern. By preparing the escape room and focus group questions beforehand, limited some of the bias. In addition, during the escape room the learners will have more or less free conversation with no or minimal instructions from the researcher. In an attempt to minimize the teacher bias, the researcher will create as much transparency as possible by being open and honest about the methods used. It will also be important to maintain research integrity (NESH, 2021), which can be attempted through trying to collect data, analyze the data, present the results, and discuss the findings with an

unbiased approach. It is understood that the role of the researcher was dual, that of a part of a community, as part of the staff, and an outsider researching that context. To balance these opposing forces, scripts were used, and the escape room was not compared to previous learning experiences learners had, but rather focused on the one they had with the escape room. Additionally, this study did not have a hypothesis to prove, but rather a situation to explore.

Within these qualitative research methods, the imbalance of power in the interview is another concern as the interviewer controls the situation and questions (Kvale & Brinkmann, 2015, p.35). The interviewer knowing their participants can help reduce this imbalance of power by making it a safer environment because the trust between interviewer and interviewees was pre-existing. However, the participants view the interviewer as a teacher, and this can create a greater imbalance of power. To reduce this imbalance, it was clearly made a separation that this study is done as a student at UIS and not as a teacher at the school. To create a more relaxing atmosphere, questions like, 'How are you doing today?' and trying to joke around together, were added.

3.7 Validity and reliability

Validity is the interpretation of observation, "whether or not the inferences that the researcher makes are supported by the data, and sensible in relation to earlier research" (Silverman, 2021, p.447). In research, validity can be divided into two types: internal validity and external validity. Internal validity is about whether the conclusions the researcher draws can be sustained for the study (Postholm & Jacobsen, 2011, p.222). External validity is to what degree the results can be generalized to other schools (Postholm & Jacobsen, 2011, p.222; Cohen et al., 2007, p. 136). One cause of invalidity is bias, which can be defined as "a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the 'true value' of an attribute" (Lansing et al., 1961, cited in Cohen et al., 2007, p.105). The validity can be increased by using semi-structured interviews. The interviewer can then ask clarification questions and questions where the learners can elaborate, which make the participants' views more accurate. The use of audio recording during both the escape room and interview can also increase the validity, which can minimize interpretations or biases in contrast to only writing notes. The audio recording creates an opportunity to go back to the data to check and compare themes and codes and provides a way to add reliability.

However, the researcher was also present during both the observation and interview and complete objectivity will be close to impossible when collecting data for research. Lastly, the researcher knows the participants, which can also have had an impact. The participant can try to do and/or answer the way they think the researcher would want them to (Mackey & Gass, 2015, p. 226), but it can also result in the participant being more relaxed and comfortable consequently resulting in more accurate data. Still, some measures were taken to ensure validity: using a set framework to analyze data, referring to previous research, triangulating elicitation tools and re-examining the themes and codes.

It is argued that reliability is about consistency, that if this study was reproduced, it would obtain the same results (Posthom & Jacobsen, 2011, p.223). However, in qualitative research obtaining the same results would be difficult, mainly because the relationship between the researcher and participants varies and all research have different subjective individual theories. People are also in constant development, which could impact the research, if it were reproduced (Posthom & Jacobsen, 2011, pp.223-224). In a qualitative study, reliability can therefore be explained as "a fit between what researchers record as data and what actually occurs in the natural setting that is being researched" (Cohen et al, 2007, p.149). To increase reliability, it was ensured that it is possible to replicate this present study, using the escape room tasks and interview guides, but also the codes that were predetermined could be replicated. Another way to increase reliability is that the participant could choose the preferred language in their interview, the learners can then express richer answers and feel more comfortable. This study involved a pilot, where the escape room was revised and improved afterwards, and this can increase reliability. The participants had knowledge about the focus of this study beforehand, oral participation and how they would communicate within the group to solve tasks. The learners also knew the theme of the escape room and what I would ask them in the interview, but they did not know the tasks and the specific questions. This could increase reliability because the results are authentic, meaning that they did not know the tasks or questions beforehand consequently increasing the authenticity of the learners' solutions and answers. However, in the interview the learners would not have a lot of time reflecting on their answers.

4. Results

In this section the results related to the learners' oral participation in an escape room will be presented. The nine participants in this study are divided into three groups in the escape room, which will be presented group by group and are the first part of this section. The second part is the focus group interviews, presented group by group. The interview and the escape rooms were coded differently, and it was concluded that presenting them individually will create a better and more structured overview of the results.

4.1 Escape room

The results from the escape room will be presented first, group by group. Group 1 (Stine, Sara and Silje) will be presented first, then Group 2 (Sigrid, Sofie and Siri) and lastly Group 3 (Stian, Sverre, Sander). When analyzing the transcript, the codes were created to look further into the participants' oral participation. With the use of Halliday's seven functions (Halliday, 1969), the codes were separated into the different functions and later divided into two themes; 'Expressing oneself' and 'cooperation'. There is also a third theme that was pre-determined, 'use of L1/L2'. The presentation of the results within each group will then be structured after each theme, 'use of L1/L2', then 'expressing oneself' and lastly 'cooperation'.

The theme 'expressing oneself', is made up of several sub-themes. From Halliday's seven functions of language (Halliday, 1969), the regulatory, personal and instrumental functions are sub-themes in the theme 'expressing oneself'. The regulatory function consists of the codes 'commands' and 'asking for English'. The code 'suggestion' is the personal function, and lastly, the instrumental function consists of the codes 'attention pointer', 'getting the focus back on task', 'talk on task' and 'confirmation', both giving confirmation and looking for confirmation. The other theme 'cooperation' includes the interactional, heuristic and representational function (Halliday, 1969). Overall, the learners used their L2 in different ways to express themselves and to try cooperating and solving each task.

4.1.1 Group 1

Group 1 was eager to communicate to solve the tasks together. They tried to share their ideas with each other, and they were all equally engaged and involved. They used spoken language, but also a lot of body language, pointing and showing each other, in addition to explaining

when they had difficulty expressing oneself. They then showed the others what they meant. Group 1 was the first to try the escape room, and while coding this transcript, 24 codes were used. Amongst those 24 codes, there were in total 304 references of different codes throughout the transcript of the escape room for Group 1. Group 1 consisted of Sara, Stine and Silje. Their proficiency levels varied, Sara was at a B1 level, Silje at a A2 level and Stine at a lower A2 level in oral communication.

When looking at the first theme, the use of their L1, Group 1 used little Norwegian. They mostly used their L2 during the escape room, they only used their L1 in a total of 3,3% of the transcription (Table 2.1). When they spoke Norwegian, there were three categories; 'excitement', 'doesn't know the word' and 'forgetting to speak L2'. This group had the most references of 'doesn't know the word', 10, out of the three groups participating. Examples of words this group did not know were "Refleksjon, løve, baklengs and pungrotte" (reflection, lion, backwards and possum), which was mostly related to animals or trying to explain the mirrored acceptance letter. Stine also had to explain that the acceptance letter was backwards and therefore needed to use the word in Norwegian as she could not do it in English: "Ehm, Jeg tror det er sånn speilbildegreier. At vi ehm. Skriften er liksom rar kanskje det er liksom ehm andre veien man skal lese eller noe sånn". (Ehm, I think it's that kind of mirror image stuff. That we erm. The writing is kind of weird, maybe it's kind of erm the other way to read or something like that).

Further, words like "Nei" (no) and "Ja" (yes) made some appearances. Silje and Sara also had one longer conversation in Norwegian about the placement of the letters in the task of the jumbled letters. It seemed like a combination of excitement and forgetting they needed to speak English. Stine eventually interrupted "what should I write?" in English and then they switched to L2 again. Otherwise, these results show that they mostly used L2 throughout the escape room, which is shown by the small coverage of L1 use (Table 2.1).

Use of L1	Reference	Coverage
Excitement	2	0,89%
Doesn't know the word	10	1,10%
Forgetting to use L2	13	1,31%
Total	25	3,3%

Table 2.1: 'Use of L1/L2' in the escape room, Group 1

The theme 'expressing oneself', is made up of several themes. 'Suggestion', 'giving confirmation' and 'explanation' are the most used by the participants (Table 2.2). The explanation is divided into three different ways to explain; 'explanation of a thought process', 'explanation to others' and the' explanation of the process'. An example from 'explanation to others' is Silje "but it does not open", as she needed to explain this to the others. Sara also explained their process during the figure task: "I just look here behind everyone's head". In total the explanations had 45 references, representing 11,42% of the transcript. This was the group with highest references on explanation in general, but it was 'explanation of a thought process' that was most used with a reference of 19 covering 6,1% of the transcript. An example of this is when Sara explained her thoughts on the jigsaw puzzle and why this piece would not fit there "because you see the color is not right". The amount of explanation done in this escape room shows that they are able to explain their thought process, but also use English while explaining.

Suggestions were the most used amongst the learners, as this had 66 references and the coverage of 11,86%. The suggestion code varied a lot as this mostly meant giving suggestions on either how to do the task or suggestions on answers. Sara suggested "maybe this is supposed to be at the bottom", when they tried to do the jigsaw puzzle, this was also a suggestion that was made multiple times and not only by Sara. "Let's look behind everyone's head" and "maybe it is like the first letter" are two other examples of suggestions used in the escape room. There were several suggestions starting with maybe, as the examples show. The example about "let's look behind everyone's head" might seem like a command, but the tone of voice and body language in the escape room suggest that this was stated more as a suggestion as to what they should do in the situation rather than commanding them all to do it.

'Confirmation' was the second most used, especially 'giving confirmation' with 33 references. Giving confirmation in this study implies that it is a way to either reassure one of the learners in your group, which includes uncertainty where the learners are looking for confirmation or show that you agree with them on their suggestions. Giving confirmation usually involves "yes" and other synonyms of the words but also "yeah" combined with a sentence like Silje saying "Yeah, we try this one". When the learners were looking for confirmation, they usually said something where there is a question mark implied at the end

and are looking at the others. Silje also used the word "right?" at the end of the sentence to clarify, like "Here. Poses third number. Right?" and "Sara, you have seen Harry Potter, right?". This result shows that they were eager to reassure and give each other confirmation in the escape room.

'Talk on task' was also highly used, with 18 references. This involved talk used to solve that task, often numbers and letters back and forth between the pupils trying to find the right combination to open the lock.

'Asking for English'', 'commands', 'attention pointer' and 'getting focus back on track' were four codes that did not have much coverage. Even though 'attention pointer' did not have a lot of coverage, it still had 12 references. It was mainly Silje trying to get the others' attention using "wait", like in this example; "Wait, I think I see something"

'Asking for English' only had 1 reference, Sara asking Stine to "explain in English", instead of using Norwegian to explain. There was especially one learner using commands, Silje, which had 4 of 6 commands during the transcript. Two of these commands were "read this one" and "shut up". It was clear, based on the body language of all three learners, that this was not meant to be rude. The last one, 'getting the focus back on track' appeared only twice, but this is not surprising considering the group mainly stayed on topic during the escape room.

Expressing themselves	Reference	Coverage
Explanation of thought process	19	6,11%
Explanation to others	8	1,80%
Explanation of the process	18	3,51%
Suggestion	66	11,86%
Getting the focus back on track	2	0,43%
Attention pointer	12	1,63%
Commands	6	0,91%
Asking for English	1	0,11%
Talk on task	18	14,10%
Giving confirmation	33	2,36%
Looking for confirmation	3	0,55%
Total	186	43,37%

Table 2.2: 'Expressing oneself' in the escape room, Group 1

The third theme, cooperation (Table 2.3), involved 'authentic question' with a total of 47 references and 'teacher involved talk' with 13 references. An authentic question is a question asked by one of the learners where they do not necessarily know the answer. Silje asked,

"You know what this is?" or Stine asked, "Is this a connection with the red lock?", which was two examples of an authentic question. 'Teacher involved talk' was divided into two different codes, 'ask for additional information' and 'teacher directed question'. This included whenever they would ask the teacher/the researcher questions about the escape room and asking for hints to solve the tasks, like Sara asking the teacher "Can we read this?".

Within cooperation there are three more codes, 'banter in English', 'repeat in English' and 'expanded vocabulary'. As Group 1 mostly spoke English, there was no repeating in English, however, there was both banter in English and expanded vocabulary. 'Banter in English' had 5 references and a coverage of 4,39%. This means that the referenced conversation did not relate to the tasks, but they still used English as the language to communicate in. Like in this example:

> "Sara: Oh, okey good.
>
> Silje: We suck at this
>
> Stine: Yeah
>
> Sara: No, be positive, Silje.
>
> Silje: We, YEAH YEAH. Like Stine said
>
> Stine: YEAH"

Additionally, the expanded vocabulary was referenced 2 times, where one of the learners either forgot or did not know the correct English term for the word and another learner in the group provided them with the correct term to expand their vocabulary, like this conversation between Silje and Sara:

> "Silje: What if this is not a goat? No goat
>
> Sara: riddle
>
> Silje: yes, riddle"

Cooperation	Reference	Coverage
Banter in English	5	4,39%
Repeat in English	0	0%
Authentic question	47	5,71%
Teacher involved talk	13	1,91%
Expanded vocabulary	2	0,31%
Total	67	12,32%

Table 2.3: 'Cooperation' in the escape room, Group 1

4.1.2 Group 2

Group 2 also tried to communicate using both languages, but also body language and showing each other what they meant. In contrast to Group 1, in the transcript for Group 2, 19 codes were identified, with a total of 186 references. Sofie and Sigrid were very vocal, but it was difficult to hear Siri. This was a combination of her being silent and not speaking a lot which made it difficult for the audio recorder to pick up her voice clearly. Looking at their proficiency levels, Siri was at a lower A2 level in both communication and writing. Sofie and Sigrid, however, both qualify as B1.

Looking at the first theme, the use of L1 in this group, the only code that appears is 'forgetting to use L2' in a total of 12 references and has an 1,60% coverage. Sofie and Sigrid spoke almost only English throughout the escape room, with the exception of "Sånn" (like that), "jeg må bare..." (I just have to) and "jeg bare" (I just) from Sofie once and the use of "Ja" (yes) and "Åja" (oh, yeah) a couple of times from them both. The other reference was Siri forgetting to use L2 in usually short words like "Ja" (yes), otherwise there were some sentences in L1 like "Det er et puslespill" (It is a jigsaw puzzle), "Hva betyr det?" (What does that mean?) and "men denne her har noe på seg" (but this got something on him). The results clearly show that this group had a small amount of L1 use, which suggests that they used mainly English to communicate with each other within the escape room.

The second theme, expressing oneself (Table 3.1) showed more references, and again 'suggestion' and 'confirmation' are two of the most frequent. 'Talk on task' is also among the most used with 24 references and a coverage of 22,51%. This means that they talked back and forth on numbers and letters/words trying to find the right combination. They were very focused on solving the tasks. 'Talk on task' has the most coverage, but 'suggestion' is the most referenced, with a total of 28. Suggestion covered 8,68%, which is not a lot, but compared to other codes this qualifies as the most used. When making a suggestion they often started with maybe, like Sofie saying "maybe we should go there". This can also be compared to 'commands', with 8 references and coverage of 1,67%, to show that Group 2 used suggestions rather than commands. If there was a command given, it was Sigrid who commanded, for example "find that one". In addition to using suggestions rather than commands, they gave each other confirmation. 'Giving confirmation' was referenced 23 times, and multiple of these references was a confirmation given to the suggestions. They

mostly consisted of "yes" or "yeah", but in one instance Sofie also confirmed by saying "That is right". The suggestions and giving confirmation were also strongly related to the amount of 'looking for confirmation', as the learners could often look for confirmation simultaneously to giving suggestions. "But it is numbers?" said Sigrid, where it was framed as a question, and the intent was getting confirmation. Based on these results, it is clear they were good at giving each other positive confirmation on the suggestions made.

Group 2 had the least explanation between the three groups (Table 3.1), with a total of 16 references, 'explanation of the process' being the most dominant one. Here Sofie tried to explain the process of why it was the correct lock: "because nine, three, four and that is the only one with three". The results show that they made a lot of suggestions but did not necessarily explain them. The remaining codes 'attention pointer' and 'asking for English' did not have that many references either. 'Attention pointer' was referenced nine times, where the learners wanted the other to look at something, like Sigrid said "oh, look at this", or they had an idea of what to do, which usually included the word "wait" or names to get the others' attention. 'Asking for English' only appeared once. It was not someone explicitly asking them to use English, but it was strongly implied using the translation of the Norwegian sentence and the body language and look Sigrid gave Siri that suggested that she should use English:

> "Sofie: it is a puzzle
>
> Siri: Det er et puslespill (In English: It is a puzzle)
>
> Sofie: ja, we know that
>
> Sigrid: It is a puzzle
>
> Siri: puzzle, ja, okey"

This example is the first sentence of the transcript, and this result shows that they knew the escape room required them to use their L2. Sigrid clearly expressed this in the conversation above.

Expressing themselves	Reference	Coverage
Explanation of thought process	1	0,23%
Explanation to others	6	1,75%
Explanation of the process	9	3,20%
Suggestion	28	8,68%
Getting the focus back on track	0	0%
Attention pointer	9	2,11%
Commands	8	1,67%
Asking for English	1	0,11%
Talk on task	24	22,51%
Giving confirmation	23	3,49%
Looking for confirmation	8	1,79%
Total	117	45,54%

Table 3.1: 'Expressing oneself' in the escape room, Group 2

In the third theme, cooperation (Table 3.2), there were only two codes that were referenced more than one time, 'banter in English' and 'authentic question'. 'Banter in English' only surfaced two times and was between one to four sentences. This means that the learners mostly stayed on topic, the tasks. An example of the banter is when they discussed who was going to do the reading of the acceptance letter:

"Siri: you can read, it's okey.

 Sofie: I can't read

Siri: we'll help

Sofie: hard to read"

'Authentic question' however, was clearly referenced the most in this theme, with a total of 36 references and 9,11% coverage. They all asked questions that needed answering and here is one example from each of them: Sigrid asked, "why is there a pen?", when doing the jumbled letters. "What's this supposed to be?" asked Siri, while looking at the pictures of the Harry Potter houses, and lastly Sofie asked "what's this?" during the puzzling of the Hogwarts letter.

Both 'teacher involved talk' and 'expanded vocabulary' were only mentioned one time. When involving the teacher, as hints or the teacher giving them information, the learners did not explicitly ask for it more than once. After the teacher saw them struggle for a long time and be stuck, the teacher would then give a hint of additional information, but they did not ask themselves. As for the expanded vocabulary, it appears in the beginning, it can be seen in the

example above when Sigrid asks for the use of English. It seemed like Siri forgot the word 'puzzle', which is why she repeated this when Sigrid said it. This can therefore be explained as expanded vocabulary.

Cooperation	Reference	Coverage
Banter in English	2	0,83%
Repeat in English	0	0%
Authentic question	36	9,11%
Teacher involved talk	1	0,10%
Expanded vocabulary	1	0,06%
Total	40	10,1%

Table 3.2: 'Cooperation' in the escape room, Group 2

4.1.3 Group 3

This last group was very engaged, especially Stian, who was really excited when getting an idea or managed to open the locks. Sander was a bit distracted sometimes by the Harry Potter figures and started playing with them while Sverre and Stian tried to find the combination to the locks. They all tried to solve the tasks together by pointing and communicating. The Group 3 transcript was coded with 23 different codes and a total of 187 references. Their proficiency levels were similar, they all were at an A2 level.

Group 3 had a coverage of 23,52% of the use of L1, which is the highest among the groups (Table 4.1). 'Forgetting to use L2' appeared the most in a total of 57 references, otherwise the 'excitement' was very prominent, which is clearly reflected in the results where it had 11 references, and also influenced the forgetting to use L2. There were also a lot of "ja" (yes) in Norwegian that are included in the category 'excitement'. When looking at the coverage, 'forgetting to use L2' is the highest with a total of 18,32%. Stian, especially, forgot to use English a lot of the time. "Jeg vet ikke hvordan jeg skal si det. Det er-det er baklengs" (I do not know how to say it. It is-It is backwards" is one example that includes both 'forgetting to use L2', but also 'doesn't know the words', similar to the first group as Stian did not know how to explain the word backwards in English. In addition, there were several explanations done in their L1 like "Denne skal sikkert nederst siden det er en autograf" (This should probably be at the bottom as it is an autograph). Using the coverage as an estimate it shows that they spoke a lot of Norwegian, 23,52%, however 76,43% were in English, which covered most of the escape room.

Use of L1	Reference	Coverage
Excitement	11	4,57%
Doesn't know the word	5	0,63%
Forgetting to use L2	57	18,32%
Total	73	23,52%

Table 4.1: 'Use of L1/L2' in the escape room, Group 3

Looking at the second theme, 'expressing oneself' (Table 4.2), There are, for example, more explanations, but most of them were done in their L1. However, there are still 25 references to explanations, 'explanation to others' being the highest with 13 references. Explanation to others could be like Stian explaining that they are now allowed to open their letter, "We can open this now" or Stian explaining what he will do next "I am going to read it". Unlike other two groups, Group 3 had very little confirmation in general, as this is only referenced twice with a coverage of 0,18%. These two times were Sverre saying, "oh yeah" and Stian saying "yes". They did not look for confirmation either, as the result shows.

Similar to the other two groups, 'suggestion' and 'talk on task' are some of the most referenced. 'Suggestion' was referenced 15 times with a total of 2,63% coverage. The first sentence in the transcript is a suggestion, Stian saying "we have to set this together". He was then referring to the jigsaw puzzle and how they needed to set them together. This was categorized as a suggestion instead of command as the situation, body language and the tone of voice suggested that it was meant as a suggestion. Stian only had one command, which was when he commanded Sverre to go to a specific place, "you go there". 'Talk on task' has exactly the same references as 'suggestion', 15, but it has a lot more coverage, 16,36%. These results show that they spent longer time talking about the tasks, like numbers and letters/words related to the tasks, than actually explaining or making suggestions.

Expressing themselves	Reference	Coverage
Explanation of thought process	3	0,84%
Explanation to others	13	3,27%
Explanation of the process	9	2,50%
Suggestion	15	2,63%
Getting the focus back on track	0	0%
Attention pointer	1	0,17%
Commands	1	0,09%
Asking for English	0	0%
Talk on task	15	16,36%
Giving confirmation	2	0,18%
Looking for confirmation	0	0%
Total	59	26,04%

Table 4.2: 'Expressing oneself' in the escape room, Group 3

The last theme, cooperation (Table 4.3), did also have fewer references compared to the other groups. Even though 'authentic question' was most referenced, eight times, it is very few times compared to the other groups. Several of the authentic questions in this transcript were related to using the task and cipher while trying to open the lock at the same time, like Stian asking "What's the first color?". 'Teacher involved talk' was the second highest referenced code, with 4 times. Three of the times involved them asking for hints, while the other was a clarification question about a hint. This means that the learners only involved the teacher, when necessary, when they were stuck.

'Expanded vocabulary' and 'repeat in English' had more references than the other groups. 'Repeat in English' had 2 references. The learner, in both cases Stian, would say it in Norwegian and then repeat the same in English, "that's Hermine" is one of the examples. "Expanded vocabulary" also has one reference more than Group 1, who had 2. A great example of an extended vocabulary in this escape room is:

> "Sverre: What does unusual mean?
>
> Stian: uvanlig (this is the Norwegian word for it)
>
> Teacher: something different"

One of the hints was if they saw anything unusual in the picture. Sverre did not know what this meant, both the researcher and Stian therefore explained the word. In the duration of the escape room, Sverre showed understanding what this meant, when used.

Cooperation	Reference	Coverage
Banter in English	1	0,66%
Repeat in English	1	0,31%
Authentic question	8	1,15%
Teacher involved talk	4	0,9%
Expanded vocabulary	3	0,36%
Total	17	3,38%

Table 4.3: 'Cooperation' in the escape room, Group 3

4.2 Interview

The second part of the result section, the interviews, where the aim was to discover why they communicated the way they did, and how they perceived their own participation within the escape room, especially focused on the oral communication as this was the aim of the study. The interview transcript was read thoroughly and then one theme that differ from the escape room were discovered, 'reflection'. The theme 'use of L1', similar to the escape room, will also be relevant in the interviews and is therefore a separate theme here as well. The quotes from the interview have been translated from Norwegian to English by the researcher.

Two groups were interviewed, the first group is a combination of Group 1 and 2 in the escape room. Initially Group 1 was to be interviewed separately, but Silje was sick. Siri in Group 2 was also sick that day and it was therefore decided to combine Sara, Stine and Sofie into one group of three for the interview. Similar to the escape room results, the interview results will also be presented group by group. The 'use of L1' and 'explanation' are codes that were relevant in both the escape room and the interview, but additional codes added in the interview are the following: like challenges, cooperation, self-perception of language learning and emotion.

4.2.1 Groups 1 and 2

Through coding this interview, there were in total nine different codes used, and 81 references were made. How each learner felt about the escape room and the individual task was categorized as emotion. All learners in this interview agreed that they really liked the escape room and would love to do it again. Even though some tasks were difficult, they liked the feeling when they solved it. "It was fun to figure it out and then, like, yes. It was hard to figure out, but once you figured it out, it was good" (Stine). Group 2 had one challenge with

the figures, where they found the riddles easy, but not the information itself. Sofie was probably thinking about the start of the letter, where the order of the code is written.

When examining the use of L1/L2, the learners expressed that they found using English natural, when this was the language, they were supposed to use in the escape room. Sara and Sofie explained why they felt that using their L2 came naturally to them.
"No, it came, I don't think I thought like that now I speak English. I probably mostly thought about, like, what is the answer to this task?" (Sara). Sara was more focused on finding the right combination instead of worrying about speaking English. Sofie had a different reason: "ehmm noo, because I speak a lot of English with my friends when we are at someone's place so it kind of becomes a habit. So, it won't be so much the case that I now speak another language" (Sofie). Unlike Sara, Sofie was used to speaking English in a way to socially communicate with others. Speaking English would therefore not be a bother to her, as she was already used to using her L2 with her friends.

While they expressed that speaking English became natural, they had some challenges using their L2. Sofie and Stine both expressed that using English in itself is not that difficult, but getting others to understand what you mean could cause certain difficulty. Further, Stine and Sara discussed situations when one person in their group forgot the correct English term, when asked about if there were certain situations, they found it difficult to speak English. They had two situations that came to mind, one includes the time when Stine could not explain that the Hogwarts letter was mirrored, and the use of reflection and backwards was used in Norwegian.

> "I think it was a bit difficult and like sort of finding a way like that. I was going to say that like it was sort of like that, that it was sort of like a mirrored thing, but then I didn't get it, but that word somehow didn't come." (Stine)

Silje was not being interviewed, but Sara brought up the incident where Silje used 'goat' instead of 'riddle'.

> "also, when we were on those puzzles. I sort of said that we just told a goat. Then Silje thought it was a goat. So I just riddle. Ahh ye ye riddle. Because goat is not eh riddle, it is, what is that again? Do not say that! Geit! (The Norwegian word for goat)" (Sara)

The self-perception of one's own learning is an important element to reflect on, and the learners were asked what they thought they learned in this escape room. The learners agreed that there were especially four areas where they learnt something: English, cooperation, thinking outside the box and Harry Potter. When mentioning English, Sofie expressed that communicating with each other is a big part of their language learning. When further asked, Sofie answered "because of how to say the answer and how you think".

In the beginning of the interview, when they were asked if the escape room is something a teacher could use to teach English, the learner also expressed perception of language learning in an English educational escape room. They all agreed that talking in a normal English class can sometimes be inauthentic and that in an escape room you need to talk and communicate more. Sara tried to explain this using an example:

> "Because you actually speak English instead of learning like this; I went to the garden
> and I petted the chicken and I put on my flower dress. Understand?" (Sara)

When looking at how they cooperated, Sara and Stine stated that they had different places on several of the tasks.

> "Stine: And then we made it so that I went over to the table and then Sara was on that
> and then Silje was standing with the lock. Then we had a good collaboration.
> Sara: yes, we had our own places
> Stine: yes, like Sara said the letter to me and then I said the number to Silje."

Sara and Stine demonstrate in this conversation how they would cooperate within the escape room and how they would need to communicate with each other during this part. Sofie, however, admitted that they did not have their own places and that their escape room would be more chaotic, when trying a combination as their group did go back and forth between the cipher, task, and lock. According to the field notes, this was partly correct. Sofie underestimated their group, as they also cooperated by placing themselves in different areas a couple of times during the escape room, the jumbled letters, and the picture of the Hogwarts houses. Another comment from Sofie was on their cooperation: "it was like hints from others that were put together to form the answer" (Sofie). This result shows that they communicated suggestions of how to solve a task, and then the suggestions would help them solve the task together.

4.2.2 Group 3

Group 3 included the same learners as in the escape room, and coding the transcripts of the interview, there were 7 different codes with a total of 59 references. One of the codes was emotion. They all loved the escape room and wanted to do this more. They were also asked what they thought of each task in the escape room, and they found most of them easy, except the picture of the houses, where they needed to find what stood out. This was a challenge because there were so many different things in each picture of the houses. Even though they thought the jumbled letter was easy, it was discovered in the interview that they did not solve it by unjumbling the letters and were rather lucky when Stian thought the word they needed to find was a 'wand' without unjumbling the letter. In actuality, this method would have spelled 'waad'. The task was therefore more of a challenge than they originally perceived.

This group only mentioned their own use of L1/L2 when asked about how it was speaking English. Sander and Stian both admitted that they forgot to speak English. Stian explains this by saying he was better at writing than speaking English and that he easily forgot using his L2. Sverre felt that he remembered to speak English. Based on the transcript of the interviews they spoke a lot of English as well as Norwegian. Stian's self-perception of language use is correct as he did forget it a lot. Sander did too, but not as much as Stian. Sander explained why he used so much Norwegian as "it was easier to shout out in Norwegian, as like now I know!". When asked about why this was the case, he answered "it is the language you speak every day" (Sander). According to Sander, when getting excited it is easier to use your L1 instead of L2, it is a habit and comes more naturally.

The group was asked if they learnt anything during this escape room. Stian and Sander expressed that they learnt minimally, except about Harry Potter. Sverre, however, felt he learnt "a little more English". When asked about how he learnt more English he answered, "I just spoke it and then yes…". While Stian and Sander did not feel they had any language learning, Sverre suggested that when you speak English, you learn English. They were all really engaged in the escape room, and they were not focused on the language learning itself, which can be demonstrated when Sander asked about why they needed to speak English during the escape room.

This group was also asked about how they collaborated, especially related to the jumbled words and the picture of the Hogwarts houses.

> "One said what the letters are and one took the lock and one said where and said what things are. Then one said the letter, one said the number and one tried the code. That's how we collaborated." (Sander)

This group proceeded to cooperate similarly to the first group, where they had different places. One needs to communicate the correct letter, then someone else uses the cipher to get a number, which he needs to communicate to the one who is trying to open the lock. This result shows that they needed to communicate to open the locks, especially the way they decided to cooperate.

4.3 Summary of results

Based on the results it was obvious that the participants used L2 to a varying extent depending on their everyday use of English. According to the tables (2.1 & 4.1), all groups used English more than Norwegian, and examining the learners' oral participation in their L2, four of the learners more easily reported to L1, while the rest mostly spoke English. It is important to note that the participants that reported more easily to L1, did use their L2 more than L1. While two participants said they did not learn much, others had a feeling that they did experience language learning by using the language in unrehearsed conversations. Then, the learners both communicated and cooperated during the escape room. The first interview, where two groups were combined, did report that they experienced purposeful communication, contributing to language learning. All participants had very positive attitudes towards the escape room, which they found very engaging and fun. They all also expressed a wish to repeat the experience in the future.

5. Discussion

In this chapter the results are discussed in relation to the research question and use theory from the literature review and previous studies. Firstly, the use of L1/L2 in the escape room, and the participants thoughts and explanation surrounding this theme will be addressed. Secondly, the theme 'expressing oneself' will be further discussed, focusing on how they explained, made suggestions and the use of other ways to express themselves. In the next section, (5.3) there will be a focus on cooperation, examining how the group collaborated in a speaking task within the escape room. Lastly, there will be a focus on reflection, looking at the learners' self-perception of language learning, their language learning and their opportunities to use language.

5.1 Use of L1/L2

This study focuses on oral participation, therefore investigating the use of L1 and L2 in the escape room will be necessary to consider if we are to use escape rooms as a supplement to standard classroom practices. Further, educational escape rooms can also be considered as a tool of learning English, if the participants used their L2, which they did in this study. All groups used English the majority of the time during the escape room. Group 1 and 2 used English almost the entire time, and Group 3 used mostly English but also quite a lot of Norwegian. These results suggest that the learners are comfortable using their L2, and also good English users. The sixth graders' proficiency level in English is quite high, which can be a consequence of them being surrounded by English in their daily life (Drew & Sørheim, 2016, p.57). They listen to music, watch TV, are on social media and are on the internet, which contribute to learners' proficiency level in English.

When investigating the use of L1 in the groups, they all showed a lot of engagement and excitement throughout the escape room, similar to results in other studies (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020). However, this excitement sometimes resulted in them forgetting to speak English, especially in Group 3. Both Group 2 and Group 1 used English as their main communicating language, with the exceptions of either not knowing the word/how to say it in English and in both instances, they forgot to use English. Sofie, Stine and Sara, from the first group interview, felt it was not that difficult to speak English, but they also expressed the difficulty of communicating and getting others to

understand what you mean. As Cameron (2001, p.40) points out, speaking is an active use of language to express meanings comprehensible, but also that listening refers to language to access other people's meanings (Cameron, 2001, p.40)

The problems experienced with expressing themself in English so others understand, may also not stem from the language use. Their usual classes can give fewer chances for this particular type of language use, and they are therefore not used to these spontaneous conversations. These results can suggest that there is more focus on the presentational speech (Richards, 2016e) in the classroom, where the learners prepare beforehand and then 'present' to the other learners rather than engaging in the transactional speech (Richards, 2016c). There are opportunities for learners to negotiate the meanings in escape rooms, preparing them for more real-life situations. They also stated that they were more focused on solving the tasks, rather than speaking English. This could also affect the language use as it was more important to convey a message than speaking 'correctly'. The meaning is important, which can be seen in the meaningful principle in CLT (Richards & Rodgers, 2014, cited Fenner & Skulstad, 2020, p.55), but also the focus on meaning in TBL were what the pupils are using the language for is essential (Drew & Sørheim, 2016, p.136; Cameron, 2001, p.30). In this study, they found meaning in the communication, because they used language to solve the tasks.

Siri and Stine also had some difficulty speaking English. Stine struggled with finding the right words/sentences in English, it seemed, but talked in English. She also used *ehh* and *ehm* in almost every sentence, and left many sentences hanging, without really finishing them. In addition, she had some trouble with a couple of words related to using the mirror to read the Hogwarts letter. When combining these findings, it shows that Stine's English does not necessarily come naturally with the ease of expression. Stine managed to use her L2, even though she had some difficulty expressing herself, Siri however, was involved in very little oral participation. English is not Siri's strongest language, based on her proficiency level and talking to their teacher, and consequently she is not really comfortable speaking English. Her lack of oral participation could be that she spoke so quietly that it was difficult to hear, but it could also be that she stuck to mostly giving confirmations and communication through body language. Siri also had real trouble completing a sentence and easily reported.

The lack of vocabulary can be a factor for the lack of fluency. This can also be shown as the frequent use of *ehh* and *ehm* and how many sentences have been left hanging, as they did not

know how to finish them. Putting their thoughts into words can be difficult with a lacking vocabulary related to the escape room topic. These results can also relate to the fact that participants thought in their L1 and translated whilst problem-solving in a group setting, which can be difficult. The lack of vocabulary therefore makes an appearance as they had difficulty clearly expressing themselves without the use of *ehh* and finishing the sentences. Vocabulary helps the learners in interactions and communications (Kunnskapsdepartementet, 2019, p.3). Language knowledge (vocabulary and grammar) and the ability to use this language knowledge is essential, when examining communicative competence (Savignon, 1976, p.4; Rindal, 2020, p.34). With vocabulary being essential in language knowledge and communication, it is important to have vocabulary learning, which includes scaffolding. They can expand their vocabulary and practice using new vocabulary in an authentic situation.

Sander explained that it was easier to "shout out" in Norwegian, because it is the language you use every day. The learner therefore had to be more focused using English, mainly because it was easy to slip back into their L1. The excitement of Group 3, especially by Stian and Sander, made it easier to forget to use L2. Interests and English competence are intertwined, meaning that the role of interest, passion and engagement can be very relevant in language learning (Brevik et al., 2020, p.211). Combining this excitement and interest that was shown for the format and by using English more in class and/or in their everyday lives, speaking English might become more natural for learners and therefore also easier to stick to speaking English rather than slipping back to using Norwegian. This aspect is also foregrounded in the CLT approach as the purpose of learning a foreign language is most often to communicate (Richards & Rodgers, 2014, p.105). This aspect can be used when comparing Sara and Sofie, who use English to communicate with friends in their everyday life and felt natural using their L2. This can therefore explain why English came more naturally to them, as opposed to Stian and Sander.

One interesting finding is that the groups participated in banter in English during the escape room. They chose, whether subconsciously or consciously, to use their L2 when participating in the banter. There can be a number of reasons for this, and the status and influence of English can be one (Rindal, 2020). A large amount of language input, like authentic language use in different contexts (Rindal, 2020, p.36) might be another. As mentioned, the learners are surrounded by English, like music and TV-shows (Drew & Sørheim, 2016, p.57), but it also comes from lot of other places. Social media is very relevant today, and English is the most

commonly used language on the platforms. It is often seen as the language everyone understands, it reaches the most people, mainly because it is considered a global language (Rindal, 2020, p.24). It is also possible to look at Norwegian artists and influencers who often use English as their language to reach more people. All of this increases the status of English as a language, but also the influence English has on the learners. The learners will then pick up words, expressions and pronunciations of the English language, which consequently will influence their L2 (Rindal, 2020, p.24). This can benefit them as it can be easier to use English and can explain why the banter appeared in their L2. This exposure and the status of English can also explain what Sofie mentioned, that she uses English a lot at home, talking to friends and it therefore becomes a habit.

Comparing the L1/L2 use in the pilot, showed that the participants in this study used English more compared to the pilot. Most of the groups in the pilot used a lot of L1, however, there were about three out of six groups that used English as the main language. The groups were all really excited and wanted to complete the escape room as fast as possible, as this class was competitive. It seemed that several of the learners had difficulty expressing themselves in English and would then use Norwegian to convey the message. Based on the results from the pilot and the present study, we could say that the teacher may need to facilitate more and practice spontaneous conversations on known topics in English classes (Fenner & Skulstad, 2020, p.97). After the pilot I decided to try giving the instruction in English, and this increased the use of L2 in the escape room. Considering giving the instructions/the story in English, it becomes more neutral for the learners to use it, when the teacher uses it as well.

5.2 Expressing oneself

The escape room facilitates for the learners to be communicating orally to solve the tasks and expressing themselves was crucial in solving each task. It was previously stated that some of the participants had some trouble expressing themselves to get others to understand what they were thinking. The learners used several different ways to express themselves. All three groups made a lot of suggestions, but also used their body language and pointing to show each other what they meant.

Group 1 and Group 2 had a lot of positive confirmations during the escape room, for example Sofie telling Sigrid and Siri "That is right", when they suggested looking for a red lock as this

belonged to one of the tasks. Confirmation is important to prompt the speaker to continue, like mentioned in the interactional function of speaking (Richards, 2016b). When it comes to the ways in which learners show agreement, their lexical repertoire is rather narrow and that it is usually just one-word answers. Considering the six learners at a A2 level, according to what the CEFR expects from this proficiency level, describing simple aspects (Council of Europe, 2001, p.24), which can explain the confirmations usually being one-worded answers. This is especially relevant when looking at the confirmations given by Siri and Stine, who are at the lower levels of A2. At an A2 level, the learners should also describe the matters of needs and their immediate environment, which suggest the learners can perform language in Halliday's instrumental and heuristic function (Halliday, 1969). The three learners qualifying as an independent user (B1), will be able to perform language in of Halliday's language function (Halliday, 1969), because learners at a B1 level can understand main points on familiar topics and experiences, as well as give reasons and explanations for plans and opinions (Council of Europe, 2001, p.24).

All the positive confirmation could help the learners give even more suggestions and explanations, therefore also feel safer and consequently increase their oral participation throughout the escape room. It also showed engagement as they were all very positive and excited, when other learners had a good suggestion, or had a suggestion that they had not thought about. In addition, it seemed like giving each other positive confirmation contributed to more engagement and support. They were very excited for each other's suggestions, especially when they found the correct combination. Group 3 had very little confirmation but did not seem to mind not giving or receiving that much confirmation: they still had a lot of engagement. This results on engagement corresponds with the findings in other studies on educational escape rooms (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020), but it also contributes to language learning (Brevik et al., 2020, p.211). According to TBL, the learners also need to be engaged in the activity (Drew & Sørheim, 2016, p.137), like the participants in the escape room. This can also be a result of different groups dynamic and different people. Stine and Siri seemed very unsure in their English-speaking abilities and maybe needed the confirmation to feel safer, compared to the other learners that were more focused on the task at hand.

When talking about group dynamics and different ways to communicate, commands are another interesting result to take into consideration. The regulatory function (Halliday, 1969,

p.31) was mostly focused on commands, like 'go there'. This can be used to examine the directness of the learner, consequently working on the learner's communication adapted to context, purpose and receiver (Kunnskapsdepartementet, 2017). Both Group 1 and 2 had several commands, but Group 3 only had one. In Group 1 most of the commands originated from Silje. During the escape room, she had a more direct way of speaking, alongside Sara and Stian, who also had a more direct way of speaking. The other learners had a more careful way of speaking. They were more unsure in their suggestion and looking more for confirmation from the others, like often starting sentences with 'maybe'. It was clear that some 'suggestions' could look like commands, however the tone of voice, situation and body language suggested it was meant as a suggestion. This direct approach to speaking can be the environment, that they are very comfortable with the people in their groups and could therefore use a more direct approach to speaking. We see the primacy of the task over conscious attention to L2 use (Cameron, 2001, p.30). Thinking about teaching of language skills, escape rooms would provide the context for practicing interactional and transactional skills (Richards 2016d) The English aspect also needs to be considered. Their proficiency level may also be a reason for directness as the lack of vocabulary can result in a more direct language, where they do not have the ability to respond or ask in a more 'polite' and careful way.

Within expressing themselves, sharing ideas and helping solve problems is an important element. Looking at suggestions and explanations showed that the participants used them differently. The personal function (Halliday, 1969, p.31) focused on the learners expressing themselves through suggestions, which was the most popular amongst the learners. There can be many reasons behind this. The lack of vocabulary, like previously discussed, can be one reason. Another reason can be that they had some difficulty explaining and correctly conveying their thoughts for the other learner to understand, because explanations were more detailed needing more precise language. The suggestions were sometimes incomplete sentences and containing more directness, which make them easier to convey than explanations, especially with a limited vocabulary. Making themselves understood, as the massage is the main focus, like in transactional speaking (Richards, 2016c). Using a tool like an escape room then makes learners think on their feet, without relying on the script. Still, given that the language is not new, but practiced, also allows for more practice with language while engaging in a meaningful exchange.

All the groups had a lot of suggestions, and like Sofie mentioned, it sometimes took a lot of suggestions from different learners to put together an idea to solve the tasks. This also corresponds with Johnson and Johnson's (2008, p.29) explanation of cooperative learning, where the participants need to contribute by sharing ideas and helping solve problems. The suggestions made in the escape room would therefore help the learners eventually solve the task. This is an important point because learners "engage in the process of negotiation of meaning, employing strategies such as comprehension checks, confirmation checks, and clarification requests. These are believed to lead to a gradual modification of learners' language output" (Richards, 2016d).

Even though not all suggestions were part of an idea to find the combination to the lock, those suggestions would eventually contribute to solving the task and benefit teamwork. It would also help the learners feel more safe suggesting and contributing orally, as they would function more as a team.

The learners could also have felt they had limited time, which can suggest that they felt explaining would take up too much time. Sander mentioned that he was quite stressed as a result of him thinking they had a timer with limited time. They did not have limited time, however, the researcher took the time starting on the first task till the completion of the escape room. This time stress could have them skip explanation when they felt it not necessary to use time on it and rather just try the suggested suggestions. The time limit can also result in them trying to minimize their oral participation as it can be considered to take too much time, and easier to just show the other is the group or do it oneself. It could also have the opposite effect, that the learners are more focused on the task, like Sara, Stine and Sofie mentioned, and forget to worry about speaking English consequently just use their L2 without much thought.

The adjustment made after the pilot contributed to increased oral participation in their L2, however there are still elements that could be adjusted or changed creating more oral participation, therefore also language learning. To increase collaborative talk it could be wise to use a task, where the learners all need to be involved to solve it, so that the group members can not physically and/or mentally solve it without each other, like the information gap activities (Pinter, 2017, p.69). This can also be applied to the speaking and cooperative activities in the classroom. One example for the classroom in general can be a creative task, like creating a poster or movie, but it can also be leading someone blindfolded through an

obstacle course, which can be used in an escape room. While blindfolded, you are codependent on the guiding and communication of another learner.

5.3 Cooperation

The aim of this study is to further explore the oral participation in an escape room, and it is important for the participants to use teamwork and collaborate (Nicholson, 2015, p.2; Wiemker et al., 2015, p.3). Cooperation is therefore an important aspect of the escape room and good cooperation contributes to communication, including oral participation and the practice of interactional speaking skills. "Oral interaction is understood to include both spoken interaction and live, face-to-face signing" (Council of Europe, 2020 p.71).

The groups had different variations of cooperation, but they all decided to have different stations when finding the solution to the jumbled letters and the picture of the four houses. One learner was placed with the task, another on the cipher and the third on the lock. They then communicated and cooperated from their placed stations to solve the task, and Bradford et al. (2021) too found that communication was essential in solving the puzzles in an escape room. This is part of good teamwork, and it gives them an opportunity for speaking. They also participated in discussions on the suggestions on how to find the solutions. Both ways of cooperation contribute to all learners fully participating throughout the escape room. The results reflect this as all learners felt all learners in the group had high participation.

An important element in oral communication is mastery of vocabulary. This is also highly relevant when discussing the cooperation, but also a subject when discussing language learning (5.4). However, when discussing the extended vocabulary in the escape room, it requires cooperation. The learners help each other extend their vocabulary by either explaining a word, help with the English translation or provide the English word. The people who surround a learner can have a great impact on their development and learning, as Vygotsky's zone of proximal development shows (Lyngsnes & Rismark, 2014, p. 67). There were six incidents of expanded vocabulary in total of all the groups. For example, at one instance Sverre asked what unusual means. The researcher used this in a hint, and in order to understand the hint, he needed to know the meaning of the word. He was curious and by being curious it contributed to his own learning. Curiosity in learning is essential, similar to the

information gap activity where lack of information creates both communication and can spark the curiosity resulting in learning (Pinter, 2017, p.69).

Another example is when Silje used the wrong word. She used goat instead of riddle, Sara provided her with the correct term, riddle. Silje understood the minute she used goat, that this is not the correct term, however, could not think of the correct term. After 'riddle' was provided by Sara, it was clear that Silje remembered the term as she used this during the remaining time in the escape room. This communication supports Vygotsky's zone of proximal development and the competent other (Lyngsnes and Rismark, 2014, p. 68; Cameron, 2001, p.6). Peer-help was important for Silje to do some work that shows that she was acting in the zone of proximal development. Sigrid also served as the competent other, when Siri forgot the word puzzle. Siri did not ask for it, but Sigrid understood she had problems with the word puzzle and decided to use the sentence "it is a puzzle" looking sharply at Siri to indicate that this was the correct term. When Siri answered "puzzle, ja ok", it indicated that she now knew the word and the message Sigrid provided.

The work on vocabulary therefore happened in a cooperative setting, where the learners acted as the competent other. It could also be argued that the setting of the escape room made them more determined to learn the right word as they are sincerely curious about the terms they do not know, like in the information gap activity (Pinter, 2017, p.69). This curiosity could originate from trying to successfully solve the tasks as fast as possible. The principles of cooperative learning came into play wanting to solve the tasks together and therefore also wanting to contribute to the solutions and the teamwork (Johnson and Johnson, 2008, p.29). It is important that the learners have the vocabulary necessary to successfully solve the given tasks, but it is also good to see them expand their vocabulary in a natural setting with the help of other learners, acting as the competent others.

The idea that a lot of suggestions from different learners put together to solve the tasks, as Sofie mentioned in the interview, is what cooperative learning presupposes (Johnson & Johnson, 2008, p.29) as well as CLT (Richards & Rodgers, 2014, p.105), and active learning (Bonwell & Eison, 1991, p.5). Learners are also involved in a meaningful communication where they together are trying to put the pieces together, as principles of CLT suggest (Richards & Rodgers, 2014, p.105). Lastly, to be involved in active learning, the learners need to read, write, discuss and/or be engaged in solving problems, but also engaged

in high-order thinking tasks (Kunnskapsdepartementet, 2017; Bonwell & Eison, 1991, p.5). When sharing ideas and trying to do problem-solving (Johnson & Johnson, 2008, p.29), they are involved in high-order thinking and the discussion of combining the ideas. The cooperation combines several aspects and are essential when doing an escape room, and the learners in this study participated in a good cooperation trying to work together by listening to each other, in order to solve each task.

Cooperation was important for the participants in this present study, but it was also essential in the pilot. The tasks made them discuss different ways to solve them, as they had trouble doing it alone. Input from different group members were therefore necessary, as mentioned in cooperative learning that all learners need to contribute to the work by sharing ideas, helping solve problems, arguing intellectually in order to reach an agreement, and working toward the goal (Johnson & Johnson, 2008, p.29). In the pilot the learners said the combination for the locks to the researcher instead of opening a lock. Adding another element, where they had to open the lock themselves, combined with the distance increased between the task, cipher and locks, created more opportunity to cooperate, as the distance would have them running back and forth if they did not choose their own sections. The oral participation was increased in the data collection of this study, because of these adjustments. Another adjustment that increased oral participation, was adding another number to the combination of the task with the different figures. They could not guess the code anymore but had to find the combination using their provided letters.

5.4 Reflection

If we want life-long and autonomous learners, they need to be able to analyze and reflect on their own language use. Analyzing their own oral participation is useful for learners' further use of CLT and cooperative learning. The reflection will highlight the language learning in the escape room, which includes the self-perception of language learning, language opportunities and the language learning itself.

When the learners reflected on language learning they each had their own opinion. Four of the interviewed learners expressed that learning took place in the escape room, however, Stian and Sander did not feel they had any language learning. Paulsen's (2017) results, however,

suggested that an escape room could be a good language learning method. Sverre, who was interviewed with Stian and Sander suggested that when you speak English, you learn English, but Stian and Sander did not agree with Sverre, resulting in different perceptions of language learning. According to CLT (Richards & Rodgers, 2014, p.105) and Dewey's 'learning by doing' (Kagan et al., 2018, p.25), learning a new language requires using it to communicate with others. This corresponds with Sverre's perception of language learning, by speaking English, you learn English. It is important that the learners show some awareness of this process, that might help them face some challenges in language learning, which might account for motivation. Stian and Sander's lack of language learning could contribute to them forgetting to use L1 and not finding that as important, because 'they do not learn anything anyway', but it could also mean that they participate in CLT-tasks and forget they are learning and rather focus on engagement and the tasks. This is another way to learn language, through real engagement (Brevik et al., 2020, p.211). Including as much of L2 there as we can, will therefore be important and contribute to language learning.

Sara, Sofie and Stine agreed with Sverre, that they learned through speaking the language. They also added that the natural setting for language learning and speaking English. Sara, referring to other English lessons, used an example: "I went to the garden and I petted the chicken and I put on my flower dress" to indicate that it was refreshing not repeating learned sentences or words for the lesson, but rather practice participating in a free and natural conversation. They practice explaining themselves and giving suggestions based on what they find in the escape room, rather than just repeating something that was practiced beforehand, similar to the performance talk (Rihards, 2016e), the use of language has real purpose. The three principles of CLT (Richards & Rodgers, 2014, cited in Fenner & Skulstad, 2020, p.55), the communication principle, the task principle and the meaningful principle are reflected in the escape room set-up.

When examining the three principles of CLT (Richards & Rodgers, 2014, cited in Fenner & Skulstad, 2020, p.55), it is important to give the learners opportunities to use their language in a meaningful, communicative and task-related manner. The escape room gave the learners the opportunities to orally discuss how to solve a task, what to do next. They have to work together to find the confirmation and their oral participation was therefore a big part of their teamwork. The learners actually communicated a lot orally trying out different ideas and

suggestions. The information gap, created by the letters also suggested that everyone needed to participate and fill in the gap of information in the combination.

Another important aspect is that there is a purpose for using the language. This is also what Sara was suggesting in her example. The language has to have meaning and purpose, the tasks seemed very meaningful to the learners as they needed to solve them to open the locks and finish the escape room successfully. They then had the motivation that their conversation was a necessity, but it was also real as it was not scripted. The focus on meaning is also relevant in TBL, what the learners are using the language for (Drew & Sørheim, 2016, p.136; Cameron, 2001, p.30), but also in CLT (Richards & Rodgers, 2014, cited Fenner & Skulstad, 2020, p.55), cooperative learning (Johnson and Johnson, 2008, p.29) and like the focus in transactional speaking (Richards, 2016c). The purpose in this escape room is solving it. Sofie, Sara and Stine all suggested that compared to English lessons, the communication within the escape room is freer and it is also used for something, making it a purpose for language use. The teachers need to consider this when creating tasks, the language should be used with a purpose. This study showed how the escape room created engagement and language learning.

The participants showed the awareness that they were using their existing language knowledge to communicate with each other, by using the language (Fenner & Skulstad, 2020, p.97) and learning by doing (Kagan et al., 2018, p.25). They were also aware that they practiced teamwork and problem-solving (Paulsen, 2017; Bradford et al., 2021; Opie, 2022; Duncan, 2020), which is also central in LK20 (Kunnskapsdepartementet, 2017). It would be quite difficult to let learners use language that is beyond their ZPD, that the results showed that they mostly learned on the vocabulary level and used the structures they were familiar with, similar to Opie's (2022) results. The only really new seen benefit in this escape room was some extended vocabulary. It can therefore also be important for the teachers to have some vocabulary learning beforehand, scaffolding of the vocabulary beforehand.

6. Conclusion

In this study the oral participation in an educational escape room was examined. The use of L2 was very high among the learners and they all had a very positive attitude towards the escape room. They all found it engaging and very fun and wanted to repeat this experience showing it both with body language and their reactions during the escape room and interviews. Based on these results, teachers should be encouraged to use this in the classroom. The results also show that the learners have metacognitions, and the teacher can rely on this when creating tasks. Some learners are also quite aware of the purposefulness of language use and can therefore be wise to create tasks that reflect this. By examining the learners use of L2, the results show that the learners all tried to use English and that it was the most used language. The interviews showed that when learners are more comfortable using their L2 and finding it natural, they will use it, which will also minimize them forgetting to use their L2. The lack of vocabulary resulted in some L1 use; therefore, providing and scaffolding can contribute to more L2 use. The escape room also showed that, given the opportunity, the learners can cooperate – especially when there is a shared goal(s) to achieve. However, it is important to establish that it is easier when the task is created for cooperation, almost forcing them to cooperate. The learners in 6th grade are also more reflective than anticipated, where most of them could self-reflect around their own language use and language learning.

There are, however, certain limitations within the study. The size of the sample was a limiting factor as it was not large, and it can therefore affect the results. The small sample cannot really show that this is how every class will react, but it still shows the experiences of some 6th graders, who represent a fifth of the general population. Another limitation was that the researcher, and not their teacher, led the escape room. Their usual English teacher did not lead the escape room, and this can also affect the results, however the researcher is their teacher in another subject which causes some normalization. This study is also just a 'snapshot' of what the pupils can do. It can therefore be difficult to judge their oral participation from just this 'snapshot', nevertheless this can also be an advantage as the researcher is more objective to their oral participation within the escape room. Given the limitations, building up on these results would give richer data, but this is a start in an under-researched area.

The last limitation is the setting. It is not realistic that the groups will be pulled out from class to do an escape room. Realistically, the teachers do not have time or opportunity to do this. It is possible to do it in the classroom, where the groups have different spaces competing and

working on tasks at the same time. It was concluded that pulling them out would benefit this study more as it was easier to analyze and recognize each learner's oral participation and get more accurate data, when there were only three learners talking. This would be difficult in a classroom where all groups would talk at the same time.

There are several implications for further teaching and research, that can be made from this study. Starting with Halliday's seven functions of language, which describe the way children use language (Halliday & Webster, 2004, p.209), can be used to provide opportunities for the learners to use many different forms of language. These functions can be considered when planning oral participation in the classroom, but principles of the different learning and teaching approaches can also be found in Halliday's functions.

Within TBL, a task consists of using language to carry out an activity or goal, this can be finding solution to a puzzle, reading a map and giving directions, writing a letter, or reading a set of instructions (Richards and Rodgers, 2014, p.177). This is also recognized in Johnson and Johnson's (2008, p.29) explanation of cooperative learning where learners work together to achieve a shared set of goals. Several of Halliday's functions can be identified by examining the definition of a task. The representational function could be giving instruction and repeat information, further the regulatory function can be identified in giving others directions. The interactional function is also central in working together in solving puzzles but solving puzzles together in a group can include six of the functions, like demonstrated in the present study. If the escape room has a focus on fantasy and play, the imaginative function will also be included (Halliday, 1969, p.34). Examining their oral participation, Halliday's functions can be good to consider, as they demonstrate the functions of language the learners use in a social setting. These principles of Halliday's seven functions have been recognized in TBL and cooperative learning and provide learners with a good framework for language use.

Even though all the learners were very engaged and found the escape room very fun, it is not realistic that this is something to do in the classroom every week. An escape room like this should maybe be done once or twice in a semester. This is so the learners do not get sick of it, that it is fun when it is done, and there is plenty of preparation. However, there are elements of an escape room that can be used in the daily English class. You can use levels, that they have to finish one level/task for then to upgrade to the next. This can create more motivation for doing the tasks. It can also be done in groups, where they work on problem-solving in

groups. It is also possible to incorporate tasks, where the goal is finding different codes. This can be done in groups, and they get different tasks, and when they find the correct answer, for example a combination or word, they can write this into a computer or tell the teacher. The correct code then unlocks the next task by writing the solution to the previous task. In an English class, these types of problem-solving tasks done in groups, can really contribute to the learners being able to participate in a spontaneous conversation in an authentic situation with others in their L2 without experiencing much strain. Cooperative learning can be used to practice their English, like in this study, and teachers can use elements of an escape room, like problem-solving tasks and purposeful communication, in their weekly classes, and maybe do an educational escape room once or twice in a semester. It was also clear that vocabulary was important and there should also be vocabulary scaffolding beforehand. The vocabulary needs to be known beforehand in similar tasks. CLT and cooperative learning align with using English to practice existing skills. Based on the result in this study, time constraints might be a hindrance to language use and that teachers should balance time, cognitive load and linguistic demands.

As this study contributes to a noticeable research gap in educational escape rooms and language learning, some implications for further research can be outlined. It would be beneficial to do a similar study, but with more participants. They can then report on the experience through logs and interviews, following several escape rooms through the year. Also, using escape rooms in a cross-circular way or to integrate language and content might provide additional data. Finally, the present study explored general language use, but future studies could focus on specific aspect of language learning.

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Appendices

Appendix 1: Sikt Approval

Vurdering av behandling av personopplysninger

Referansenummer
110163

Vurderingstype
Standard

Dato
30.12.2022

Prosjekttittel
Examining oral participation during educational escape room in a 6th grade classroom.

Behandlingsansvarlig institusjon
Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

Prosjektansvarlig
Nina Lazarevic

Student
Marie Vigeland Wilhelmsen

Prosjektperiode
29.11.2022 - 11.12.2023

Kategorier personopplysninger

- Alminnelige

Lovlig grunnlag

- Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 11.12.2023.

Meldeskjema

Kommentar
OM VURDERINGEN
Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

KOMMENTAR TIL GJENNOMFØRINGEN ELLER INFORMASJONSSKRIVET
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.

Informasjonsskrivet
Du bør rette informasjonsskrivet mot de foresatte ettersom det er de som samtykker. Du kan gjerne lage et skriv til barna med enklere språk. Du finner en mal for dette på våre nettsider: https://sikt.no/informasjon-til-deltakarane-i-forskingsprosjekt

Du trenger ikke laste opp revidert informasjonsskriv til foresatte eller tilpasset skriv til barn i meldeskjema så lenge du gjør endringer før du sender ut til deltakerne.

FØLG DIN INSTITUSJONS RETNINGSLINJER
Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.)

Personverntjenester 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).

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: https://sikt.no/melde-endringar-i-meldeskjema

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

Lykke til med prosjektet!

Appendix 2: Consent form

Vil du la barnet ditt delta i forskningsprosjektet, undersøke muntlig deltakelse i et escape room i 6.klasse?

Dette er et spørsmål til deg om å la barnet ditt delta i et forskningsprosjekt hvor formålet er å se på den muntlige deltakelsen til elever i et escape room. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Målet med denne masteroppgaven er å se på den muntlige deltakelsen til elevene i grupper når de sammen skal løse oppgaver i et escape room.

Det å bruke escape room i undervisningen har blitt mer og mer populært, noe som er grunnen til at jeg vil se hvordan det bidrar til læring i klasserommet. Fokuset vil være på den muntlige deltakelsen på engelsk i små grupper. Dette escape rommet er et rom hvor elevene må løse ulike oppgaver for å ende opp med koder til en boks de må åpne. Problemløsing og samarbeid vil være viktig når elevene løser oppgavene i escape rommet.

Hvem er ansvarlig for forskningsprosjektet?

Universitet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Som lærer jobber jeg i utgangspunktet med trinnene 5-10, dette inkluderer da 6.trinn. Jeg ville undersøke ulike metoder til engelsklæring, hvor en av disse er problemløsning i et escape room.

Hva innebærer det for deg å delta?

Hvis du velger å la barnet ditt delta i prosjektet, innebærer det at eleven deltar i et escape room, som jeg har lagd til dette forskningsprosjektet. Alle elevene vil jobbe med disse problemløsningsoppgaver i escape rommet som en del av engelsktimene. Hvis en elev deltar, vil de samarbeide med 2 andre elever. Jeg vil også bruke lydopptak og observere, noe som innebærer at jeg tar notater, når elevene gjennomfører escape rommet.

Deltakelse i dette prosjektet kan også innebære å bli trukket ut til å delta i et gruppeintervju. I dette intervjuet vil eleven bli spurt om den muntlige deltakelsen sin og hvordan gruppa samarbeidet for å løse oppgavene. Jeg tar lydopptak og notater fra intervjuene også. Hvis noen vil se på intervjuspørsmålene på forhånd, er det bare å ta kontakt med meg. Det jeg samler inn vil være helt anonymt og vil bli slettet umiddelbart etter prosjektet er ferdig.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å la barnet ditt delta, kan du og barnet ditt når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg eller barnet ditt, hvis du ikke vil delta eller senere velger å trekke deg. Det vil heller ikke påvirke ditt forhold til skolen eller meg og andre lærere, om du velger å trekke deg. Hvis du velger å trekke deg, vil man fortsatt kunne delta på dette escape rommet. Det er bare hvis man vil og jeg vil ikke ta noe lydopptak eller notater når elevene gjør oppgavene, fordi det blir da som en vanlig engelsktime.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om barnet ditt til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er bare meg som vil ha tilgang til opplysningene.
- Alle navn og kontaktopplysninger vil bli erstattet med en kode som lagres på egen navneliste adskilt fra øvrige data.
- Det er bare forskeren, altså meg, som samler inn, lagrer og analyserer den innsamlet dataen.
- Datamaterialet vil bli lagret på forskningsserver, en USB med kode og alt vil bli kryptert. Hvis det er noen fysiske ark, vil disse bli innelåst.

I masteroppgaven vil det elevene sier brukes, for eksempel ord eller setninger. Dette er det vi samler inn ved å bruke lydopptaket, men lydopptaket vil ikke bli brukt i selve masteren. Det er bare meg som vil høre på lydopptakene. Min veileder vil ikke ha tilgang til rådataen, men hun vil ha tilgang til kodet og transkribert data. Ingen personer fra andre institutter eller fra skolen vil ha tilgang til dataen. Alle navn vil bli kodet. Kodene og lydopptakene vil bli lagret hver for seg. Deltakere i dette prosjektet vil være anonyme og derfor ikke gjenkjennelige i

sluttproduktet, masteren. Navn på skolen og hvor jeg har samlet inn data vil ikke bli nevnt i prosjektet.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes når oppgaven blir godkjent [innen 11.desember 2023]. Etter prosjektslutt vil datamaterialet med dine personopplysninger slettes. Alle lydopptak vil og bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Stavanger har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- Marie Vigeland Wilhelmsen, mobilnummer: ▮▮▮▮▮▮, mail: marie.vigeland.wilhelmsen@sandnes.kommune.no
- Universitet i Stavanger ved Nina Lazarevic, mobilnummer: ▮▮▮▮▮▮, mail: nina.lazarevic@uis.no
- Vårt personvernombud: Rolf Jegervatn. Kan kontaktes på email (personvernombud@uis.no)

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Nina Lazarevic   *Marie Vigeland Wilhelmsen*
(Forsker/veileder)

Samtykkeerklæring verge

Jeg har mottatt og forstått informasjon om prosjektet [undersøke muntlig deltakelse i et escape room i 6.klasse], og har fått anledning til å stille spørsmål. Jeg samtykker til:

- At barnet mitt deltar i et escape room
- At barnet mitt deltar i gruppeintervju

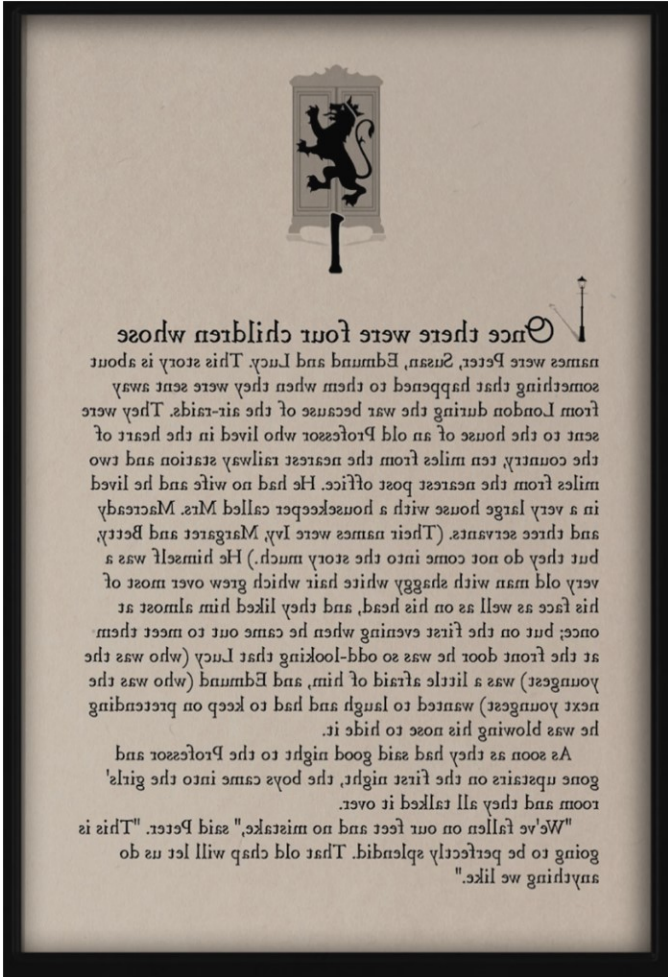Jeg samtykker til at opplysningene om barnet mitt behandles frem til prosjektet er avsluttet

----

(Signert av verge, dato)

Cipher:

A	B	C	D	E	F	G	H	I	J
5	1	3	2	7	4	0	9	8	6
K	L	M	N	O	P	Q	R	S	T
4	6	5	2	7	1	0	8	9	3
U	V	W	X	Y	Z				
6	0	1	5	7	8				

Task 1:

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs. Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

"We've fallen on our feet and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like.".

Task 2:

Task 3:

Letter 1:

For the first letter the clue is the creator or the one true king of Narnia

I am very important in Narnia

I represent all that is good

I may not be human, but I am both powerful and wise

I was killed, but then resurrected (alive again after I was killed)

Who am I?

Letter 2:

If you wanted to know the order of the code, the second oldest of the siblings is the clue for the second number.

I am a warrior that wears a bow

I am one of the four queens and kings of Narnia

I am known to the Narnians as Queen Susan the Gentle

Who am I?

Letter 3:

The last number is the character that did not appear in the first movie

I did not appear before the second movie

I got shoulder-length brown hair

They called me prince, I am now a king

My uncle wanted to kill me, but he did not succeed

I blew the horn, to call on the 4 kings and queens (the four siblings)

Together they saved Narnia

Who am I?

Task 4:

Task 5:

You are missing the last lock. Who can help you? How can you get the last code? Create a short video where you ask Aslan nicely to help with the last code. If you ask nicely and create a good video, maybe he will help.
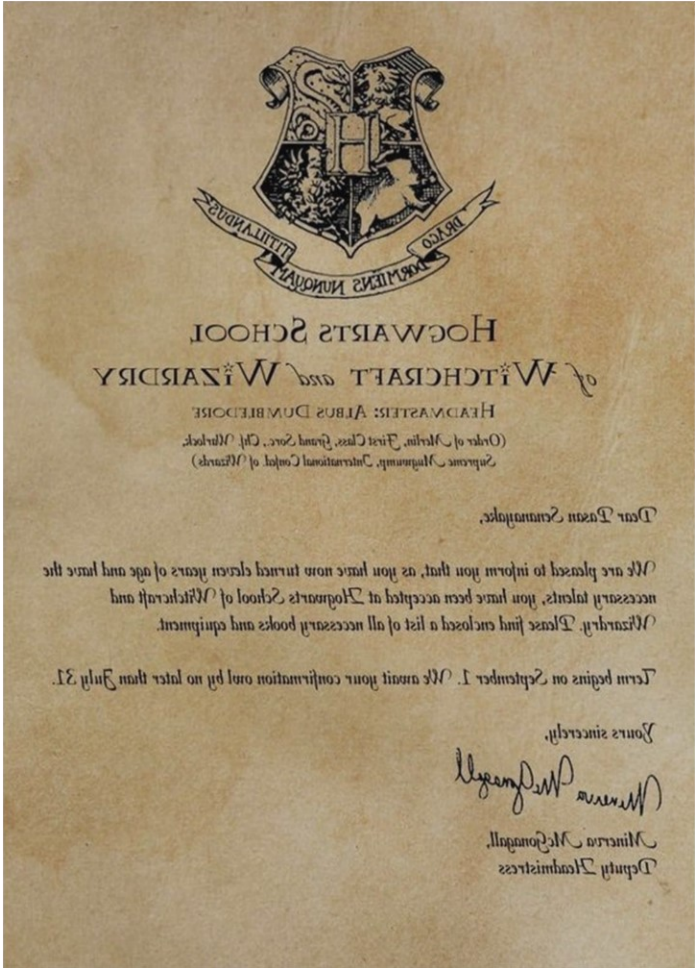
Write down what each of you will say in the video before you make it. The video can not last longer than 2 minutes.

Appendix 4: Escape room, Harry Potter

Cipher:

A	B	C	D	E	F	G	H	I	J
1	3	6	8	4	2	5	9	7	0
K	L	M	N	O	P	Q	R	S	T
0	4	2	8	1	5	9	6	7	3
U	V	W	X	Y	Z				
6	4	3	8	1	5				

Task 1:

Task 2:

Task 3:

Real Harry Potter figures were placed on a table face up. Four of them had a number taped to the back of their head

Letter 1:

You wanted to know the order of the code. This is a riddle that helps you find the

first number in the code.

I am the star of a book series

Who saw King's Cross when I was dead

I am a famous Gryffindor

There's a lightning scar on my head

Who am I?

Letter 2:

You wanted to know the order of the code. This is a riddle that helps you find the

second number in the code.

As the Harry Potter books went on
Ron Weasley and I got closer
I help Harry Potter defeat The-one-who-should-not-be-named
I correct the pronunciation
When people say Leviosa
Who am I?

<u>**Letter 3:**</u>
You wanted to know the order of the code. This is a riddle that helps you find the third number in the code.

I was in the Harry Potter books
From the beginning to the end
I have five brothers and a sister
And I have been Harry's best friend
Who am I?

<u>**Letter 4:**</u>
You wanted to know the order of the code. This is a riddle that helps you find the fourth and last number in the code.

I am the Hogwarts gamekeeper
Then became one of the teachers
I am half-human and half-giant
And I love dangerous creatures
Who am I?

Explanation: This picture was printed out and then some spaces in the background were coloured a different color.

Appendix 5: Focus group interview guide

Appendix 5A: Focus group interview guide in Norwegian

- Hvordan har du det i dag?
- Hvordan var escape rommet?
    - Hva synes du om escape rommet? (morsomt/kjedelig...)
    - Vil du gjenta det?
    - Hva er dine tanker om å bruke denne metoden (escape room) i engelsktimene?
        - Kan det hjelpe engelsken din? eller ikke? Hvordan? (øve talespråk, lesing, skriving, forståelse, teamarbeid...)

Klarte du å løse oppgaven i escape rommet?

Jeg ville vise dem oppgavene som ble brukt i escape rommet.

- Hva synes du om denne oppgaven?
- Hvordan løste gruppen din denne oppgaven?
- Hvordan samarbeidet dere i denne oppgaven?
    - Hvis elevene sitter raskt:
        - Har du kommunisert muntlig? Eller bruke kroppsspråk?
        - Delte dere ideene deres og gjorde det sammen, eller gjorde en av dere mesteparten av jobben?

Fra 1 til 10 hvor mye tror du du deltok under escape rommet

- Deltok du mer eller mindre enn i klassen? Hvorfor?
- Var det lettere, eller vanskeligere å delta i denne aktiviteten i stedet for i klassen? Hvorfor?

Hvordan var det å snakke engelsk under escape rommet? Hvorfor?

- Hvilket språk brukte du? Hvorfor?
- Noen øyeblikk da du syntes det var for vanskelig å snakke engelsk?
- Tenkte du på at du snakket engelsk/norsk under escape rommet?

Har du noen spørsmål til meg?

Appendix 5B: Focus group interview guide in English

- How are you today?
- How was the escape room?
    - What do you think about the escape room? (fun/boring…)
    - Would you want to repeat it?
    - What are your thoughts about using this method (the escape room) in English lessons?
        - Can it help with your English? or not? How? (practice spoken language, reading, writing, comprehension, teamwork…)

Did you manage to solve the task in the escape room?

I would show them the tasks used in the escape room.

- What did you think about this task?
- How did your group solve this task?
- How did you collaborate during this task?
    - If the learners are stuck:
        - Did you communicate orally? Or use body language?
        - Did you share your ideas and do it together, or did one of you do most of the work?

From 1 to 10 how much do you think you participated during the escape room

- Did you participate more or less than in class? Why?
- Was it easier, or more difficult to participate in this activity rather than in class? Why?

How was it to speak English during the escape room? Why?

- What language did you use? Why?
- Any moment when you thought that speaking English was too difficult?
- Did you think about the fact that you spoke English/Norwegian during the escape room?

Do you have any questions for me?

Appendix 6: Transcript sample

Appendix 6A: Transcript sample form Escape room, Group 1

Sara: Yeah, but this. I feel like this is upside down.

Silje: What if this is not a goat? No goat

Sara: riddle

Silje: yes, riddle

Sara: This one was (*Stine talks in the background while Sara talks, but inaudible*) suppose….

Stine: maybe here…

Sara: This is just like a piece of paper. Can we use this now? Oh, this is hard.

Silje: Did we solve it?

Sara: no, we did not.

Silje: But maybe the mirror. Wait.

Stine: yeah, it's like ehm….

Sara: you see what it says?

Silje: Wait if pick this one too.

Stine: It is like… ehmm

Sara: like?

Stine: speilbilde, refleksjon . Eh eh

Sara: I do not understand. Explain. Stine, explain to me.

Stine: On Norwegian?

Sara: Explain in English

Stine: Ehm, Jeg tror det er sånn speilbildegreier. At vi ehm. Skriften er liksom rar kanskje det er liksom ehm andre veien man skal lese eller noe sånn.

Sara: Then we can…

Stine: Other way we are gonna read?

Silje: Wait, no this is upside down. Cause you see…

Sara interupts: Yes, that was what she said.

Silje: ok

Sara: I said, you said that it was upside down. Um, do we have time on us?

Silje: No no, no it is upside down. Do you see that punktum?

(They laugh)

Sara: Oh yeah, we can look at the punktum *(says this word in an English accent).* Yeah, Look at the punktum.

Silje: oh, wait

Stine: No it is not, nonono

Sara: Look after the punktums *(says this at the same time as Stine says no no no)*

Silje: nonono, this here.

Stine: Here is the like corner.

Silje: Can you read the thing you said to us? again?

Appendix 6B: Transcript sample from the focus group Interviews, Group 1

Meg: hehe, det var gøy. Er dette noe dere kunne tenkt dere og gjort igjen?

Stine: Ja

Sofie: Escape room, eller selve bare hele tingen?

Sara: Ja!

Meg: ja, eller sånn…

Stine: Det var gøy å finne det ut og så liksom ja. Det var vanskelig å finne det ut, men når du fant det ut så var det bra.

Meg: ja,mhm. Tror dere dette er noe man kan bruke i engelsken? Altså som en måte å lære engelsk på.

Stine: ja!

Sara: Ja! Det å snakke engelsk fordi i timen lærer vi bare sånn; pig, trousers, I went in the lift and put on my trousers and I pet, and I petted the pig. Skjønner?

Meg: mhm

Sara: Og det er liksom litt sånn urealistisk. Med ting du sier

Sofie: Her er det liksom at du bør liksom snakke og kommunisere

Stine: Du kommuniserer mer

Sara: Fordi du snakker (The red were said simultaneously) faktisk engelsk i stedet for å lære sånn; I went to the garden and I petted the chicken and I put on my flowerdress. Skjønner?

Meg: mhm, men klarte dere å løse oppgavene?

Sara: ja

Sofie: ja, eller tror hvertfall det. Med mindre vi bare gjettet oss frem til kodene

Stine: Vi brukte litt lang tid på å finne det ut, men når vi fant det ut gjorde vi det veldig bra.

Sara: Da var det sånn; å ja!

Sofie: ja.

Sara: den var vanskelig

Sofie: ja, vi satt veldig fast på den

Stine: jaa (*The red was said at the same time*)

Sofie: Jeg trodde, jeg trodde det var... *(inaudible)*

Stine interrupts: Det var jeg som så det var sånn firkløver-tingtang eller noe sånn eller ja

Meg: ja.

Sofie: Jeg trodde det bare var sånn aesthetic

Sara: Jeg trodde og det. Aesthetic.

(*They go a little off topic for about 10 seconds talking about the aesthetic as a word*)

Meg: Det var veldig gøy å se på. Noen tok den faktisk sånn (*knips*), men mesteparten som dere.

Stine: Sara, var sånn obsessed med de der tryllestavene. At de skulle ha noe å gjøre med det.

Sara: Jeg trodde det hadde noe med det å gjøre, okey?

Sofie: Det skjønner jeg. Det hadde jeg og gjort.

Meg: ja, det var decorations.

Stine and Sofie: jaa.

(*They go a little of topic talking about wands, 3 seconds*)

Sofie: Jeg likte litt godt den og så likte jeg og svaret man fikk når man leste

Stine: Det var også meg som fant ut at vi kunne…

Sofie: De andre gikk bare rett til den og så stod jeg igjen og låste opp den første. (*The red were said at the same time*)

Meg: Det funker det.

Sofie: Det funker det