Digital Escape Room as a Tool to Teach Grammar

Can a digital escape room be used as a method for explicit grammar teaching while creating student engagement and motivation?

RIKKE ROSSELI

SUPERVISOR
Lenka Garshol

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Abstract

This thesis investigates whether or not a digital escape room can be used for language learning and, more specifically, explicit grammar teaching. The study was conducted in a 9th-grade class in a lower secondary school in Agder, Norway, using a mixed-method approach that included a pre-test, a post-test, a delayed post-test, interviews, and observations. The data from the tests, interviews, and observations are presented, analyzed, and discussed throughout the thesis, answering three research questions. The conclusion of this thesis is that a digital escape room can be used as a method of language learning and explicit grammar teaching. It increased test scores, and the delayed post-test showed that the information was retained after a period of five weeks. The group interviews with the students found that the method is motivating and increases student engagement. However, it is time-consuming, and the schools do not have the digital resources to produce them; the method would be more available if a template were made.

Keywords: *Digital escape room, digital tools, grammar teaching, language learning, competence, in-depth learning, LK20, EFL classroom*

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1.0 Introduction

English is one of the subjects taught in Norwegian schools, and it is often a second or foreign language for the students. This thesis uses English as a foreign language (EFL) to include all students regardless of their nationality. Teaching English as a language subject involves multiple language learning methods to cover all subject aspects. However, not all students find English interesting and may struggle with different elements, such as grammar. Students must learn correct grammar to improve their language skills and comprehension, especially since they encounter English frequently outside school. Incorporating activities such as gaming into the classroom could bring real-life contexts into the learning process.

In the field of language learning, there are various methods that educational researchers have studied. Two of these methods are gaming and gamification, which have become more prevalent in lower secondary schools with the use of digital tools. Anastasiadis et al. (2018) explain that game-based learning is more than just creating games for students to play, but also involves designing interactive activities to convey concepts and guide students toward a goal. A digital escape room can benefit the EFL classroom by promoting critical reflection and understanding of consequences, improving language skills, and deepening students' comprehension of the subject (Ministry of Culture, 2019). Ultimately, education aims to prepare students with relevant life skills for participation in society. This thesis aims to combine English grammar, digital tools, and relevant skills to achieve this objective. More about relevant skills will be introduced in Chapter 2.

Motivation and engagement are essential for successfully completing tasks. In school, students who struggle with low performance often lack engagement or feel bored, which can negatively impact their performance (Fredricks et al., 2004). To address this, methods that increase motivation and engagement can help improve the performance of low-performing students. One effective approach is games, which can encourage positive behaviors and increase engagement. Game-based learning can also level the playing field between struggling and successful students (Statped, 2023). Teachers should vary their teaching methods to cater to each student's learning preferences, and gaming can be a useful tool in this regard. Young learners from the "Internet and computer era" are particularly receptive to computer games and computer-based learning (Girard et al., 2013).

Escape rooms offer a wide range of possibilities, and in their review of escape rooms in education, Taraldsen et al. (2022) express: "We see opportunities for the use of escape rooms as a didactic tool in primary and secondary education and in teacher education" (p.1). Further, their study shows a need for more studies on escape rooms in an educational setting, and this thesis aims to fill this gap. There are several studies on games and gaming in school, and this includes the use of learning games and gamification of other activities. However, more research must be done on digital escape rooms, especially digital escape rooms and grammar teaching. My study aims to offer insight into how one could make a digital escape room suited for EFL classrooms in lower secondary schools and test whether this method leads to increased grammatical knowledge and retention among students. The method is an addition to traditional methods, such as fill-in-the-blanks, memorizing verbs, etc. Students often find this part of the English subject less motivating and, quite frankly, boring. To overcome this attitude, there needs to be a broader list of methods to use, including tasks that the students find motivating and valuable. I want to understand if a digital escape room can be a part of a variety of methods used in grammar teaching. Therefore, this research aims to answer these research questions:

> *RQ1: Does the use of a digital escape room for grammar teaching lead to increased knowledge demonstrated as increased scores in formal grammar tests, and is this increase retained over time?*

> *RQ2: How do students respond to the approach, and is it more motivating to participate in a lesson using a digital escape room than traditional grammar teaching?*

> *RQ3: Can a digital escape room be used as an assessment method, testing the student's competence in the EFL classroom?*

Chapter 1, as stated above, starts with the introduction, the section below (1.1) is the project background, and then a brief section on the national curriculum is added (1.1.1). In Chapter 2 of this thesis, the theoretical framework is presented, and it will be divided into two sections. The first section will elaborate on how languages are learned, including sociocultural theory, the information processing model, implicit vs. explicit learning, and LK20. The

second section is about the principles of learning games used to create the digital escape room. Previous studies on the field of escape rooms and digital escape rooms will be introduced in 2.5. Chapter 3 is the methodology approach, which includes a detailed description of the digital escape room made for this thesis. Chapter 4 presents the quantitative and qualitative results. Further on, the discussion of this thesis is presented in Chapter 5. Concluding the thesis is Chapter 6, with the conclusion and further research, followed by Chapter 7, which are the references. Lastly, a list of the seven appendices is listed, followed by each appendix.

1.1 Background of the project

To understand this research, an introduction to what an escape room is seems necessary. Scott Nicholson, a professor in game design and development, defines escape room as: "Escape rooms are live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms to accomplish a specific goal (usually escaping from the room) in a limited amount of time" (Nicholson, 2015, p. 1). A digital escape room can be compared to this description, except for the part related to live-action and physically locked room, as a digital escape room is conducted in a digital space, online or offline. Furthermore, a digital escape room has the opportunity to be whatever the creator wants it to be. There are several options for creating a digital escape room. One can use freely available tools, such as those included in Google Drive, or paid software packages, such as OneNote from Microsoft Office. One can also program a digital room from scratch, either as a part of a website or as a standalone program.

A digital escape room can provide a language learning method different from the traditional teaching methods used in EFL classrooms today. It offers the chance to use communication, digital tools, and collaboration to use and show the competence the students already obtained in class, to solve tasks. Using their knowledge differently than traditional classroom tasks, such as textbook tasks, will allow the students to expand their understanding of their current knowledge. When knowledge is used to solve tasks, students show true competence within a topic (Norwegian Directorate for Education and Training, 2020a).

1.1.1 The national curriculum – LK20

In Norway, the government and the Norwegian Directorate for Education and Training provide the official documents of education, the national curriculum, and, therefore, also the policies about gaming in education. The national curriculum provides the teacher with autonomy, which means that the teacher has the opportunity to choose teaching methods for their lessons freely. A digital escape room can be one such method to make a variety in the student's education and day-to-day practice. A digital escape room in OneNote, like the one made for this thesis, is considered a digital resource, and it can aid the participants in language learning and group social interaction. This directly connects to the curricular aim of LK20:

- Use different digital resources and other aids in language learning, text creation, and interaction (Norwegian Directorate for Education and Training, 2020c).

Students in lower secondary school need explicit knowledge of the English language to use word classes and syntax. Explicit teaching of grammatical terms entails discussing the specific language rules and explaining how to conjugate, use or modify the language. A digital escape room can be used for any grammatical rule or word class, but this study's escape room used the word class adverbs. To use their knowledge about word classes, they need to be taught the rules and how to use them. Therefore, the escape room fulfills parts of this curricular aim:

- Use knowledge of word classes and syntax in working on one's own oral and written texts (Norwegian Directorate for Education and Training, 2020c).

2.0 Theoretical background

In this chapter, there are two main topics discussed in the theory. The first section will elaborate on how languages are learned, specifically how students learn grammar. This section presents sociocultural theory, the information processing model, implicit vs. explicit learning, and LK20. The second section of the theory is the principles of learning games used to create the digital escape room. This section includes the definition of games, gamification, and serious games. Furthermore, transferable skills and motivation connected to a digital escape room are provided.

2.1 Language learning – Second language acquisition

Generally, it is believed that second language acquisition (SLA) happens when a person encounters a language in various contexts, and SLA theories try to explain how this language-learning process progresses. This first part of the chapter outlines three theories which are related to the digital escape room and which attempt to explain how language learning may happen while using the method. These theories are behaviorism, the cognitive perspective with the information processing model, and the sociocultural theory; the last one being predominantly used in Norwegian schools.

2.1.1 The sociocultural perspective

One of the dominant language learning theories used in Norway is the sociocultural perspective, and Vygotsky's theory on cognitive development is the foundation of this perspective. The main objective of this theory is that language learning and development are the direct results of social interaction, and it views thinking and speaking as complementary processes (Lightbown & Spada, 2013, p. 118). Thus, learners can co-construct knowledge through interaction and teamwork, which is essential for language learning. Vygotsky (1978) is also associated with the zone of proximal development (ZPD), which refers to the zone when students are focused on a task, and to proceed, they must co-construct new knowledge with a teacher or a more knowledgeable peer. Digital games, such as a digital escape room, can provide access to contexts that support peer-based learning incorporating zones of proximal development.

The comprehensible input hypothesis by Stephen Krashen i+1 expresses how language acquisition happens when the learner is exposed to the language already known (i) and is then introduced to the language which is only a step beyond what they already know (+1) (Lightbown & Spada, 2013). The cooperation between students is considered using the knowledge they already know, and solving new tasks together introduces them to a language and information one step beyond current knowledge. Educators often use ZPD and comprehensible input hypothesis interchangeably, but Swain et al. (2015) help highlight distinguishing characteristics between the two terms. For instance, the authors clarify that the teacher and student relationship is central to the ZPD. Compared to the comprehensible input hypothesis, which emphasizes acquisition rather than teacher participation (Swain et al., 2015). Meaning, the teacher is less involved in the comprehensible input hypothesis than the ZPD. It is vital to a teacher that students can learn without their presence due to classes with many students and few teachers. A digital escape room such as the one made for this thesis is one method where students work together and aid each other through language learning while being supported by a teacher when necessary.

2.1.2 The cognitive perspective – Information processing model

The information processing model explains how our knowledge changes from something we must think about to habits in language that happen automatically (Lightbown & Spada, 2013, p. 109). The distinction is that we start with declarative knowledge, the information such as a specific grammatical rule that is consciously used. This grammar rule is then used and practiced over time and becomes an automized part of the language one uses, an example of this is "to be." When students first learn "to be," it is practiced in the typical "I am" and "you are" language drills. When the students practice this over time, they would never say "I is" or "I are" because they know it is wrong without using cognitive energy to correct the rule. When this happens, the declarative knowledge changes to procedural knowledge. The more declarative knowledge one can change to procedural knowledge, the less cognitive capacity is needed to think about simple language (DeKeyser, 2007, p. 177). The focus can then be on new information or more complex aspects of a language. Hence, one can become a proficient language speaker and focus on the meaning of a conversation or a text. A digital escape room made for grammar teaching is a method which students could use to practice language, turn their declarative knowledge into procedural knowledge and automatize their language use over time.

2.1.3 Behaviorism

One commonly used language learning theory, especially in the past, is behaviorism, and the formation of habits is typical in behaviorist language learning. It involves memorization and learning language pattern by heart, such as glossaries, memorizing, and feedback success are directly connected to this theory (Lightbown & Spada, 2013). From the behaviorist perspective, students' behavior can be modified based on the consequences of behavior, where consequences can be positive and negative, for example getting rewards when playing a game. All games are, in a way, based on behaviorism (Egenfeldt-Nielsen, 2006). Many games sold today fit best with a behaviorist approach, using drill-and-practice tasks concentrating on extrinsic motivation. The emphasis is on the player learning the correct response to a given task. If the player tries something and succeeds, the player will do the same thing again next time (reward→reinforcement). If the player fails, they will try something else (punishment→change). It is one of the underlying mechanisms of games but not the only one, and teachers should rely on more than just behavioristic conditioning when choosing a game for classroom use because it can damage intrinsic motivation (Deci et al., 2001). Behaviorism indicates a narrow focus on the interaction between the player and the game – the game presents tasks, and the player answers them. Learning happens when students link the tasks and the answer enough times, and a reward strengthens it (Egenfeldt-Nielsen, 2006). A digital escape room is a game which uses behavioristic aspects through tasks and code-solving where the correct answer leads to the passwords. However, it is not the only aspect of the game, as communication between players is also essential.

2.1.4 Implicit – Explicit learning

Both implicit and explicit grammar instruction are used in Norwegian schools. Many researchers have worked on whether implicit or explicit instruction is more beneficial for language learning (Nezakat-Alhossaini et al., 2014, p. 184; Norris & Ortega, 2000; Spada & Tomita, 2010). A definition of the two is needed to understand the differences between them. Implicit grammar instruction focuses on the learning environment, and attention is to the language without awareness of the grammar. Instead, it focuses on the meaning of the content (Nezakat-Alhossaini et al., 2014, p. 184). One example would be to correct a sentence after a student says something and repeat it to them in the correct grammatical order without telling them what they did wrong. Explicit grammar teaching provides the learner with

metalinguistic knowledge of the target language (Nezakat-Alhossaini et al., 2014, p. 184). This is often used in grammar lessons focusing on a specific grammar rule. The language learner knows the grammatical rules when they are used and can explain the reasoning behind their word choices. Therefore, the main difference between the two is the language learners' awareness. Stadler (1997) distinguishes implicit and explicit learning in another, yet similar way. According to Stadler (1997), explicit knowledge is shown with the intention to remember a specific rule, meaning the student chooses to use the rule they have learned to produce language. In comparison, implicit knowledge is explained as when a learner performs a task without the intention to remember a particular rule because the language has become automatized (p.56). The result is that explicit grammatical instruction can become procedural knowledge where one does not recollect the specific rule anymore but uses the correct grammatical terms without thinking about the language rules. This is the aim of language learning and makes a student proficient in a target language.

Ellis (2005) distinguishes between reactive and proactive explicit grammatical instructions. With reactive explicit instruction, the teacher offers metalinguistic corrective feedback when the student produces the target language, for example, correcting a grammatical mistake by talking about a specific rule. In proactive explicit instruction, the grammatical structure is explained before the students produce language. Proactive explicit instruction is divided into direct and indirect instruction. Direct is the teacher explaining target structures even before the tasks start. Lastly, indirect proactive explicit instruction entails the students discovering the rules in groups or on their own based on the tasks the teacher provides (Ellis, 2005). Indirect proactive explicit instruction is the grammar instruction used in the digital escape room made for this thesis and will be discussed further in Chapter 5.

2.2 Commercial games, gamification, and learning games

All game types can be used for learning in different ways because of their specific characteristics. The three main types are described below, and these are often separated into three categories: commercial games, learning games, and gamification.

2.2.1 Commercial games

Games that are used for amusement reasons are referred to as commercial games. Compared to serious games, they usually have bigger budgets, better visuals, more engaging gameplay, and more excitement. Therefore, they are typically used as a spare-time activity and for amusement. Commercial games can provide the player with additional flexibility and assistance related to the topical objectives. However, the learning objectives, such as language learning in a commercial game, frequently only partially correspond with those of a particular academic subject. Hence, these games are not typically used in school for educational purposes but for enjoyment at home. Minecraft, a commercial game, has been adapted into an educational game and is used in some schools in southern Norway; the game is now called Minecraft Education Edition. The escape room made for this project does not fall under this category since it was not a commercial game. However, the teacher must be aware of these differences when choosing a suitable game for their lessons.

2.2.2 Gamification

Gamification is an approach that applies a game design and its elements to non-game activities such as grammar teaching. The features added through gamification are often points, storylines, and leaderboards, and it can introduce competition to tasks that are usually quite boring. The majority of teachers implementing gamification in their classrooms aim to enhance learner engagement and improve students´ learning outcomes (Nah et al., 2014, p. 401). There are advantages and disadvantages to gamification; the advantages in the classroom are engagement in the activities and tasks from the student's perspective. Students are more engaged over a longer period than usual while working with different subjects. Nah et al. (2014) reviewed the literature on gamification in the educational and learning context and identified several typical game design elements. These features include levels/stages, points, leaderboards, prizes, a storyline, and feedback, but only some agree that these elements are necessary for gamification. Nah et al. (2014) provided examples from the literature to demonstrate the application of gamification in educational games. Some disadvantages found by Nah et al. (2014) were that students who were used to a traditional classroom teaching style needed help with this new learning method initially (p. 403). Even though this approach produced engagement in the class, it did not significantly affect the student's grades.

Kapp (2012) defines gamification as the process which results in positive outcomes and behavior changes due to the use of elements such as "game-like" or fun elements that promote learning and engagement (p. 9). There are many definitions of gamification in literature, and these two will be of interest and are most suited to this thesis. Gamification is one way to motivate people through game-based technics and game-based thinking. Additionally, it engages people in tasks, promotes learning, and aids problem-solving skills. Some of the gamification aspects could be used to describe the digital escape room; however, it does not perfectly fit the definition. Only some of the gaming aspects do.

2.2.3 Learning Games or Serious Games

Both learning games and serious games are terms used for games used in education for learning. The purpose of these games is not mainly to "play for fun," but the primary objective is learning, and, in this case, language learning. Digital games are primarily applied in education in the form of serious games. Mainly, "serious games" is a term that describes any game-based initiative that focuses more on the primary purpose, learning, than just pure entertainment. Girard et al. (2013) defines serious games as "videogames intended to serve a useful purpose." It refers to using digital games in education and various industries. According to Anastasiadis et al. (2018), students need a more interactive and engaging learning arena, which can be solved by introducing different serious games into the classroom (p. 140). The learning environment in a classroom can become more exciting and interactive for the students when they can share their knowledge, experience, and thoughts during the games. Educators use serious games to grab students' attention and introduce a method that engages and interests them (Anastasiadis et al., 2018, p. 141). A digital escape room made for grammar teaching can be placed within this category of games since it is a digital game with the primary purpose of teaching students about a specific grammatical rule.

2.2.4 Transferable skills

There are several things students will learn when they attend school, and factual information is only one part of the education. According to the national curriculum LK20, several core values should be incorporated into education, such as critical thinking, communication, and collaboration (Norwegian Directorate for Education and Training,

2020b). These skills are valuable outside of school and prepare the students for life in society and the different situations they will face. Naturally, society educates people to provide them with the tools to become valuable citizens. Hence, it is essential to incorporate these into the lessons in school. Research found that playing games in education can improve multiple transferable skills (Anastasiadis et al., 2018; Stollhans, 2020; Taraldsen et al., 2022). The following specific skills are mentioned in literature as essential for using games/gaming in the classroom and will be connected to using a digital escape room.

Teamwork/ Collaboration: One essential part of participating in a digital escape room is the ability to work together. The players must be able to share knowledge and assess quickly if they agree or have multiple ideas for solving the code. Teamwork includes distributing tasks and understanding the other group members' abilities, strengths, and weaknesses.

Time management*:* Another aspect of escape rooms is time. The aim is to escape before the class ends or escape the room before the other classmates. Therefore, time management is a crucial part of the task.

Communication skills*:* Communicating with other students in the group is vital for good teamwork and progress. Both talking and listening are required to communicate well. Communication in the target language is another important factor in the EFL classroom.

Technological skills*:* The escape room is digital; therefore, proficient use of different digital tools will be necessary to complete the tasks, find hints and solve codes.

Problem-solving: Escape rooms typically contain codes, puzzles, and ciphers, which all require the skill of problem-solving. Additionally, the skill of testing multiple hypotheses simultaneously, seeing beyond one thought, and including various ways to find passwords are beneficial for this task. According to Anastasiadis et al. (2018), games positively affect problem-solving skills (p.141).

21-first century skills: 21-first century skills include all mentioned above and include innovation, critical thinking, and digital literacy (Duncan, 2020; Spires, 2015, p. 125; Taraldsen et al., 2022, p. 170). The school educates future generations and must facilitate skills needed for the future. Therefore, including learning strategies and methods that include

these skills is vital. The four C´s of 21-first-century skills, collaboration, communication, creativity, and critical thinking, are separately all wanted skills. Hence, when a student masters all skills, they become a super skill (Duncan, 2020, p. 516). While playing the digital escape room, the students use these skills.

2.3 Motivation

How motivated the students are to learn in the EFL classroom is essential for their learning outcome. Since the teacher has the autonomy to choose teaching methods they see fit, the responsibility of choosing motivating methods is on them. There are two main groups of motivation, extrinsic and intrinsic motivation (Duncan, 2020). In short, intrinsic motivation refers to motivation in which the student is motivated to do the task because it is internally rewarding (Deci et al., 2001). If a task is fun, enjoyable, or satisfying is another aspect of intrinsic motivation, and the outcome will satisfy internal psychological needs, such as autonomy and competence. One example of this is working in a group because one enjoys collaboration. Extrinsic motivation refers to motivation in which students are motivated by external factors (Deci et al., 2001). External factors are rewards such as points, money, or avoiding consequences; this type of motivation does not fulfill internal psychological needs like intrinsic motivation. One example is to finish a game to get points or win or to learn a language to get a good grade.

Digital games-based learning can encourage intrinsic motivation through curiosity and give the students control over their learning (Anastasiadis et al., 2018, p. 141). However, games-based activities promote extrinsic motivation through points, rewards, and medals. Each specific game can affect each student's motivation in separate and individual ways, the essential part of a game, such as a digital escape room, is the difficulty of the tasks. Hence, the difficulty of a task is part of what motivates the students or not. The tasks must be challenging enough; if not, they become boring, and if they are too complex, they become frustrating. Neither motivates the students (Duncan, 2020, p. 515). Creating tasks in a classroom with students on different levels can be difficult, and therefore, the teacher should be aware of motivational factors, group levels, and dynamics. Yu et al. (2021) found that educational digital games can improve student motivation in writing and vocabulary acquisition, and motivation increases when the teacher establishes an engaging classroom

culture with the digital-based game (p. 533). A digital escape room is a digital game which can be used for this purpose.

2.4 Didactics - gaming for learning and assessment

Although gaming is not specifically mentioned in the curriculum, it can be one of the tools a teacher can choose, but this needs to be evaluated critically. The intention to use a game needs to be directly connected to the learning element the game can provide.

2.4.1 Computer games in school

There are opportunities linked to the increased use of computer games as a learning resource in schools. Games can contribute to critical reflection on the consequences of choice, develop students' technical skills and understanding, improve language skills, and give students a deeper understanding of a subject (Ministry of Culture, 2019). Several schools have employed game educators to develop computer games as educational tools. Statped (2023) express that computer games are an arena that students with learning challenges share with their peers. Pupils with learning challenges differ little from the average pupil regarding using games. The students find using computer games in school motivating, and they manage to concentrate for a more extended period and experience mastery (Statped, 2023). Additionally, a digital escape room can be a method which includes students who find language learning difficult, and students with general learning challenges, including everyone.

Skaug et al. (2020) present four factors separating gaming from other school media (p.15). These four are interactivity, autonomy, storytelling, and immersion (Skaug et al., 2020). Games allow students to interact with other students and the game. An interactive game has multiple aspects of choices, cooperation, and decision-making (Skaug et al., 2020, p. 16). Autonomy, or freedom of action, is another aspect of gaming essential to the gaming experience. It offers the player control over their gaming situation and will lead to the feeling of mastery for the student when they complete a task within the game or win the game. Immersing into a game can provide the students with a "flow" with the game. It has to be difficult enough to get in the flow of a game but not too easy or very challenging (Skaug et al., 2020, p. 20). Storytelling is a part of gaming that make students identify with the characters. A storyline gives the game depth and can be easier to play and follow. A digital

escape room can offer some of these factors Skaug et al. (2020) mentions. Immersion and interaction are used in the escape room through exploration and collaboration. A clear storyline could be used in a digital escape room, but it is not in the escape room made for this thesis. The aim of any EFL lesson should be to make the students think, act and speak in the manner of the subject, and games can be a resource for planning such a lesson. Furthermore, using a game in school or a lesson has to be directly connected to the curriculum, and a digital escape room can be one such option. Education should be seen as a social context and provide situations where students can cooperate and exchange knowledge with each other (Skaug et al., 2020, p. 71). Hence, using a digital escape room as a method includes social context, an opportunity for collaboration, and a chance for students to exchange their knowledge.

There are many benefits to computer games in school, as mentioned above. However, there are also some disadvantages which must be considered when a teacher uses games in the EFL classroom. Skaug et al. (2017) points out that motivation in the game does not necessarily mean the student is motivated to learn. Sometimes learning can be outweighed by the student's desire to win the game (Skaug et al., 2017). Unfortunately, not all teachers pay attention to this gaming aspect in the classroom. Additionally, not all games are equally fun, and not all students will like all games. Furthermore, an engaging game is not guaranteed to make the rest of the teaching more engaging (Skaug et al., 2017). Therefore, the entertainment and motivation aspect should not be the main argument for bringing games into the classroom; the learning aspect should.

2.4.2 Gaming, in-depth learning, and competence

In-depth learning refers to having enough knowledge about a topic to use the knowledge in multiple situations and understand connections within the topic. In-depth learning is essential in the Norwegian curriculum and should be of focus in all subjects (Norwegian Directorate for Education and Training, 2020a). Students must be able to use their knowledge in known and unknown situations, by themselves, or in collaboration with others (Skaug et al., 2020, p. 76). In-depth learning leads to the competence the students gain in their education, and LK20 describes competence as follows: "Competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically" (Norwegian Directorate for Education and Training, 2020a).

Applying the knowledge is vital to show whether the student has gained competence. Additionally, the ability to use critical thinking and reflection is a large part of competence (Norwegian Directorate for Education and Training, 2020a). A digital escape room can provide an opportunity to create an in-depth learning situation, focusing on one grammatical rule and using it in different scenarios. Additionally, it is an activity in which the students can show their competence by using their knowledge to solve the various tasks with the knowledge they already have. Practicing multiple aspects of a grammar rule provides a chance to start an in-depth knowledge in the EFL classroom.

2.4.3 Assessment and digital escape room

The national curriculum, under the subject of English, has a separate section on formative assessment which reveals how the teacher should facilitate student participation and stimulate their desire to learn (Norwegian Directorate for Education and Training, 2020c). The intended way to do this is by using various strategies and resources to develop the students reading, writing, and oral skills (Norwegian Directorate for Education and Training, 2020c). To facilitate the use of various strategies, the teacher must use multiple learning resources and adapt their lessons so each student can show their knowledge in a suitable way, including presentation, written work, discussion, etc. A digital escape room can be one such method, providing the students with a learning method to show their knowledge and competence. Further on, the curriculum states that "the pupils shall be given the opportunity to experience that experimenting on their own and with others is part of learning a new language" (Norwegian Directorate for Education and Training, 2020c). In a digital escape room, the students have to experiment and solve the codes to advance in the game; in this case, the students collaborated in groups of two and three and solved tasks together, learning a new part of the language.

When a teacher chooses to use a game or a digital escape room in an English lesson, how the students will be assessed must be considered and discussed with the students. According to the curriculum, the students should be a part of deciding what they are evaluated on and have the chance to show their skills and knowledge in various ways (Norwegian Directorate for Education and Training, 2020c). The aim of any learning game is for the students to obtain knowledge. Hence, assessment of what they have learned is essential. In

this study, only the declarative/explicit knowledge was tested, and the retention of knowledge was tested with the delayed post-test. The digital escape room was made to develop declarative knowledge, which can become procedural with practice, but the evaluation of whether this happens is outside the scope of this study.

2.5 Previous studies

Several research demonstrates success in conducting educational escape rooms in higher education in the fields of pharmacy, (Cain, 2019; Eukel et al., 2017; Hermanns et al., 2017), nursing (Adams et al., 2018; Gómez-Urquiza et al., 2019), medicine (Boysen-Osborn et al., 2018; Monaghan & Nicholson, 2017), computer networks (Borrego et al., 2017), mathematics (Ho, 2018), and chemistry (Dietrich, 2018). However, few studies use digital escape rooms in lower secondary schools or for grammar instruction in the EFL. Furthermore, the use of escape rooms in the classroom has gained increasing attention in recent years (Buchner et al., 2022; Sanchez & Plumettaz-Sieber, 2019; Taraldsen et al., 2022; Veldkamp et al., 2020). Hence, digital escape rooms are becoming increasingly popular in EFL classrooms as a fun and interactive way to engage students in language learning. In the following, I will review some pivotal studies grouped according to the focus area under investigation.

2.5.1 Escape rooms and motivation

Two aspects of gamification and escape room are motivation and student engagement. Several studies mention motivation as a reason for using digital-based gamification or escape room. According to Yu et al. (2021), incorporating game-based learning into an EFL curriculum can increase student motivation and engagement. The study was a rapid evidence assessment review using journal articles conducted at the University of Beijing, China (Yu et al., 2021). They found that students who played a game-based language learning program were more motivated and showed more significant proficiency gains than those who received traditional instruction.

Gaming can provide opportunities for authentic language use. Research by Vazques-Calvo and Thorn (2022) suggests that game-based language learning can provide opportunities for authentic language use. The study is a digital ethnography, using online observation of gamers who translated games from English to Catalan and online interviews

(Vazquez-Calvo & Thorne, 2022). The study found that students who played a game-based language learning program were more likely to use language in original contexts, such as interacting with non-native speakers or accessing authentic language resources.

Another article on digital escape rooms is the study by Vidergor (2021) investigated the impact of a digital escape room game on motivation and collaboration among 528 elementary school students. The study used a game-based learning questionnaire and found that students perceived the gameful experience as affecting their motivation and cooperation. The results showed that students who learned via the digital escape room game had higher attitudes in all learning constructs, including gameful experience, teamwork, and motivation than those who learned via other digital game-based learning activities (Vidergor, 2021). Gaming, in general, is often connected to the factors mentioned. However, Digital escape rooms show these even more than "other games-based activities" The study highlights the benefits of using digital escape room games in elementary school as it enhances collaboration and social experience among students, intrinsic and extrinsic motivation to learn, and creates a sense of accomplishment in learning.

The study by Hsu-Chan et al. (2022) had two groups of fifth graders in science class, one experimental group and one control group in Taiwan. Hsu-Chan et al. (2022) found that combining a digital and physical escape room can improve students' motivation and creative thinking. However, their interventions showed no difference in academic achievement. For further research, they suggest using tasks that incorporate real-life problem-solving. To summarize, several aspects of motivation and student engagement have been researched in connection to game-based learning and escape rooms, which highlights the increase in motivation and engagement, access to authentic language, use of creative thinking, and promotion of collaboration.

2.5.2 Escape rooms and explicit teaching

A digital escape room can be used before or after instruction, according to the study by Buchner et al. (2022), who investigated whether playing an escape room game after explicit instruction is more effective for learning about copyright and media law than playing the game before explicit instruction. The experiment found that playing the developed digital escape room game after explicit instruction improved knowledge retention and self-efficacy

with a lower cognitive load. However, there were no differences regarding the application of knowledge, as both groups scored equally high on transfer tasks. The study concludes that implementing escape room games after instruction is an effective instructional approach and better suited to promote learning than playing escape room games before instruction.

The research on game-based learning has shown that there is a distinction between learning the game's content and mastering its rules. It is known that game-based learning necessitates debriefing on the game rules since learning necessitates reflecting on the actions taken during the time dedicated to playing (Sanchez & Plumettaz-Sieber, 2019). Educators working on implementing instructional escape games may overlook this crucial stage. However, experimenting and figuring out the rules, and playing a game more than once, will lead to understanding the rules; therefore, it may only be correct for some games. The study found that teachers may have trouble putting it into practice so that debriefing achieves its goal of making the knowledge explicit and transferable (Sanchez & Plumettaz-Sieber, 2019).

2.5.3 Issues and obstacles with escape rooms

Even though games are beneficial and valuable tools to use in education, as reviewed above, there are also some disadvantages. There are both limitations and challenges to implementing games in the classroom, for example, budget restrictions, classroom availability, and time to prepare classes (Cain, 2019; Hermanns et al., 2017; López-Pernas et al., 2019). Large groups and restricted time to set up a game are logistic challenges, but they are manageable with good planning (Cain, 2019). On top of that, the activities should be closely aligned with the curriculum. Further on, a study by Brooks et al. (2019) found several reasons why teachers exclude digital games from their teaching; the study was done in three Nordic countries, including Norway. Some of the main reasons in Norway were the lack of school resources, the lack of "good games" for education, and that the teachers find it challenging to fit games into their subjects (Brooks et al., 2019, p. 478). Lastly, they mention a lack of time/time management and technical difficulties as some of the main obstacles to why teachers do not use more games or gamification tools (Brooks et al., 2019, p. 480).

3.0 Methodology

3.1 Choice of method

This study aims to test a digital escape room to teach grammar in lower secondary schools in Norway. Additionally, this study seeks to add knowledge to education and teaching methods. The participant for this study was one 9th-grade class from a school in Agder, Norway. Seventeen participants signed a consent form so that their test results and interviews could be a part of the study. The first part of the study was done over three days; the first day, the participants answered the pre-test and participated in the intervention, the digital escape room. Then there was a one-day break due to the class schedule, which resulted in the post-test and interviews being done on day three. On the day of the post-test and interviews, the class had regular teaching, while one group at a time participated in the interviews. After this, there was a five-week break in between, this included the Christmas break, and then the participants answered the delayed post-test. All three tests, the pre-test, post-test, and delayed post-test, all contained questions on adverbs, which was the topic of the digital escape room.

Both qualitative and quantitative approaches were under consideration as a type of method to use in this study. Survey or test scores are typical quantitative data that provide results that are easy to analyze quantitatively and compare across groups. However, qualitative approaches, such as interviews or observation, offer a deeper understanding of phenomena and processes, and they are often used in pedagogy research. I used a combination of qualitative and quantitative methods in this study to be able to answer the three research questions. The different approaches provide different data, which are equally crucial to the study. Therefore, a mixed-method approach is chosen for this study, combining quantitative and qualitative data collection.

In the case of this project, the qualitative data comprised group interviews, and the quantitative data included collecting pre-test, post-tests, and delayed post-test scores. Using more than one approach is necessary to understand the complexity of a digital escape room as a teaching method. I collected pre-test, post-test, and delayed post-test data to know if the intervention impacted the outcome. These data serve to evaluate whether the intervention had the desired effect. i.e., whether the students reached the learning aims. Therefore, the basis for

answering RQ1 is the tests collected from the students. Interviews and observation were also included to add a qualitative aspect to understanding the participant's experience of the intervention and their thoughts about it. A detailed understanding of the participant's experience and knowledge is vital to answer RQ2 of this project.

In the following, I introduce each method in more detail and discuss its advantages, disadvantages, and the validity of the results. At the end of this chapter, I also elaborate on the ethical considerations which were made before the study was conducted and a description of the digital escape room.

3.2 Quantitative data

3.2.1 Experimental intervention research design

This thesis describes a project of limited scope; only one class in one school was involved. However, the concepts tested should also be applicable to other contexts, so this study can be seen as a case study or a "proof-of-concept" study investigating the effect of escape rooms as a method for grammar instruction in schools.

An experimental research design aims to test an idea to understand if it affects an outcome. Experiments are controlled and, therefore, the preferred method to establish cause and effect. According to Creswell and Guetterman (2021), the two most common experimental designs are between-group designs and within-group designs. In the between-group design, two or more groups are compared, where one gets the tested treatment and the other does not. There are multiple approaches to this type of research, and a common denominator is the pre-test/post-test designs. The results of the two groups are then compared. When using a within-group design, only one group is available; therefore, comparing results is more complicated. To obtain a satisfactory result, only one form of within-group design would be possible for this thesis, time series design. Time series design is used when the researcher only has access to one group and has access over time. This includes multiple measures over time, such as pre-test, intervention, and multiple post-tests (Creswell & Guetterman, 2021, p. 357). The result may be a comparison of the multiple tests.

In all types of experiments, there are errors one cannot control, for example, if the participants show up. An example from this study is that the participants answered three tests, but not all participants were at school on all three days. However, with control procedures, the researcher could control other factors, such as timing, the tests, and the test environment (Creswell & Guetterman, 2021, p. 338). A pre-test is used to measure the participant's knowledge before the intervention; this is done to understand what they already know and to control what they have learned from the intervention. Therefore, knowing what they know about the topic is important before testing the intervention for the data collected from the post-test and delayed post-test. The post-test is similar to the pre-test in the case of this project, with rearranged sentences. According to Ayman et al. (2022) pre-tests and post-tests are beneficial methods to examine grammatical knowledge with interventions such as a digital escape room.

As stated, the research design of this thesis is a within-group interrupted time series; this is due to the limitation of access to only one class at one school. This research design is the best suited to get the most accurate results from only one group. It also requires more than one post-test (Creswell & Guetterman, 2021, p. 357). Therefore, the class took a delayed post-test five weeks later. This is essential to measure whether or not the knowledge gained during the intervention lasts. The two post-tests are compared to the pre-test to evaluate the results after the intervention. These results will answer the first research question: Does the use of a digital escape room for grammar teaching lead to increased knowledge demonstrated as increased scores in formal grammar tests, and is this increase retained over time?

The pre-test, post-test, and delayed post-test are all similar tests focusing on formal declarative grammar knowledge about the topic of adverbs. The tests each have 27 possible correct answers, but the order of the questions was rearranged in the different tests to make it less likely that the students would remember their previous answers. The tests have four sections, testing the students in various grammatical tasks related to adverbs. Some examples of the tasks given on the tests are:

Underline the adverb in the sentences:
- It's always cold in this room.
- Surely, you are mistaken.
- He turned his face upwards to the sun.

Change the following adjectives in the brackets into an adverb.

- The workers could not _____ (possible) complete their work on time.
- The burglar crept _____ (quiet) into the house.

All tasks from the pre-test, post-test, and delayed post-test are added in Appendix 1.

3.3 Qualitative data

3.3.1 Interviews

Interviews are the most beneficial method to collect detailed impressions from the participants about the intervention. An interview offers a chance to ask open-ended questions and follow-up questions. Additionally, interviews are a method that is commonly used in qualitative data collection. One vital part of the interview process is not to restrict the participants. Therefore, the researcher must remain neutral and let the participants offer their experiences without wanting to "please" the interviewer. The aim is to gather the participants' honest and original thoughts (Creswell & Guetterman, 2021, p. 245). The participants are chosen through a sampling suited to the specific research. The participants for this research are selected through purposeful sampling (Creswell & Guetterman, 2021, p. 240). According to Creswell and Guetterman (2021), purposeful sampling is a term often used for qualitative research, and the participants are intentionally chosen to learn about a specific phenomenon.

With any research method, there are advantages and disadvantages, and some advantages of interviews are access to detailed information and control over the questions asked throughout the interview. An interview offers a chance to obtain a detailed expression of their experiences. Some disadvantages may include tainting the results with the view of the interviewer and cherry-picking information the interviewer wants in the results (Creswell & Guetterman, 2021, p. 252). The interviewer's demeanor may affect the participants' answers; this includes articulation and clarity. With social desirability bias, clarity and articulation can influence the participants' answers and may lead to vague answers. To avoid this, the question was asked in the same tone, and each interview started by letting the participants know that they should give their honest opinion, no matter their thoughts on the intervention.

In this research, semi-structured interviews were held in groups to understand the participants' experiences of the intervention. There are several reasons why a semi-structured interview is valuable in group interviews. The first reason is the grounds for comparison since one asks the same base questions to all groups. The second reason is that it allows one to divert from the base questions and ask follow-up questions, if necessary. The interviews were conducted in groups of two and three participants and a separate interview with the teacher. The interviews were conducted during school time, where each group was pulled out of class in a separate room to be interviewed. The interviews were held two days after the intervention, and the interviews with the student groups lasted approximately 6-8 minutes each. The interviews were recorded and transcribed within one week, and every student got a number to separate the answers during the transcription. The list of names with the number codes was kept as a paper copy, separate from the transcription, and was later destroyed. Descriptive analysis was used to analyze the qualitative data; the interviews (See Appendix 5). The analyzing method is used to categorize the material by creating keywords which is central to the interviews (Postholm & Jacobsen, 2011). This analyzing method is valuable to use with large samples of written data. It is the best way to sort and separate the answers from all the group interviews to compare them later in the thesis.

The interviews are crucial to answer the second research question: How do students respond to the approach, and is it more motivating to participate in a lesson using a digital escape room than traditional grammar teaching? Additionally, the third research question was answered with the interview results: Can a digital escape room be used as an assessment method, testing the student's competence in the EFL classroom?

3.3.2 Observation

Observation is another method that is commonly used in qualitative research. During observation, the researcher obtains firsthand information from the participants by observing them (Creswell & Guetterman, 2021, p. 248). One advantage of using observation is the opportunity to collect the data as it happens. This ensures that the data represent the actual behavior of the participants. Disadvantages include limited access to schools and children and participants acting differently when a stranger observes them. Observation requires the observer to be a good listener and have good attention to details. If the observer does not pay attention when a situation is happening, the data are lost (Creswell & Guetterman, 2021, p.

248). Data collected in this manner are usually unstructured and must be analyzed after the observation.

During the intervention of the digital escape room, I took the role of a participant observer as a Game master who had a list of specific hints the groups could ask for if they got stuck within the rooms of the escape room (Appendix 2). The Game master intended to observe all groups and how they solved the tasks within the game and help them along the way. Observation offers a perfect opportunity to get the participants' perspectives while engaging in the activity and observe other aspects of the intervention that the participants may need to be made aware of, e.g., their body language and classroom environment. However, the disadvantages of being a participant observer are time management, having the time to take notes while participating in the activity, and being focused enough to collect multiple observations while participating (Creswell & Guetterman, 2021, p. 248).

3.3.3 Padlet

In the digital escape room's last room (Room 7) is a link to a digital space using the platform called Padlet. Padlet is a free website one can use for different purposes. For this circumstance, it is used as a wall where participants can add a note with their comments and a picture if they choose to. In the Padlet, the students should leave a comment at the end of the lessons if they managed to escape. However, everyone got the password for this room 5 minutes before recess and left their initial thoughts. See Appendix 3 for a screenshot of the Padlet and a list of their translated comments. The Padlet served as a form of end-of-task survey.

3.4 Reliability and validity

A mixed methods approach is the best method to strengthen the validity of this research. Data from qualitative and quantitative methods will provide findings that can lead to a generalized explanation of the study. If the data from the interviews, the Padlet survey, and the pre-test and post-tests match, it will increase the reliability and validity of the research. The interviews (5 group interviews with students and one with a teacher) offer a limited selection of participants. Therefore, it is only possible to relate the interviews' results to some lower secondary schools in Agder and Norway. One issue with interviews is social

desirability bias. It can lead to faulted data from respondents wanting to please the interviewer or give answers they think the interviewer wants (Bergen & Labonté, 2020).

Interviews, test results, and observations are collected to validate the results and findings. However, the results will not be generalizable due to the low number of participants in the interviews and the testing. When using mixed methods, the research is strengthened by both quantitative and qualitative research. The qualitative and quantitative data answer different parts of this study. They can provide different perspectives, but since they answer two different research questions, they simply cannot give the same answers. All the data from this thesis are added to the Appendices, and this makes the research open and transparent, making it possible to be retested if anyone should have the desire to.

3.5 Ethical considerations

With any research involving students as participants, there are multiple ethical considerations to uphold. These are related to the participants' protection, anonymity, and any inconvenience the participation may cause them. There are several ethical considerations to evaluate when interviewing participants. Firstly, the national data protection authority must grant approval for data collection, such as voice recording, and the participants themselves or their legal representatives must sign a consent form provided by the researcher. Secondly, the interviews must be anonymized through transcription, and keeping the identity of the participants anonymized has to be of high priority for the researcher (Creswell & Guetterman, 2021, p. 265).

This thesis was approved by Norwegian Agency for Shared Services in Education and Research (Sikt, 2023), and I obtained consent for recording the interviews from the parents. The parents signed off on using the recordings and the pre-test and post-tests. The experiment itself was a part of ordinary English teaching, and since the teachers have the freedom to choose their methods and are encouraged to use varied and innovative approaches, no permissions were collected for trying out the method itself.

3.6 Digital escape room

A traditional escape room is a physical one where the participants are physically locked in a room and have to look around for clues to solve codes. When all codes are solved, the participants "escape" the room. The idea of the digital escape room is based on the same concepts, but instead of escaping from one room, the participants need to progress through a digital series of rooms to succeed in the game, where the first room is open, and the rest are locked. The aim is to collect a code from each room that leads to the next room. The time limit of the assignment offers a motivating factor, and the participants must work in pairs to solve all the tasks within the timeframe and escape.

The digital escape room in this intervention is of my own making. The escape room is made in OneNote and contains seven rooms with multiple tasks, where the topic is adverbs. This topic is chosen in dialogue with the teacher of the participating class. The class had not worked with this word class prior to the intervention. However, since the participants are in a 9th-grade class, they have likely heard about it before the intervention. The intervention became the start of the topic of adverbs in the EFL classroom. The aim was to create a digital escape room that teachers could use in grammar teaching.

Multiple changes have been made during the development of the digital escape room:

1. The project supervisor looked through the entire escape room and provided comments and feedback on possible changes that could be made.
2. The escape room was tested in a 9th-grade class. The "pilot" test proved some of the tasks within the escape room impossible for the students to master. The escape room was changed again with the feedback and observation of the first test in the pilot classroom.
3. The digital escape room was ready to be tested on the research participants for this thesis.

It proved valuable to have tried a pilot version of the game prior to the actual testing. The participants could get much further in the escape room, which provided better data and a higher success rate within the different test groups.

3.6.1 The different escape rooms and the tasks within them

The first and the last room of the escape room are not based on the topic of adverbs. The first room is based upon a basic crossword which all the participants should be able to understand. Hence, it was made to get them all started and motivate them to continue. They had to use the first letter of each word and create a fictive word. The participants deciphered the word in the "wheel of letters" pictured in the room (see Appendix 4). The last room was only a statement of the exit and contained a link to a "Padlet" in which the students left their initial thoughts while they were fresh. Therefore, only rooms 2-6 will be described in detail:

3.6.2 Room 2

The first aspect of this room is the definition of adverbs. After the students read this, they are asked to find the adverbs in four sentences. This task is an easy start to the topic of adverbs. It showed if they understood basic adverbs and how to locate them in sentences. Three sentences had adverbs ending in -ly, and one had the adverb "well." The students then counted the letters in the adverbs and added them together. They had to look further down the page to reveal a hint to count each word's letters to understand it.

3.6.3 Room 3

The topic of this room was the comparison of adverbs. First, they had to read a paragraph on the definitions; this included the definition of the word "syllable" if they did not know what it meant. They were given two examples, one for adding -er and -est to the comparison and one with "more" and "most." Then the students clicked on a link to find an online task where they had to compare different adverbs. They were provided with a hint if they answered all of these correctly. This hint referred to "comparative #7," which is the word "better." This was the password for the next room.

3.6.4 Room 4

The topic of this room was turning adjectives into adverbs. This referred to the second room, where they got the description of how to find adverbs. An example was "strong - strongly." The digital task had hints with a word for each answer. They collected the leads

and made a sentence. The second lead was given when they got all the answers correctly. If they added these together, they would find the password to be "mostbeautifully."

3.6.5 Room 5

The topic of this room was to identify the adverb. The students were given five words to decipher with a table of letters and lines. The fourth word was "surprisingly" and the only adverb of the five words. "Surprisingly" was the password for the next room.

3.6.6 Room 6

In the final room, the topic was the differences between different adverbs. The table of adverbs was divided into time, frequency, place, manner, degree, and affirmation. The reason for this was that the students would understand that there are many more adverbs than just the ones created from basic adjectives. The students read the table and then placed the adverbs from the examples in alphabetical order. This room was challenging because the students had to use the other rooms to decipher a code and another room (Room 1) to translate the code with a deciphering wheel. They had to use the four adverbs from the adverbs of "place." These were; there, here, upwards, backwards. Then use the first letter of each in alphabetical order and decipher them in Room 1.

See Appendix 4 for pictures and a detailed explanation.

4.0 Results

4.1 The quantitative results from pre-test and post-tests

The pre-test, post-test, and delayed post-test had 27 tasks (see Appendix 1). The order and some sentences were changed from one test to the other to ensure the participants did not just remember the order of answers. All tests were printed and answered with a pencil and corrected with the same answer sheet. All test scores were collected in an Excel sheet and compared (see Figure 1). The pre-test was taken before the digital escape room was tested. Two days later, the students answered the post-test and had group interviews, and after five weeks, the delayed post-test was answered with the Christmas holiday in between.

There were originally 17 participants who answered the tests. Due to unforeseen events, one of the participants did not answer the post-test. Therefore, the participant (Candidate number 7 from Figure 1) was removed to match the sample size of the pre-test, post-test, and delayed post-test. Two initial significance tests conducted on the pre-test and the delayed post-test data with and without this participant showed that this removal did not affect the results. Figure 1 below contains all the test results from all three tests.

Figure 1 – *Scores of pre-test, post-test, and delayed post-test*

Candidate	Pre-test	Post-test	Delayed post-test
1	8	16	12
2	15	20	19
3	9	14	11
4	5	4	9
5	9	7	9
6	25	27	27
7	17	NA	11
8	15	21	19
9	20	22	26
10	15	17	14
11	12	22	16
12	14	22	20
13	13	20	19
14	19	20	17
15	19	18	22
16	19	24	19
17	24	25	24
Mean:	15,0625	18,6875	17,6875
Standard Deviation:	5,71	6,14	5,61

On the pre-test, the minimum score was five points of 27 possible. The highest score on the pre-test was 25 points out of 27 possible. The mean was 15.0625, and the standard deviation was 5.71. Figure 2 is a histogram of the pre-test showing the results divided into different sections. The x-axis represents the score range, and the height of the section on the y-axis represents how many students are in that range. The red line shows where the mean falls within the histogram. The representation of the x-axis and y-axis is the same in Figures 2, 3, and 4.

Figure 2 – *Histogram of the pre-test scores*

On the post-test, the minimum score was four points of 27 possible. The highest score on the post-test was 27 points out of 27 possible. The mean was 18.6875, and the standard deviation was 6.14. Figure 3 is a histogram of the post-test that shows the results divided into different sections.

Figure 3 – *Histogram of the post-test scores*
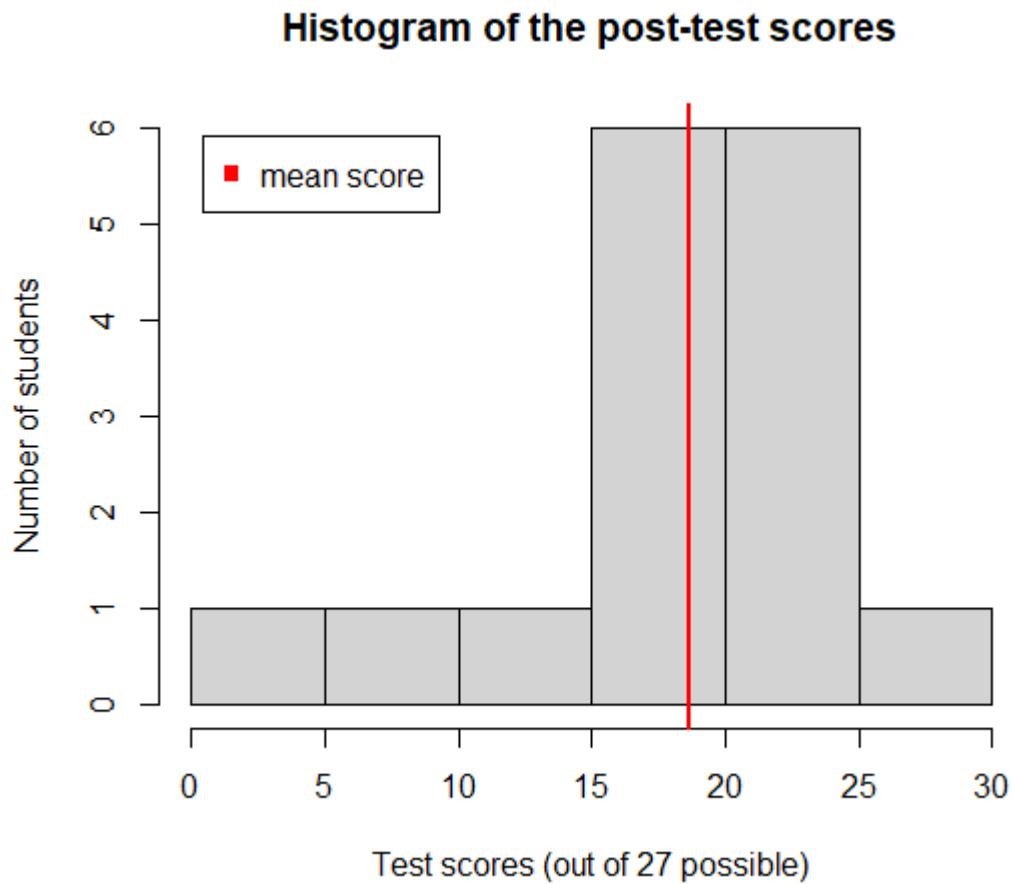

Histogram of the post-test scores

On the delayed post-test, the minimum score was nine points of 27 possible. The highest score on the delayed post-test was 27 points out of 27 possible. The mean was 17.6875, and the standard deviation was 5.61. Figure 4 is a histogram of the delayed post-test, which shows the results divided into different sections.

Figure 4 – *Histogram of the delayed post-test scores*

Histogram of the delayed post-test scores
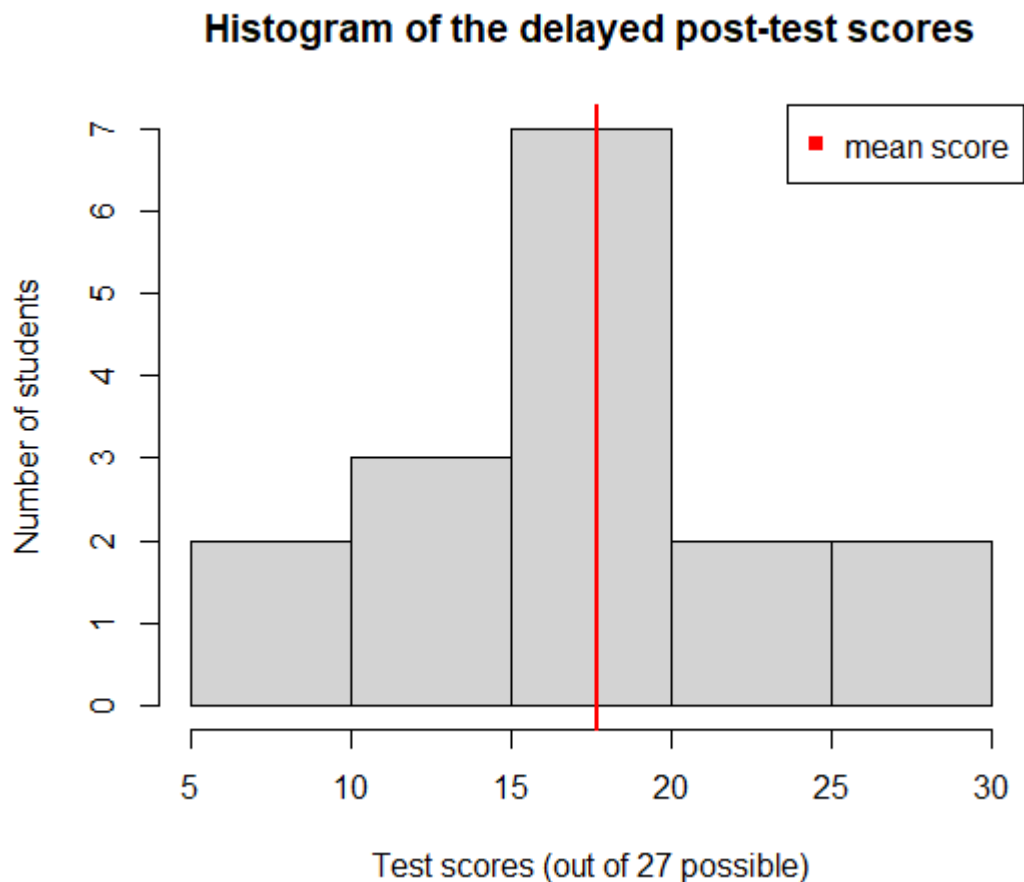
The basic descriptive statistics outlined above show that there are differences between the means in each test. In order to determine which test to use in the significance testing a Shapiro-Wilk test was done in R. This was done to test whether the test scores are normally distributed and if it was possible to do a dependent-means t-test to measure the results (Field et al., 2012). The scores from all the tests have a normal distribution (pre-test: Shapiro-Wilk test – $W = 0.96887$, $p = 0.82$; post-test: Shapiro-Wilk test – $W = 0.88919$, $p = 0.05408$ and delayed post-test: Shapiro-Wilk test – $W = 0.95322$, $p = 0.5424$). The p is over 0.05, which means the test scores all follow a normal distribution (Field et al., 2012, p. 185). Since this test confirms that the data are normally distributed, a dependent-means t-test can be used to analyze the data further. As these data are measured from the same people but at multiple times, a dependent-means t-test can be used to investigate further the data and the results (Field et al., 2012, pp. 388-394). On average, the participants scored significantly higher on the post-test ($M = 18.6875$, $SE = 1.535$) than on the pre-test ($M = 15.0625$, $SE = 1.427$), t (15)

= - 3.9935, p < .05 r = 0.718 (Field et al., 2012, p. 394). To see whether the knowledge lasts, the scores from the pre-test (M= 15.0625, SE = 1.427) and the delayed post-test (M = 17.6875, SE = 1.401) were also compared, t (15) = - 4.0717, p < .05, r = 0.725 and there are significant differences there as well. The chance that this is a standard error is small; it is more likely that it is due to the intervention.

The effect size between the pre and post-test is r = 0.718, and between the pre and delayed post-test is r = 0.725. Field et al. (2012) state that the effect size can be used to understand how the results from a small test group can be adjusted to the population (p. 58). The effect size of the study can therefore be an estimate for the effect on the population or, in this case, 9th graders in Agder. An effect size over 0.5 is considered a large effect, and the effect is considered to account for 25% of the variance (Field et al., 2012, p. 58).

4.2 Qualitative results from group interviews with students

Thirteen students and one teacher participated in the semi-structured interviews; see Appendix 6 for the interview guide. The participants come from one 9th-grade class in a school in Agder and are a mix of girls and boys. The teacher has worked in the school system for 13 years. All interviews were held in Norwegian, and all information was transcribed and translated into English. The entire transcription of the interviews is located in Appendix 5. The participants' answers were divided into categories to provide efficient and readable results. These categories were labeled one through five. The basis of the categories is the same throughout the interviews. However, the specific meaning does change to fit the questions only to used to sort and group results. In the following, the interview topics are separated into different sections, where a couple of questions are answered, and comments from the participants are incorporated into the text.

One of the questions the participants were asked was if they enjoyed or liked the English subject in school. This was one of the first questions asked to be able to compare the rest of the results. Often the opinion of the school subject itself can influence the motivation and opinions on the methods used in the subject. One is more likely to enjoy a different aspect of a subject that one already finds interesting. The result of the first question provided these results: Three participants like English and find it easy, and three participants like English but

find it somewhat difficult. Four participants neither like nor dislike English and two dislike English and find it difficult.

4.2.1 Where do the participants meet English daily, and what games do they play?

Teenagers in Norway have several arenas where they meet the English language. The answers have been divided into two categories to separate what type of English they meet. These are receptive English and productive English. Two participants mentioned four different places they met English, six participants mentioned three each, three participants mentioned two, and one participant mentioned one. One participant mentioned not using English at all. The participants who mentioned a receptive form of English gave these examples, TikTok, YouTube, Netflix, social media, and the internet. The participants who mentioned a productive use of English are these examples, gaming, Snapchat, talking, vacation, and social media. Most of the participants used Snapchat to send pictures or videos. However, one participant used it to speak to friends in English and said: "I speak to friends on Snapchat in English." One of the participants said this about gaming, "Yes, I speak English a lot when I am gaming at home." Social media is mentioned in both receptive and productive categories because the label contains different types of use, includes a variety of platforms, and can be used for several reasons. One participant mentioned WhatsApp as one social medium they use to speak to friends abroad; their comment was, "I have many English friends, so I speak to them on WhatsApp."

4.2.2 Gaming - from the participants' view

The participants mentioned several different games, and they vary from using English a lot to not at all. Some games motioned were Roblox, Hayday, Fortnite, Nintendo, other computer games, hunting games, Minecraft, and car games.

Out of the thirteen interviewed participants, four students do not play games or video games. Most of the students who play games say they use English as the primary source of communication. Additionally, the setting and information within the games are usually in English. Figure 5 shows how many times the participants in the interviews mentioned each game. The section with the most answers is "other computer games" and was mentioned four

times. The students did not define these during the interviews. Seven of the games mentioned are only mentioned once. However, it is unclear if the participants might have forgotten some and used one or more of the others. This is not taken into consideration; only the games mentioned are a part of the figure.

Figure 5 – *The different games the participants play*
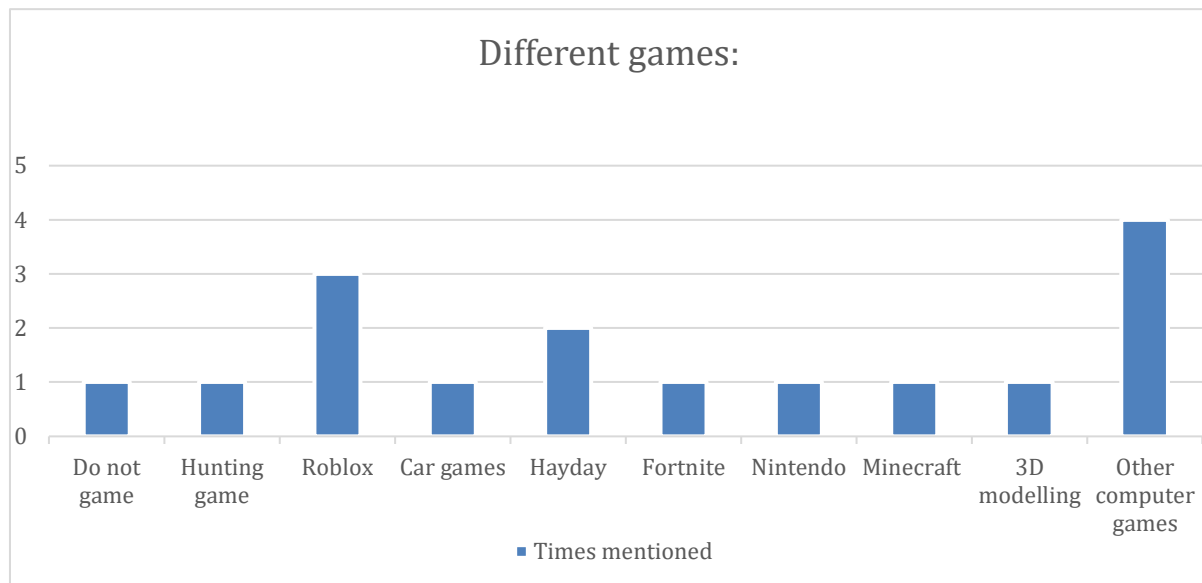
There is a difference in how many participants use English while gaming and those who do not. Games using English were mentioned fourteen times, and games that do not use English were mentioned two times. Fourteen of the answers (87,5%) said yes, to using English as the primary language when gaming or playing other games. Two of the answers (12,5%) said no, to using English when gaming the games mentioned.

4.3 English grammar

To better understand the participants' mindset when it comes to teaching and learning English grammar, three questions were used to find the answer.

4.3.1 Do you like learning English grammar?

There were multiple different answers which can be grouped into the following categories. The participants who disliked grammar and found it difficult to understand, which

had three participants. One of the participants said: "It was a lot to memorize and a lot of new to learn and know about; very boring." And another participant said, "No, it is very difficult, and I do not like that a lot." In the second category are the participants who dislike grammar but find it only somewhat difficult; six participants answered this. The next category is the participants who like grammar but find it somewhat difficult, and the result was two. One participant said: "It can be difficult to understand" when referring to grammar. Lastly, there is one participant who likes grammar and finds it easy. This participant said, "Yes because I find it interesting."

4.3.2 Did you like digital escape room as a method of learning English grammar, and did you like it more or less than traditional grammar teaching?

The previous question asked if the students liked learning grammar in a traditional classroom setting. This digital escape room is a method of teaching grammar in a non-traditional way. Therefore, it is central to know if there is a difference between the answers to learning grammar in a traditional way and this method. The results from this question were that the majority of the participants, eight participants, answered that they enjoyed this method of learning grammar and found it somewhat tricky. One participant said, "Because it was a fun way to learn, then the regular way." Four participants were neither positive nor negative to the method and found it somewhat difficult. One said, "It was fine, better than normal learning, maybe." One participant did not like the method and found it difficult and said, "No, I just did not like it." Twelve out of thirteen participants answered yes when asked if they liked the digital escape room more or less than traditional grammar teaching. Almost everyone enjoyed the digital escape room more than the traditional teaching. One participant said, "More, it is so boring just to sit and write, or things like that, to just sit and listen to the teacher talk." Another participant said, "I think it was a bit more fun because it is not something we do all the time, it is more varied, and it mixes several things into it, this makes it not as heavy as listening or reading." One out of thirteen participants was unsure whether they liked it more or less than traditional teaching. The reason behind this was the focus on code solving rather than the grammar itself. "Yes, but personally, I did not focus on it (the grammar)." Then the participant got this question, "Did you focus more on solving the codes than reading what was written in the room?", to this the participant responded, "Yes, I would

say so," and another group member added, "Yes, it was the codes, everyone wanted the codes and the answers."

4.4 Escape Room

The students were asked about their experience with escape rooms before this digital escape room experience with the question, have you experienced an escape room before? The participants' experience with "escape room" before this experience was divided into two categories, digital and physical escape rooms. With a physical escape room, the definition is based on the presence in a room in which one is locked. One participant had never experienced either of the two options of escape room prior to this digital escape room. Seven participants had tested a digital escape room in the Norwegian subject. Six participants had tested a physical escape room. One student had tried both the digital and physical type of escape room beforehand. All participants had yet to test a digital escape room in the English subject.

4.5 Cooperation

4.5.1 Did you like working in pairs or groups?

The participants worked in groups of two or three in the digital escape room, and all participants (100%) answered that they liked working with the tasks in groups. The participants said that it would be too demanding on their own. One comment was, "I could not have done this alone; we need two brains." One of the reasons for working in pairs is that "it would take way too much time if everyone did it alone, I think." One of the groups, who were three people, answered this: "Yes, because there were tasks I felt I was better at than the other group members, and they were better at other tasks, we found a balance within the group. For example, the tasks which I was good at I tried to solve, while the other two supported and helped with their ideas." The group used each member's strengths and supported each other while solving the tasks. Another point of view that came across during the interviews with one of the groups about group work was: "One gets different perspectives from different people, but when I tried this in elementary school, we did it with the entire class, it became a bit much and more chaotic." The opinions among all groups agree it is better to work in pairs or groups of three, but it is also essential not to be too many. A few comments mentioned this

were "It is better in pairs," "Not more, I think three is max," and "Maybe two and two or three and three; it was a nice size on the group."

4.5.2 Could anything be different? – easier or more difficult?

The participants had the chance to express what they thought could be different in the escape room or be improved if they were to use the method again. There were only a few specific requests for change. One participant mentioned that: "it did not make sense, the hints should be more obvious." Another participant mentioned that the language is too complicated, and if the method were used in another subject, it would be better. Another participant said: "Maybe more time." Out of the thirteen participants, two of them enjoyed the method and found the tasks easy (enough). Four participants enjoyed the method and found the difficulty suitable. Four participants were unsure if anything should change and did not comment on difficulty. Two participants thought the task was a bit too tricky and wanted to change some tasks. Lastly, one participant wanted the entire method in a different subject.

4.6 Assessment

4.6.1 Could you imagine using a digital escape room as a form of assessment?

When the participants were asked if they thought the method could be used as a form of assessment in school, there were three main categories to place each answer. Six of the thirteen participants were positive about using a digital escape room as a form of assessment. When asked the question, one of the participants said, "It would be fine." When asked if the method would be a part of the assessment in the English subject, one of the four participants who were neither positive nor negative to the method as an assessment said: "Yes, I am a bit more uncertain because it has more focus on problem-solving, which is not a part of language learning. So, it can be a small section, or it should not be a big part of the assessment." The participants emphasized that when working with the method, the focus was more on finding the codes and clues rather than answering correctly to the English tasks. Three participants were negative to the method as a part of the assessment in the English subject. Some of the comments made by these participants were, "If one knew adverbs, it would not be certain that

you understood the escape room anyways because one has to be able to think in a different way than normal." The reason is that the escape room can be difficult without the tasks within being difficult. Another comment said, "Yes, or if you were doing it and become stressed and not able to think, then it would be difficult." The time pressure and stress of not solving a code can make the escape room even more challenging. Lastly, another participant said "Yes, but also, if you can not think logically, on the one hand, it might not be that easy, maybe." The assessment would not only measure the knowledge of the topic but logical thinking and problem-solving skills. Therefore, the "logical" aspect limits the participant under pressure.

4.6.2 If it had been a type of assessment, would you say it is easier or more complex than a regular/traditional test?

When the participants are asked if they had the digital escape room as a form of assessment and where they would place it according to difficulty, there are three types of answers. Would it be easier than a conventional assessment, such as a written test or an oral presentation, is it more complicated, or would it be the same difficulty? Six out of thirteen participants think it would be an easier form of assessment with a digital escape room. It is based upon learning the facts beforehand and using it as a test to check their knowledge. A comment made by one of these six was: "It depends on the level of difficulty. It totally depends, if you make it difficult, it will be very difficult, but I think it would be easier." As with all tests, one can make the content of the escape room intricate, but tests aim to give the students a chance to show what they know. Another comment from a participant who thought it would be easier was:

".. Because if it said where the hints were earlier and stuff like that, I think it would have been easier because you don't have to use that much time looking at different locations that do not have any information. When, really, you must look into different links and stuff. Besides that, as long as the hints are there, not giving the answers, then YES."

Three participants said it would be the same as a traditional assessment form. The last four participants thought using a digital escape room as an assessment form would be more difficult. One participant who thought this might be more difficult said: "… I don't think you could practice for an escape room; then you would have to do the escape room. But written

tests one can practice for at home in advance." Another perspective the participants fronted was the ability to have a two-part assessment. One part would be a digital escape room, and the other would be a more traditional form. It was stated: "If it were the case, I would want two parts, one written part and one part with the escape room."

4.6.3 Results from the interview with the teacher

The teacher has long experience working in a Norwegian school and has formal higher education as an English teacher. When asked what methods they used in English grammar teaching, some answers were memorizing, traditional blackboard teaching, digital tools, different tasks and activities, and games (see Appendix 2). The class had some form of English grammar teaching at least once a week.

The teacher was asked if they noticed anything different in the class when the participants participated in the intervention compared to an ordinary grammar lesson. The answer to this was "more focused students" and "retained concentrations over a longer period than usual." The teacher was asked if they would use a digital escape room in their teaching. The teacher was favorable to the method itself. However, their concern was time management and spending too much time creating something that might be ineffective in retaining knowledge. The teacher was positive about using a digital escape room if it was presented to them and premade. If there were a template that would make the process of making the digital escape room faster, it would have a higher chance of being used. The teacher is comfortable with digital tools and is confident in their ability to produce such a task if the time and tools were available.

When asked what factors might affect the participants engaging in the intervention, the teacher mentioned several examples, such as what groups the participants were in, if the participants were comfortable with one another, if the collaborations worked, what level they were at in English, digital skills, and what hints they got while playing. The teacher was asked if there were any aspects of the intervention they would change. They concluded that it was difficult to change anything without being a part of the planning but pointed to the table of adverbs in room 6 of the escape room (See Appendix 4), which had too much information which the students did not pick up on. Lastly, the teacher was asked to share final thoughts on

the intervention and answered that it was "a very good lesson, I rarely see the students sit as long as this focused on grammatical topics, which is very good."

See Appendix 7 for the interview guide used in the interview with the teacher.

4.7 Results from the observation

Seven different groups participated when the digital escape room was tested in the classroom. Only five of these groups were interviewed because the interview was voluntary, and only these students returned their signed consent forms. Even though some groups did not participate in the interview, the digital escape room results are anonymous and added here to provide more data.

The hints were made specifically for each room and task of the escape room. It ensured that no group got stuck within one room for extended periods. None of the hints directly answer the questions, but they were a tip toward the solution, and they were made to help them think "in a different way," for example if someone gets stuck in one way of solving the passwords, like counting the number of letters. The next room might have nothing to do with numbers, and when the groups got stuck in one mindset, they could not move on.

Six of the seven participating groups used hints in one or more rooms. One group got three hints. Four groups got two hints, and one group got one hint. Lastly, only one group managed to get through the escape room without hints from the Game master. The results are portrayed in Figure 6 below.

The hints used the most:

Room 3: Make sentences, she was good at her job, but Linda was...?

Room 4: 1. Have a look at "Rule 1" in Room 2

2. Answer all boxes correctly to get the second hint.

Room 5: Look at the lines surrounding a letter.

The rooms which needed no hint were rooms one and two. The first room was a basic room that should be easy to solve and get the students into the mindset of an escape room.

For a complete list of all the hints, see Appendix 2.

Figure 6 – *Number of hints given to each group*
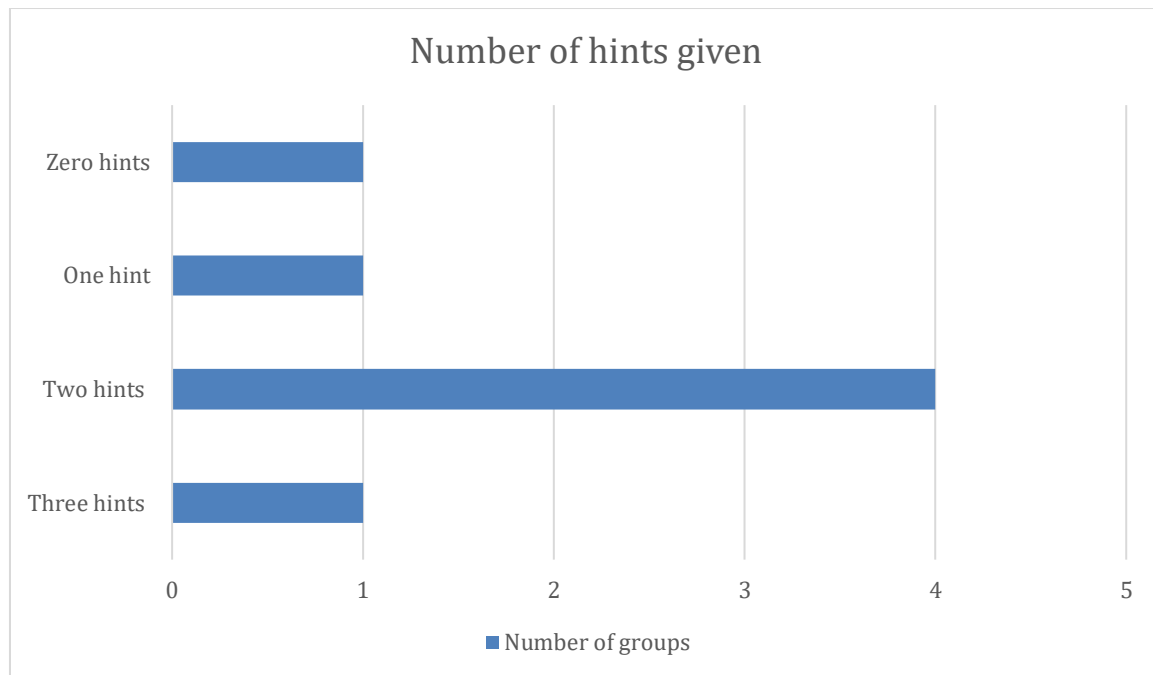
4.7.1 How far did the participants come in the digital escape room

Of the five groups who both did the digital escape room in the classroom and attended the interviews, three groups finished the escape room within 60 minutes. One group got to the sixth room, and one group got to room five. Two groups only participated in the classroom assignment to finish the escape room but did not participate in the interviews. One of these groups came to the sixth room, and the second group entered the fifth room. Since there was no need for a consent form to participate in the escape room activity, the results will be added to the group that did both. Therefore, the results are:

Finished: three groups.

Room 6: two groups.

Room 5: two groups.

4.7.2 Padlet results

To get the participants' initial thoughts on the digital escape room, they were asked to answer a survey in Padlet at the end of class. All the groups that still needed to finish got the seventh and final password. The link to the Padlet was there, and they got a chance to answer, but they only got 3 minutes to answer due to the lack of time before recess. Seven of the ten

comments on the Padlet page mention "fun." Two comments use the word "awesome," which is in the same category as "fun," Therefore, the results are that nine out of ten commentators enjoyed the method. One comment says, "very difficult," and another expresses that "some tasks were a little difficult, but we figured it out in the end." One comment says that it is "exciting and a great way to learn new things." Additionally, it mentions "that this is something we should be doing more in the future." See Appendix 3 for all comments translated into English and a screenshot of the participants' original posts and comments (in Norwegian).

5.0 Discussion

In this chapter, I discuss whether students can learn English from gaming, specifically a digital escape room made for educational purposes. While working on this thesis, I have researched if the claim can be backed with scientific evidence from the data collected. This is mainly the pre-test and post-tests and the interviews with students and their teacher. While working on the thesis, I investigated three RQs:

RQ1: Does the use of a digital escape room for grammar teaching lead to increased knowledge demonstrated as increased scores in formal grammar tests, and is this increase retained over time?

RQ2: How do students respond to the approach, and is it more motivating to participate in a lesson using a digital escape room than traditional grammar teaching?

RQ3: Can a digital escape room be used as an assessment method, testing the student's competence in the EFL classroom?

The results from the pre-/post-tests are used to answer RQ1, interviews, and observations for RQ2 and 3. In the following, the findings will be tied together with the theoretical background and previous studies outlined in Chapter 2.

5.1 Can a digital escape room be used to teach grammar in the EFL classroom

Is a digital escape room suitable for the EFL classroom and a beneficial learning method? The answer to this question lies within the test results of the statistical tests. Therefore, it will be answered by reviewing the results and comparing the pre-test, post-test, and delayed post-test scores. The differences between the pre-test and post-test and the pre-test and delayed post-test show significant statistical differences in the test scores. These results answer the first research question: Does the use of a digital escape room for grammar teaching lead to increased knowledge demonstrated as increased scores in formal grammar tests, and is this increase retained over time? It leads to increased scores in formal grammar

tests due to increased scores from pre-test to post-test. Additionally, it leads to retained knowledge over time due to the results from the pre-test compared to the delayed post-test. Test results show that students retained knowledge, likely due to the intervention. However, there could be other factors that could also have affected the results. The students might already know this and have probably heard about adverbs. They could have done better on the second test as compared to the first test because they were not concentrated or forgot and were paying more attention on the second test (post-test). They might have also "learned" the tests. Even with the changed order, they are likely to do better on a second similar test than on the first one. Some of this could have been controlled for if there had been access to a control group, but with a within-group design, one cannot control these factors.

The digital escape room provides students with more than factual knowledge and grammatical skills. Transferable skills are another reason this digital escape room can be used in the EFL classroom for grammar teaching. According to Duncan (2020), the four "C" of the 21-first-century are collaboration, communication, creativity, and critical thinking. Several studies express how important these skills are in education (Duncan, 2020; Spires, 2015; Taraldsen et al., 2022). The school educates future generations and must facilitate skills needed for the future. Therefore, learning strategies and methods that include these skills are necessary for future generations. Through the digital escape room, working in groups of two or three, the participants collaborated to solve each task and code. Communication is vital to collaboration, and the participants had to communicate through the entire escape room to solve it. They did not, however, get specific instructions to only communicate in English. Therefore, only some groups spoke English; it is impossible to tell if their oral English skills advanced with the method. The participants had to be creative when they looked around to find each hint and figure out how to solve tasks to crack the different codes, hints, and clues in the escape room. According to Anastasiadis et al. (2018), games positively affect problem-solving skills. Hence, escape rooms typically contain codes, puzzles, and ciphers, which all require the skill of problem-solving. The participants had to use critical thinking when working with the digital escape room by using the facts, observations, and knowledge to find the passwords. Even though the outcomes of these factors were not measured, it is clear that the students practiced skills and competence which can be useful for them in various contexts.

Buchner et al. (2022) found that using an escape room after explicit instruction was more effective. Therefore, an argument is to use a digital escape room as a method after

instruction or to assess the students. In this study, however, the results from using a digital escape room as an introduction to a new grammar topic, using explicit instruction, resulted in participants not focusing on the grammar but still getting better scores. This shows that even though the digital escape room in this study was meant to focus on grammar, the participants did not and still acquire the knowledge. Therefore, using a digital escape room before the instruction is valid and produces statistically increased test scores.

Sanchez & Plumettaz-Sieber (2019) found that teachers often forget to debrief the students on the rules of the learning games. This can result in students not achieving the goal of making the knowledge explicit and transferable (Sanchez & Plumettaz-Sieber, 2019). Therefore, it can be argued that classes who try the method out multiple times will better know the rules and the aspect of escape rooms. Another perspective is the experimental factor; the participants have to use creative and critical thinking to solve each task without knowing the specific rule from the rooms. The debriefing should therefore happen after the intervention (the digital escape room) to discuss how the participants solved each task. Hence, using a digital escape room as an explicit grammar teaching tool does not need debriefing of game rules before starting the game.

5.2 Language acquisition

5.2.1 Language learning theories and digital escape room

Learning takes place in social interaction with others (Vygotsky, 1978). A digital escape room allows students to work together in groups, collaborate and communicate with each other in the process. For ZPD to work, the students must work with others at the same level or those who know slightly more about a topic to learn (Vygotsky, 1978). If the teacher arranges strategic groups, this can be the case for half or more students. Suppose one student is further ahead, knowledge-wise; in that case, the teacher can act as a help, or the student can become a "teacher" for the other student and use their competence to teach them. One participant mentioned that the participants in their group had different strengths when solving the tasks within the escape room and that they used each other to solve the tasks more quickly. This way, every participant in one group had the chance to show the other group members how to solve a task, and they learned from one another.

Group work supports communication and collaboration among students and creates a learning environment where learning can occur. Some participants expressed that they could only solve some things and that working together was crucial for their success. Even though the communication was not always in English, the grammar scores did improve, which was the intention of the intervention. Vygotsky (1978) expresses that learners can co-construct knowledge through interaction. Therefore, teamwork is essential for language learning to occur. Out of thirteen participants in the interview, all thirteen answered that they would rather work in groups than alone. This included the participants who enjoyed English and found it easy and those who found it difficult. No matter what they thought about English or how much they played games in their spare time, every participant would rather solve the tasks in groups. One limitation to working together in groups was solving tasks with large groups, such as a whole class; it can be too chaotic. Hence, although every participant wanted to work in groups, these should not exceed three people. In summary, learning happens in interaction with others, and a digital escape room is a method that offers this.

5.2.2 Implicit vs. explicit learning (information processing model)

The digital escape room has a specific grammatical topic, the word class adverbs. The rooms in the escape room contained different grammatical rules about adverbs, such as how to compare adverbs, and change an adjective into adverbs (see Appendix 4 for all tasks). All these tasks are explicit grammar teaching. More specifically, indirect proactive explicit instruction is the grammar instruction used in the digital escape room made for this thesis because the groups of participants did discover the grammatical rules in the game by explicit instruction by themselves (Ellis, 2005). The aim of using explicit instruction is to produce implicit or procedural knowledge in the future. According to the information processing model, the knowledge one is aware of is declarative knowledge, or the same as explicit knowledge (DeKeyser, 2007). The model explains how our knowledge changes from something we must think about to habits in language that happen automatically (Lightbown & Spada, 2013, p. 109). This information is information one is aware of having and can use when producing language. However, the aim is not to think about the grammatical rules and just use them automatically. Declarative knowledge must be practiced and repeated to produce such automatic knowledge. Therefore, the digital escape room offers a variety of tasks, where students can use the new information about adverbs. Hence, the grammar rule is then used and practiced over time and becomes an automized part of the language one uses.

Even though the aim was for the participants to focus on the grammar of the digital escape room, not everyone did. The reason behind this was the focus on code solving rather than the grammar itself. The participants explained that they did not focus on the grammar but on solving the codes and finding the clues in each room. Hence, the game aspect of solving tasks to get the codes was the main focus when playing the escape room. This can be both a positive and negative aspect of the method. The aim of the digital escape room is language learning and creating a more engaging method than traditional teaching. However, although the participants focused on solving the codes, the pre-test and the post-tests show increased knowledge and that the information was retained even five weeks later with the delayed post-test (see 4.1). Therefore, the participants learned implicitly, without being aware of it, which increased test scores. Motivation in the game does not necessarily mean the student is motivated to learn. Sometimes learning can be outweighed by the student's desire to win the game. Unfortunately, some teachers overlook this gaming aspect in the classroom (Skaug et al., 2017). In the escape room, there was a competition against the clock, not necessarily between the groups, but the group who did finish first did mention it proudly. According to the interview results, grammar is typically a part of language learning students find boring or complicated, but explicit instruction is the best way of teaching grammar. The digital escape room combines these aspects. The participants enjoyed this form of explicit grammar instruction, focused on the codes, and at the same time, increased their test scores.

5.3 Motivation and student engagement

Engagement and motivation are positively connected, meaning that higher engagement is linked with a higher level of motivation and the other way around (Yu et al., 2021). A digital escape room is a method teachers could use to vary their teaching and engage students. There were several comments related to this from the interviews. The participants found the method fun and expressed that it was something new and better because it was a learning method they did not use daily. All of the participants in this study answered that they wanted to use the digital escape room again. The teacher observed more focused students and said that the students retained concentration over a longer period. Motivation can be intrinsic or extrinsic, and the digital escape room offers aspects of both types of motivation (Deci et al., 2001; Stadler, 1997). Intrinsic motivation is related to internally rewarding, enjoyable, and fun tasks (Deci et al., 2001). In the Padlet survey, nine out of ten (90%) comments answered that it was "fun" or "awesome." With this initial feedback, it can be presumed that the

participants enjoyed the method and experienced intrinsic motivation. According to Anastasiadis et al. (2018), digital games-based learning can encourage intrinsic motivation through curiosity and give students control over their learning. The digital escape room aroused the participants' curiosity when they looked for clues to solve the codes. With extrinsic motivation, the motivational factors are external, for example, hints, clues, and prizes (Deci et al., 2001). In the digital escape room, the participants got clues when solving the tasks correctly and were motivated to solve tasks to find the codes.

This answers the second research question: How do students respond to the approach, and is it more motivating to participate in a lesson using a digital escape room than traditional grammar teaching? The participants in this study answered that they did enjoy the digital escape room. Eight participants said they enjoyed this grammar-learning method and expressed that it was an enjoyable and fun way of learning. However, not all participants found the method exciting but did not mind trying it again. As with every language learning method, some students did not enjoy this method, which is perfectly fine. To answer whether this method is more motivating than traditional grammar teaching, twelve out of thirteen participants answered yes. Based on these results, a digital escape room can be seen as a method for enhancing student engagement and motivation. However, other topics or subjects could be used to see if all students would find it equally engaging and motivating.

5.4 Escape room

Skaug et al. (2020) introduce four aspects of gaming: interactivity, autonomy, storytelling, and immersion. The digital escape room is interactive through links, tasks, and moving from one room to another. It gives the students freedom of choice and control over the learning situation. Hence, it can lead to the feeling of mastery when the students solve tasks and codes within the game (Skaug et al., 2020). Immersing into a game can provide the students with a "flow" in the game. It has to be difficult enough to get in the flow of a game but not too easy or very challenging (Skaug et al., 2020). During the intervention, the participants were observed to be in a flow, and the tasks seemed to be at the perfect difficulty level for most participants. Statped (2023) also claims that students who engage in games retain concentration over extended periods. This was mentioned by the teacher, and they stated that the students were more focused than usual and retained their concentration over a

longer period than usual (See Appendix 5 for the interview). Lastly, a storyline can be used within a digital escape room. It was, however, not used in this thesis.

All games are, in a way, based on behaviorism (Egenfeldt-Nielsen, 2006). This also includes the digital escape room made for this study. Many games sold today fit best with a behaviorist approach, using drill-and-practice tasks concentrating on extrinsic motivation (Egenfeldt-Nielsen, 2006). The extrinsic motivation in the digital escape room was finding the codes and leveling up to the next room. The emphasis of the behavioristic view is on the player learning the correct response to a given task. If the player tries something and succeeds, the player will do the same thing again next time, and if the player fails, they will try something else. This worked for the grammatical tests within the escape room. The problem with this in the digital escape room is how the "strategy" for solving the codes changed. The code from the first to the second room differs from the code from the second to the third room. Therefore, it was easy for the participants to get stuck in "a certain way" to solve the tasks, for example, counting the letters instead of using the first letter of each word. This did not affect the outcome of the digital escape room. On the contrary, it made the participants even more eager to solve the following code, and the participants in this thesis did enjoy the digital escape room. All thirteen participants (100%) said they would try it again. Of the five groups who both did the digital escape room in the classroom and attended the interviews, three groups finished the escape room within 60 minutes. One group got to the sixth room, and one group got to the fifth room. If the groups who did not finish had more time, they would likely have finished. As a learning game, the digital escape room has proven suitable in the EFL classroom for language learning.

5.5 Assessment

Assessment is a crucial part of teaching in a lower secondary school. The aim of any learning game is for the students to obtain knowledge. Hence, assessment of what they have learned is essential. The teacher must use different methods of assessing each student. As required by LK20, students must get in-depth knowledge and competence they can use in multiple settings (Norwegian Directorate for Education and Training, 2020a). A digital escape room as an assessment can offer the students a chance to show and use their competence in the English subject. It could be used as an assessment as an in-class task, like in the intervention of this study. Further on, formative assessment in English is obligatory as obliged

by LK20; the students should get the chance to show their competence in a variety of ways (Norwegian Directorate for Education and Training, 2020c). A method such as a digital escape room is an addition to this variety.

The group interviews used two questions to answer the third research question. RQ3: Can a digital escape room be used as an assessment method, testing the student's competence in the EFL classroom? The group interview participants were asked what they thought of the escape room as a form of assessment and if they thought it would be easier than a formal assessment, such as an oral presentation or a written test. Six of the thirteen participants were positive about using a digital escape room as a form of assessment. Four participants were not positive or negative about the method of assessment. One of these four emphasized that when working with the method, the focus was more on finding the codes and clues rather than answering correctly to the English tasks. Even though the focus was on finding clues and solving the codes, the participants did retain the language knowledge of adverbs from the escape room, as stated earlier. However, they might have focused on other aspects of the escape room if they knew they were being assessed. Therefore, assessing communication in English or collaboration during the task might be a better way to go when using the digital escape room. Communication is a part of oral language use and can be assessed, it is also a part of the 21st-century skills (Duncan, 2020). There are multiple ways a teacher could use the digital escape room as an assessment, but it should be discussed and agreed upon with the students.

Further on, three participants were negative to the method as a part of the assessment in the English subject. The reason is that the escape room can be difficult without the tasks within being difficult. The time pressure and stress of not solving a code can make the escape room even more challenging. According to Anastasiadis et al. (2018), games can positively affect students' problem-solving skills. Therefore, the digital escape room can be one way of practicing problem-solving skills while solving codes and tasks to find passwords. However, the assessment during a method like a digital escape room cannot focus on assessing everything at once. The teacher must decide what will be assessed and confirm this with the class. Being assessed on how far the students got in the escape room may have a negative effect on the enjoyment and student engagement since it puts unnecessary pressure on the participants.

Further in the interview, the participants were asked if they thought it would be easier or more complicated if the digital escape room were a part of the assessment, compared to traditional tests. Six out of thirteen participants think it would be a more manageable assessment form with a digital escape room. It is based upon learning the facts beforehand and using it as a test to check their knowledge. As with all tests, one can make the content of the escape room intricate, but tests aim to give the students a chance to show what they know. Three participants said it would be the same as a traditional assessment form. The last four participants thought using a digital escape room as an assessment form would be more complex; one reason was the difficulty of practicing for a test like the escape room.

From the participants' view, the opinions of a digital room as a formal assessment are divided. A digital escape room could be used as an in-class collaboration and communication assessment, and this would be a formative assessment as required by LK20 (Norwegian Directorate for Education and Training, 2020c). Producing an escape room perfectly suited for assessing factual information would be difficult. At the same time, it must be easy enough and difficult enough at the same time, to work as an escape room with all different levels of students in the classroom. It could be used to show some of their competence. However, there might be more suitable assessment methods. Further research has to be conducted on this topic.

5.6 Disadvantages

A digital escape room has its disadvantages, like any other teaching method. Firstly, there is the time-consumption argument. Creating a digital escape room from scratch, no matter what program, will take time. However, it will likely be less time-consuming after testing it several times. Every new method will be time-consuming to learn and understand. Secondly, a broader assortment of tools and available digital tools, such as a template, will provide a better opportunity for using the digital escape room. Cain (2019) argues that the time is substantial but reasonable if the escape room is used more than once over a school year. The first digital escape room a teacher makes may be a personal template for other digital escape rooms, and doing this can save the teachers time in the future and allow for the use of this method. Buchner et al. (2022) tested whether a digital escape room should be used before or after instruction and found that the group who used it after instruction had better scores than those who used it before. This shows that the method could be used for several reasons in a lesson. Not only learning something new, like the digital escape room of this

thesis, but as an introduction or a reminder of what the students have learned in class. The students have most likely encountered adverbs before, and this was thus not "teaching" them about adverbs but more of a refreshing or expanding their knowledge of the topic. It was, however, the start of the topic for this class in the lower secondary grades. The teacher from the interview argued that it would be time-consuming to create a digital escape room from scratch and was open to using it when the research had gotten further along, and a template was available, according to Brooks et al. (2019), time management and technical obstacles are the main reasons teachers avoid using digital games and gamification tools in their lessons. Additionally, the lack of school resources and appropriate games that fit into different subjects limited the teachers' use of digital games. For this reason, an argument to create easy-access digital games and tools should be a priority. If there were available tools, such as a digital escape room template, it would make it more available for teachers in general. It would eliminate the argument about school resources and time management. There are several disadvantages to consider if one wants to use a digital escape room as a learning game; the lack of time, resources, and digital tools may be some of them. However, these are all possible to manage if a teacher wants to try the method.

6.0 Conclusion

This thesis investigated if a digital escape room can increase scores on formal grammar tests and if the information was retained over time. Additionally, it aims to understand what students think about the method and if it could be a part of the assessment in the EFL classroom. The study shows that a digital escape room in grammar teaching can be a useful teaching method, not only for the retention of knowledge but also for motivation. The disadvantages of this teaching method are the time-consuming factor, the need for more premade templates, and school resources. The result from the interviews show that students have different thoughts on the English subject. Some students like English a lot, and some find it difficult. They do, however, find English grammar somewhat boring. All thirteen participants said they wanted to test the digital escape room again and found it more motivating than traditional grammar teaching. The results from the interview with the teacher show that the method, for now, takes too much time to plan and make and would be a better option in the future if a premade template was to become available. The teacher found the method exciting and observed that the students retained their concentration for an extended period.

The national curriculum LK20 defines in the core values of the curriculum that students should get in-depth knowledge and be able to use their competence in multiple settings and situations (Norwegian Directorate for Education and Training, 2020a). The digital escape room is a method that can be used to show competence when the players have to use their knowledge to solve different tasks. In addition, the escape room can provide an opportunity to work on other skills, such as collaboration, communication, and critical thinking.

In the EFL classroom, the teacher must consider language acquisition. There are several methods for language learning. The digital escape room aims to add these methods, and the results from this thesis show that the digital escape room can be used as a grammar teaching method. The escape room is one way to teach explicit grammar since research shows that the results from explicit grammar teaching are more effective than implicit teaching (Nezakat-Alhossaini et al., 2014; Norris & Ortega, 2000; Spada & Tomita, 2010; Stadler, 1997). The test scores from the pre-test, post-test, and delayed post-test show a statistically

significant difference in the results from the pre-test to the post-test and from the pre-test to the delayed post-test. Hence, it proves that the study participants retained some of the information. This answers the first research question: Does the use of a digital escape room for grammar teaching lead to increased knowledge demonstrated as increased scores in formal grammar tests, and is this increase retained over time? However, further research and a larger sample group are necessary to predict that the result will apply to the population.

The results from the group interviews are used to answer the second research question: How do students respond to the approach, and is it more motivating to participate in a lesson using a digital escape room than traditional grammar teaching? The digital escape room provides the participants with extrinsic motivation through the hints and codes for answering the tasks correctly (Deci et al., 2001). Student engagement was high during the intervention, and the participants were observed to be in a flow. From the Padlet survey, nine out of ten comments answered that the digital escape room was "fun" or "awesome" (see Appendix 3). According to Anastasiadis et al. (2018), digital games-based learning can encourage intrinsic motivation through curiosity and give students control over their learning. This seems to be the case with the digital escape room. One participant said, "I think it was a bit more fun because it is not something we do all the time, it is more varied, and it mixes several things into it, this makes it not as heavy as listening or reading." Hence, this method cannot be used every week. However, it can be an addition to other methods, creating varied lessons and keeping the students engaged and motivated.

When I studied the interview results, I found the answer to the third research question: Can a digital escape room be used as an assessment method, testing the student's competence in the EFL classroom? There were three different answers that the participants added. Some were positive about using an escape room as a form of assessment, some neither positive nor negative, and some negative. From these results, I conclude that the digital escape room should be used to assess collaboration and communication rather than a test, such as an oral presentation or a written assignment. However, it is in agreement with the formative assessment from LK20 if the students want to use the method for assessment (Norwegian Directorate for Education and Training, 2020c). The escape room of this thesis was only used to teach explicit grammatical knowledge, and more research is needed on this topic. In summary, a digital escape room can be used in the EFL for language learning, and further research is suggested below.

6.1 Further research

I conducted this thesis to explore the effectiveness of using a digital escape room for grammar teaching. Previous studies have suggested that escape rooms can be beneficial for educational purposes, but it would be useful to have a control group to eliminate any confounding variables. To increase the validity and reliability of the study, it would be ideal to test the escape room in multiple classrooms with a larger sample size to determine if the results are consistent.

This study focused solely on the use of escape rooms for teaching the word class adverbs. It would be interesting to explore how the intervention impacts other transferable skills, such as communication, critical thinking, collaboration, skills, and attitudes. Additionally, it would be helpful to understand how teachers would assess these skills and give feedback to students.

In future studies, it could be valuable to use a more extensive survey and research the trends in digital escape rooms in other parts of Norway. Send the lesson plan to other schools, have them test it in their classes, and then answer an online survey. Interviews with teachers who have used escape rooms would provide additional experience in the field.

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List of Appendices

The data collection of this study was done in both Norwegian and English. The qualitative tests and the escape room were English. Interviews were held in Norwegian, transcribed, and translated into English. This is the reason why some of the information in the appendices are in Norwegian and some in English.

Appendix 1 Quantitative tests – Pre-test, post-test, and delayed post-test

Appendix 2 Game master – Hints

Appendix 3 Survey – Padlet results

Appendix 4 Digital escape room – Pictures and description

Appendix 5 Descriptive analysis documents – 5 group interviews and one teacher interview.

Appendix 6 Interview Guide - Students

Appendix 7 Interview Guide - Teacher

Appendix 1

Pre-test – ADVERBS

<u>Underline</u> the adverb in the sentence.

1. I have not seen her since.

2. He´ll be here soon.

3. It's always cold in this room

4. I occasionally eat junk food.

5. I've lived here for about four years.

6. He turned his face upwards to the sun.

7. The soldiers fought bravely.

8. We waited anxiously by the phone.

9. He is fully prepared.

10. He is almost 30.

11. Surely, you are mistaken.

12. Apparently, it is going to snow today.

Fill in the correct adverb in the sentences.

1. She answered the questions _____ and got the highest score in the quiz.

   (A) brave
   (B) correctly
   (C) right
   (D) secure

2. They have _____ evacuated the villagers to higher ground before the floods happened.

   (A)   silent
   (B)   successfully
   (C)   noisy
   (D)   cruelly

3. I _____ realized how badly I had treated my friends, until they pointed it out to me.

   (A)   often
   (B)   seldom
   (C)   always
   (D)   never

4. I _____ recommend that you seek professional help for your friend, Laura.

   (A)   strongly
   (B)   tremendous
   (C)   strong
   (D)   slight

5. You have _____ seen Alicia's daughter? I find that hard to believe because the girl's your daughter's best friend!

   (A)   usually
   (B)   seldom
   (C)   frequently
   (D)   never

Change the following adjectives in the brackets into adverbs.

1.   The workers could not _____ (possible) complete their work on time.

2.   The old man _____ (clear) remembered his childhood days during the War.

3.   The doctor _____ (careful) examined the wound.

4.   The cattle grazed _____ (day) on the plains.

5.   The burglar crept _____ (quiet) into the house.

Replace the phrases in with a suitable adverb.

1.   The family waited for the result of the operation **with anxiety**.

Answer: _____

2.   My uncle came back to Vietnam from England **not long ago.**

Answer: _____

3.   Aaron could solve the mathematical problem **without difficulty.**

Answer: _____

4.   The players played **with great confidence** and won the match.

Answer:_____

5.   My friend is **at the present time** staying with her aunt in the outskirts of town.

Answer:_____

Post-test - ADVERBS

Underline the Adverb in the sentence.

   1. He has not spoken to her since.

   2. He is fully prepared.

  3. Soon, you´ll see the surprise.

  4. I always have ice cubes in my water.

  5. I occasionally eat pizza.

  6. Surely, you are mistaken.

  7. She turned her face upwards to the sky.

  8. The soldiers fought bravely.

  9. We waited anxiously by the phone.

  10. I almost hit you.

  11. He lived here for about ten years.

  12. Apparently, it is going to rain today.

Fill in the correct adverb in the sentences.

  1. She answered the questions _____ and got the highest score in the quiz.

    (A)   bravely

    (B)   correctly

    (C)   wrong

    (D)   right

2.   They have _____ evacuated the villagers to higher ground before the floods happened.

    (A)   correct
    (B)   successfully
    (C)   noisily
    (D)   successful

3. I _____ realized how badly I had treated my friends, until they pointed it out to me.

    (A)   never
    (B)   seldom
    (C)   always
    (D)   almost

4. I _____ recommend that you seek professional help, Lilly.

    (A)   strongly
    (B)   tremendously
    (C)   strong
    (D)   tremendous

5. You have _____ seen Alicia's daughter? I find that hard to believe because the girl's your daughter's best friend!

    (A)   usually
    (B)   always
    (C)   frequently
    (D)   never

Change the following adjectives (in the brackets) into adverbs.

1.   The workers could not _____ (possible) complete their work on time.

2.   The old man _____ (clear) remembered his childhood days during the War.

3.   He _____ (careful) drove the car home.

4.   The cows grazed _____ (day) on the plains.

5.   Susan walked _____ (quiet) in the house.

Replace the phrases with a suitable <u>adverb</u>.

1.   The family waited for the result of the operation **with anxiety**.

Answer:_____

2.   My uncle came back to Vietnam from England **not long ago.**

Answer:_____

3.   Aaron could solve the mathematical problem **without difficulty.**

Answer:_____

4.   The players played **with great confidence** and won the match.

Answer _____

5.   My friend is **at the present time** staying with her aunt in the outskirts of town.

Answer:_____

Delayed post-test – ADVERBS

<u>Underline</u> the adverb in the sentence.

1. She is almost 20.

2. I have not seen him since.

3. They will be here soon.

4. Apparently, it is going to rain tomorrow.

5. It's always hot in this room.

6. I occasionally watch birds.

7. She is not fully prepared.

8. I've lived here for about a year.

9. She turned her face upwards to the sun.

10. The soldiers fought bravely.

11. I waited anxiously by the phone.

12. Surely, you must be mistaken.

Fill in the correct adverb in the sentences.

1. She answered the questions _____ and got the highest score in the quiz.

   (A) correct
   (B) correctly
   (C) right
   (D) secure

2. They have _____ evacuated the villagers to higher ground before the floods happened.

    (A)   silent

    (B)   successfully

    (C)   successful

    (D)   silently

3. I _____ realized how badly I had treated my friends, until they pointed it out to me.

    (A)   often

    (B)   seldom

    (C)   always

    (D)   never

4. I _____ recommend that you seek professional help for your friend, Laura.

    (A)   strongly

    (B)   tremendous

    (C)   strong

    (D)   slight

5. You have _____ seen Alicia's daughter? I find that hard to believe because the girl's your daughter's best friend!

    (A)   usually

    (B)   seldom

    (C)   frequently

    (D)   never

Change the following adjectives in the brackets into adverbs.

1.   The workers could not _____ (possible) complete their work on time.

2.   The old man _____ (clear) remembered the War.

3.   The doctor _____ (careful) examined my wound.

4.   The cattle grazed _____ (day) on the plains.

5.   I crept _____ (quiet) into the house again.

Replace the phrases in with a suitable adverb.

1.   The family waited for the result of the operation **with anxiety**.

Answer: _____

2.   My uncle came back to the US from England **not long ago.**

Answer: _____

3.   Aaron could solve the mathematical problem **without difficulty.**

Answer: _____

4.   The players played **with great confidence** and won the match.

Answer:_____

5.   My friend is **at the present time** staying with her aunt in the outskirts of town.

Answer:_____

Appendix 2

Game Master

LIST OF CLUES:

ROOM 1:

1. Write down the answers in numerical order 1,2,3,4 …
2. Use the first letters of each answer
3. Use the wheel to translate the first letters into a word.

ROOM 2:

1. Write down the four adverbs in the sentences.
2. Count the letters in each word.
3. Add the numbers together – it should be thirty-something.

ROOM 3:

1. Clap the words; what ending should they get?
2. Make sentences, she was good at her job, but Linda was? = "better" …

ROOM 4:

1. Have a look at "Rule 1" in Room 2
2. The hints: If the adverb beautifully is the positive form? Then..
3. Answer all boxes correctly to get the second hint.
4. What is the superlative form of the adverb?
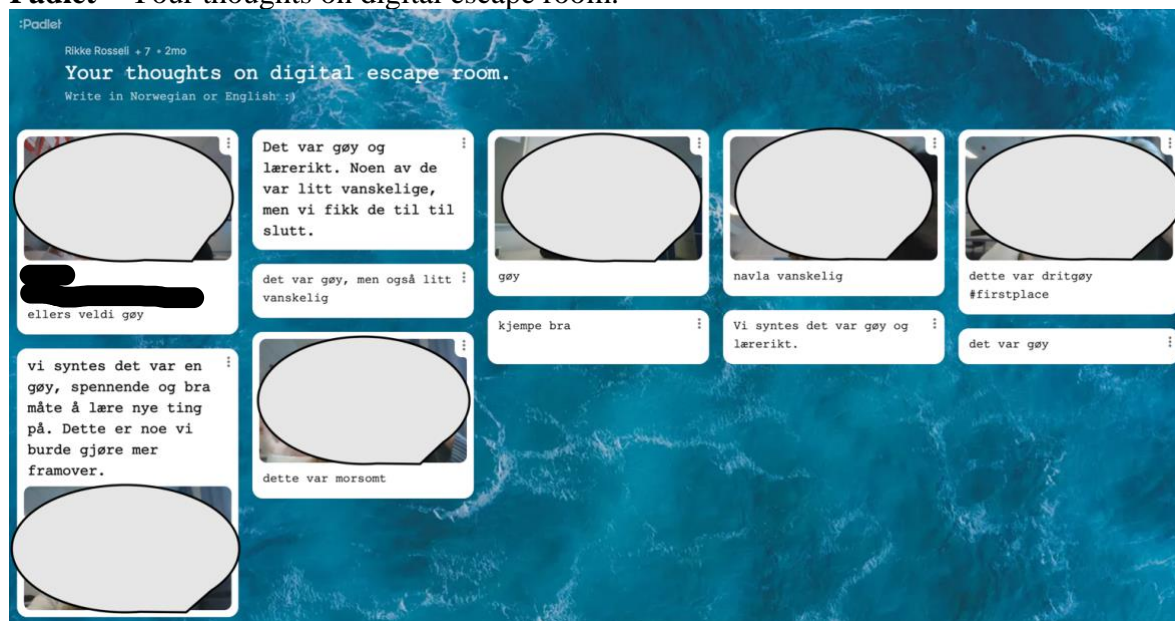
ROOM 5:

1. Look at the lines surrounding a letter.
2. Look at the picture, it is a clue.

ROOM 6:

1. The types and the examples are the ones with color in the table of adverbs.
2. Use the wheel of letters in the first room to translate the four letters.

Appendix 3

Padlet – Your thoughts on digital escape room.

The participant added ten answers on the Padlet. Some of the pairs added their pictures, and these have been covered due to anonymity. One of the comments have been marked because it involves the names of two of the students.

The comments translate to:
"ellers veldig gøy" – Other than that, it was fun.

"Vi syns det var en gøy, spennende og bra måte og lære nye ting på. Dette er noe vi burde gjøre mer av fremover.» - We think it was fun, exciting, and a great way to learn new things. This is something we should be doing more of in the future.

"Det var gøy og lærerikt. Noen av litt vanskelig, men vi fikk det til til slutt» - This was fun and instructive. Some tasks were a little difficult, but we figured it out in the end.

"Det var veldig gøy, men også litt vanskelig» - It was a lot of fun, but also a bit difficult.

"Gøy" – Fun

"kjempe bra" – Awesome

"Navla vanskelig" – Very difficult

"Vi syns det var gøy og lærerikt" – We think it was fun and instructive

"Dette var dritgøy #førsteplass" – This was awesome #firstplace.

"Det var gøy" – This was fun

Appendix 4

To provide a better understanding of the digital escape room. This Appendix is added to provide pictures of the different tasks and rooms. The different tasks are made up of online tasks from learningapps.org. On this web page, anyone can make an account and make their own learning apps. The escape room has seven different rooms. All rooms contain different tasks and codes for the students to solve. All pictures used in this Appendix are made for this thesis.

Room 1:

Welcome to this digital escape room.

onsdag 16. november 2022   12:09

In this digital escape room, your mission is to solve the tasks, decipher the codes, and find the passwords for the next rooms.

You have to work together to solve these tasks.

We will start easy and work our way to the difficult tasks.
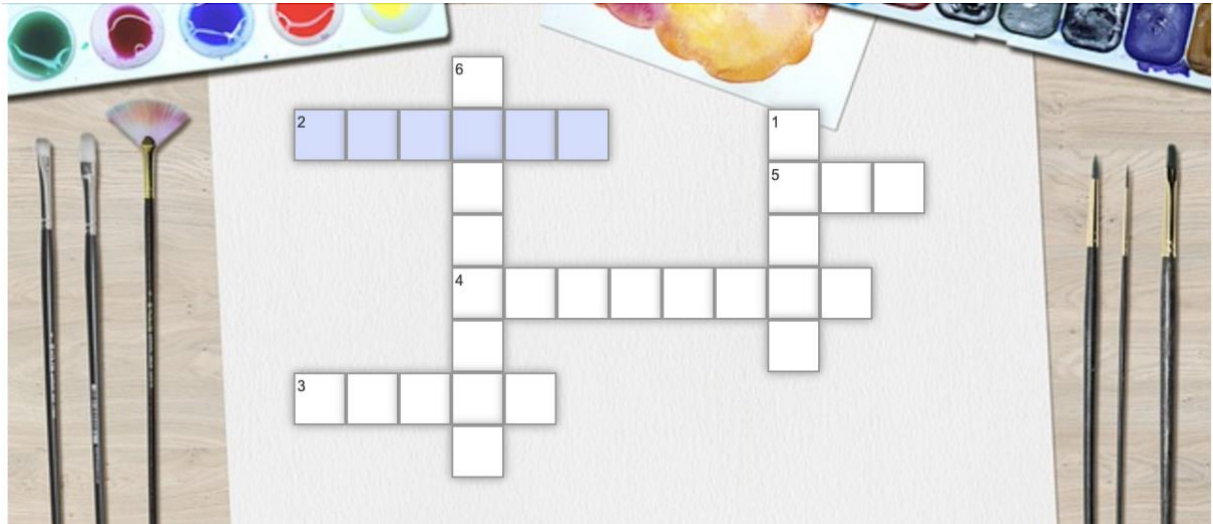
Good luck!

The first task involves this wheel of letters

One important thing to note for the entire escape room:

Passwords are lowercase letters and never have "spaces."

Solve this crossword
https://learningapps.org/watch?v=p08yf5rh522

The link of the crossword opens this webpage:

Task

It is a good idea to remember the answers. Good Luck :)

OK

Question 2 (horizontal):

A piece of land surrounded by water

Solution:

Question 2 is only provided as an example. The answer is Island. The students will need to write down all answers in numerical order to gather the correct letters.

Room 2:

Room 2:

onsdag 16. november 2022   13:18

Well done!
Hope you are ready for another challenge.

First Clue: What type of word class was the password for this room?

Adverbs describe or modify verbs, adjectives, and adverbs.

Adverb rule #1:
Many adverbs are formed from adjectives. This is done by adding (+) the -ly ending.
If the adjective ends with -y (such as Happy) we add an -ily.

Find the adverbs in these sentences:
1. Lilly went slowly down the hill
2. He was surprisingly tall
3. Edward did the job well
4. Unfortunately, she was not home that day

You need to use the answers to find the next password

Second Clue: the password is a number <u>written in letters.</u>

To get this number: <u>five separate numbers</u> must be added together.

Example: 10 +12 = 22

This clue was discovered if the students scrolled all the way down the page.

I would count the letters if I were you.

Example:

Adjective = 9

Happy = 5

Room 3:

Room 3:

Comparison of Adverbs

Do not give up. You´re doing great

Comparison of Adverbs:

Adverbs that describe the way things are done can be compared the same way as adjectives.
Adverbs with **one syllable**: have the ending -er -est.
Adverbs with **two or more syllables** are compared with more and most.

Example: Fast, fast**er**, fast**est**.
Example: Slowly, **more** slowly, **most** slowly

Syllable Definition:
a unit of pronunciation having one vowel sound, with or without surrounding consonants,
forming the whole or a part of a word; for example, there are two syllables in water (wa-ter)
and three in inferno (in-fer-no). - How many times can you "clap" to the word?

Sove this task:
https://learningapps.org/watch?v=pu4cm9iza22

When they opened the link:

Positive (Adverb)	Comparative	Superlative
Quietly		
S		
Seriously		
Fast		
Late		
Well		

Task

Fill in the correct comparison of the adverbs

OK

Positive (Adverb)	Comparative	Superlative
Quietly	more quietly	most quietly

- If the students found the lightbulb, the window with "help" appeared.

Help

Comparative #7

OK
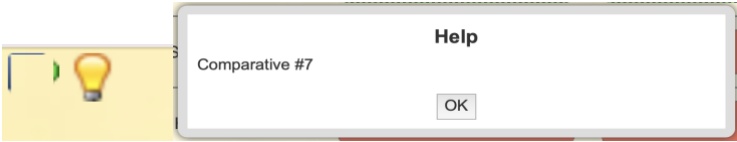
Room 4:

Room 4:

onsdag 16. november 2022   13:26

Adjectives - Adverbs

https://learningapps.org/watch?v=p5200ppd522

The password will be the answer to a question :)

1. Simple ⓘ	2. Terrible ⓘ	3. Angry ⓘ	4. Slow ⓘ
5. Quick ⓘ	6. Pleasant ⓘ	7. Honest ⓘ	8. Bad ⓘ
9. Careful	10. Happy	11. Comfortable	12. Easy
13. Nice	14. Sad	15. Smart	16. Bright

The students must hold their arrow above all the "information – i" this reveals the question.

the

6. Pleasant ⓘ

Room 5:

This might look scary, but you can do it.

Decipher the words and find one which could be the password.

PSSST! The password is an adverb.

GOOD LUCK!

A	B	C
D	E	F
G	H	I

J.	K.	.L
M·	N·	·O
P·	Q·	·R

```
    S              W
 T  X  U        X ·:· Y
    V              Z
```

Find five different words.

#	Cipher
1.	L ⊡ ⊐ ⊏ ⊡ Γ· > ⌐ ⊔ ⊔· □
2.	⊔ □ ⌐ < > Γ ⊏ < ⊡
3.	⌐ ⊐ ∧ □ ⊡ > < Γ ⊡ < ∨
4.	∨ < Γ· ⌐ Γ· Γ ∨ Γ ⊡ ⌐ ⊡ <
5.	⊐ Γ ⊏ ⊏ □ Γ· □ ⊡ >

Room 6:

Use the table below to solve this task.

Hope you're ready for a challenge

1. Read the table below

Types	Adverbs	Examples
Adverbs of Time	Already, ago, before, yet, yesterday, soon, lately …	• He had heard this before • I have not seen her since. • I haven't spoken to him yet. • He'll be here soon.
Adverbs of Frequency	Always, Usually, normally, often, sometimes, occasionally, once …	• It's always cold in this room • They normally go to the gym. • We often go out for dinner. • I occasionally eat junk food.
Adverbs of Place	Here, everywhere, near, nearby, down, away, backwards, upwards …	• Is that your scarf there? • I've lived here for about four years. • She walked backwards towards the door. • He turned his face upwards to the sun.
Adverbs of Manner	So, slowly, badly, beautifully, delightfully, loudly …	• The soldiers fought bravely. • Is that so? • She dresses beautifully. • We waited anxiously by the phone.
Adverbs of Degree	Almost, fully, rather, quiet, too, enough, perfectly …	• He is fully prepared. • She is rather busy. • He is almost 30. • They're perfectly suited.
Adverbs of Affirmation	Certainly, surely, apparently, obviously, no, undoubtedly …	• Surely, you are mistaken. • Apparently, it is going to snow today. • The design certainly looks good on paper.

You might need to look in other rooms to be able to decihper this code.

2. Sort the different types of adverbs alphabetically, use only the examples.

3. The code you are looking for will have four letters

∀Π⌐⌐> ⌐·⌐·⌐⌐ ⌐∀ >Π□ ∀⌐< ?

Room 7:

The last room was only a statement of the exit and contained a link to a "Padlet" in which the students left their initial thoughts while they were fresh.

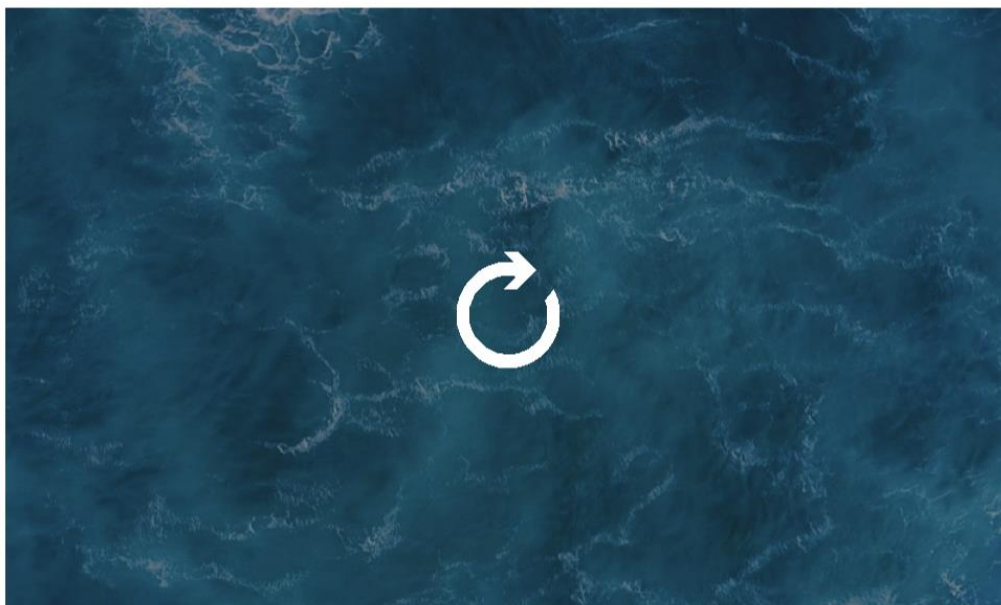The picture of the Padlet and the comments are found in Appendix 3

Appendix 5

Tema og kategorier:

Gjennomgående kategorier:
5. – Liker engelsk, syns det er lett
4. – Liker engelsk, greit vanskelig
3. – Likegyldig, verken vanskelig eller lett.
2. – Liker ikke engelsk – greit vanskelig
1. – Liker ikke engelsk – Vanskelig

Gruppe 1:

Rådata – Intervju	Analyse 1 - Fagspråk	Analyse 2 – Tema og Kategorier
Intervjuer: *I: Hva er ditt favorittfag på skolen?* Informantene: 010: Gym 017: Engelsk og kunst og håndverk. Intervjuer: *I: Du liker da faget Engelsk (017), men liker du faget Engelsk? Hvorfor/hvorfor ikke?* Informantene: 010: Nei I: Hvorfor det? 010: Fordi jeg ikke skjønner noe	Elevene liker ulike fag på skolen. En kandidat liker engelsk, og setter faget først av de to fagene som eleven liker best. Den andre informanten liker gym best og legger vekt på at den ikke skjønner engelsk og dette er grunnen for at de ikke liker engelsk.	017: Kategori 5 – Liker engelsk, lett. 010: Kategori 1 – Liker ikke engelsk, vanskelig.
Intervjuer: *I: Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din? Hvor/med hvem?* Informantene: 017: Jeg snakker med venner på snap på engelsk. *I: Ja.* 010: Jeg hører på engelsk, men ikke snakker. *I: snakker vi da om*	En av kandidatene snakker engelsk på fritiden over sosiale medier som Snapchat. Kandidaten møter også engelsk gjennom plattformer som Tik Tok og YouTube, men kun for å høre på engelsk og ikke prate. Den andre kandidaten snakker ikke engelsk på fritiden, men møter engelsk	Sosiale medier Snapchat - Productive TikTok - Receptive YouTube - Receptive

YouTube, TikTok, osv? 010: Mhm, ja. 017: Ja.	gjennom plattformer som YouTube og Tik Tok.	
Intervjuer: *I: Spiller dere videospill hjemme?* Informantene: 010: nei 017: Roblox *I: Ja, okei, bruker man engelsk da?* 017: mhm, ja.	Kun en av kandidatene spiller videospill hjemme. Kandidaten spiller Roblox, hvor man møter engelsk. Den andre kandidaten spiller ikke videospill hjemme.	Roblox Gamer ikke
Intervjuer: *I: Liker du å lære engelsk grammatikk?* Informantene: 010: Sånn passe 017: Ja, ikke så ille. *I Hvorfor det?* 010: Det kan være vanskelig å forstå. 017: Ja.	Begge kandidatene liker engelsk grammatikk «sånn passe» og «ikke så ille». Dette plasserer jeg under en og samme kategori. Begrunnelsen for dette legges i vanskelighetsgraden til grammatikken. Det kan være vanskelig å forstå det.	Kategori 2
Intervjuer: *I: Likte du denne måten, altså escape room, å lære om grammatikk på?* Informantene: 010: Ja 017: Ja *I: Hvorfor det?* 010: Fordi det var gøy å lære på den måten, enn sånn vanlig måte. 017: Ja, det var bedre enn å sitte med bøker og sånn. *I: Veldig bra.*	Begge kandidatene er positive til escape room som metode for å lære grammatikk på. De syns det er gøy/ mer motiverende og bruke en annen metode for grammatikken enn tradisjonell tavle undervisning for grammatikken. De opplever at den digitale versjonen av undervisningen er bedre enn å jobbe i bøker	Kategori 4 – Liker metoden, men er ikke «lett». Digital undervisning/metode, positivt. Motiverende.
Intervjuer: *I: Har du vært med på escape room før? Hva slags?* Informantene:	Kun en av kandidatene har deltatt i escape room før. Dette var ikke digitalt, men «in real life». Kandidaten har derfor litt	Testet escape room før Ikke testet det før

010: En gang i en bursdag, men da var det sånn dere vanlig liksom, da var det sånn speilvendt og sånn man måtte se på og sånn. *I: Kult. Så da ikke på nettet med in real life?* 010: Ja.	bakgrunnsforståelse for å kunne knekke koder enn dem som ikke har deltatt i noe form for escape room før.	
Intervjuer: *I: Likte du å jobbe sammen i escape room?* Informantene: 010: Ja 017: Ja *I: Hvor langt kom du i escape rommet? Dere ble ikke ferdig?* 017: Vi hadde et spørsmål igjen. *I: Ja, så rom 6 var dit dere kom?* 010: Ja. *I: Ville du prøvd noe slikt lignende igjen (escape room)?* 010: Ja 017: Ja	Kandidatene deler enigheten om å jobbe i par under escape room. De kom nesten gjennom hele escape rommet og hadde kun 1 rom igjen. Begge kandidatene ville prøvd escape room igjen.	Samarbeid Prøve på nytt
Intervjuer: *I: Likte du det mer eller mindre enn normal grammatikkundervisning?* Informantene: 010: Mer 017: Mer *I: Ja*	Begge kandidatene understreker at de liker escape room som metode bedre enn tradisjonell tavle undervisning i grammatikk.	Positiv til metoden.
Intervjuer: *I: Hva kunne vært annerledes? – kunne noe ha vært lettere eller vanskeligere?* Informantene: 010: Jeg syns det var sånn	Den første kandidaten fant escape room til å være på et lett nivå. Kandidaten understreker at enkelte oppgaver kunne vært vanskeligere og at det er mer motiverende/gøyere, når	Kategori 5 – Likte metoden, syns det var lett Kategori 4 – Likte metoden, syns det var passelig nivå Vanskeligere oppgaver

passelig nivå. 017: Jeg syns det var ganske lett. *I: Ja, så det kunne vært litt vanskeligere noen av oppgavene?* 017: mhm, men noen var litt vanskelige. *I: Det var jo meningen at det skulle være litt vanskelig, men det er jo gøy når man får det til.* 017: Mhm, enig	man får til de oppgavene som er vanskelige. Den andre kandidaten finner escape room på et passelig nivå, hvor det verken er for lett eller for vanskelig. Dette gir effekten som den første kandidaten søker, hvor de får til og løse oppgavene, men de er ikke så lette at motivasjonen for å få det til forsvinner	Passelig nivå
Intervjuer: *I: Kunne du sett for deg å ha digitalt escape room som vurderingsform? Som noe annet enn skriftlige prøver eller muntlige prøver.* **Informantene:** 017: Ja. **Intervjuer:** *I: Si at dere hadde fått undervisning om adverb først, og så skulle dere gjort escape rommet etterpå? Også hadde dere blitt vurdert i hvor langt dere kom.* *I: hadde det vært innafor eller kanskje litt vanskelig?* 017: Det hadde vært innafor. I: Ja, hva tenker du (010)? 010: Ja.	Kun en av kandidatene ser for seg å ha escape room som en vurdering form. Kandidaten er enig i at det kunne blitt en vurderingsform om de hadde fått undervisning i temaet på forhånd. Den andre kandidaten blir enig når spørsmålet utdypes gjennom å understreke at de hadde fått undervisning om tema på forhånd.	Positiv til vurderingsform Nøytral til vurderingsform.
Intervjuer: *I: Si at det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn vanlig prøve?* **Informantene:** 010: kanskje lettere 017: lettere	Kandidatene ser på escape room som vurderingsform som lettere enn tradisjonelle skriftlige eller muntlige prøver. De er litt delt om hvor mye lettere det kunne vært, da en kandidat vurderer det med et kanskje først. Dette setter en liten tvil i svaret.	Enklere enn tradisjonell vurdering.

Gruppe 2

Rådata – Intervjuer	Analyse 1 – fagspråk	Analyse 2 – tema og kategorier
Intervjuer: *I: Hva er ditt favorittfag på skolen?* Informantene: 014: Gym, eller mat og helse. 015: Ja, gym og mat og helse *I: Liker du faget Engelsk?* 014: Som regel hvis det ikke er grammatikk og sånn. 015: Det er helt greit. *I: Hvorfor/ hvorfor ikke?* 014: Fordi det er ikke norsk 015: Ja, fordi man kan ikke språket, eller man kan språket 014: Men hvis det er noe man ikke kan 015: Ja, så da er det ikke så gøy.	Begge kandidatene setter gym og mat og helse som sine favorittfag, de setter gym først, som tilsier at de har rangert fagene, og gym settes øverst av begge. Den første kandidaten liker engelsk «som regel» men er situasjon basert med tanke på tema de har i faget. Kandidaten begrunner det også med at det ikke er norsk, da altså et annet språk, som gjør faget vanskeligere. Den andre kandidaten syns engelsk er «helt greit», og begrunner det med at man ikke kan hele språket. Og at engelsk derimot ikke er så gøy når man møter ting man ikke har kunnskaper om.	Kategori 4 – liker engelsk, greit vanskelig. Kategori 4 – liker engelsk, greit vanskelig.
Intervjuer: *I: Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din? Hvor/med hvem?* Informantene: 015: Ja, det er jo noen ord. 014: Ja, ser på TikTok. *I: TikTok ja,* 015: Så er det, man sier jo alltid noen engelske ord. I: Ja, YouTube? Eller ser dere på det? 014: Ja, eller nei, hvis man ser på noe Netflix serie eller noe så er det på engelsk. 015: ja, ja	Den ene kandidaten møter engelsk utenfor skolen, det er i en mindre grad av å snakke, men utrykker bruk av enkelte ord på engelsk. Kandidaten møter også engelsk på TikTok og Netflix Den andre kandidaten ser mer på TikTok, og snakker lite mot ingen engelsk på fritiden. De møter også engelsk på Netflix.	TikTok – receptive Netflix – Receptive Få ord/settninger – Productive.

Intervjuer: *I: Spiller dere noen videospill hjemme?* Informantene: 014: ja, eller jeg gjorde det før 015: Hayday. 014: Fortenite *I: Fortnight, snakker du engelsk da?* 014: Ja, eller det er jo engelske ord i spillet. *I: Ja, så da bruker dere litt engelsk på de da.* Begge: Mhm.	Kandidatene spiller lite videospill hjemme. En av kandidatene har spilt fortenight før, og brukte mer engelsk på det. Hayday blir også nevnt som et videospill, som er på engelsk, men ingen muntlig kommunikasjon skjer i dette spillet.	Hayday – receptive Fortnight – Productive
Intervjuer: *I: Liker du å lære engelsk grammatikk?* Informantene: 014: Nei 015: Nei *I: Hvorfor/ Hvorfor ikke?* 015: Fordi det er vanskelig 014: Eller sånn, før nå, med escape room, så var det sånn rett frem, og da fikk vi ikke teste det. 015: skrive og sånn, det er mye gøyere å gjøre andre ting.	Begge kandidatene svar nei på spørsmålet om de liker engelsk grammatikk, grunnlaget ligger i at det er vanskelig, og der er mye skriving som de vektlegger som kjedeligere enn andre ting. De påpeker også at de kun lærer regler uten å «teste» det, og ser en forskjell i tradisjonell undervisning og escape room.	Kategori 1 – liker det ikke, vanskelig Kategori 2 – Liker det ikke – greit vanskelig
Intervjuer: *I: Likte du denne måten (escape room) å lære om grammatikk på?* Informantene: 014: Ja 015: Ja *I: Hvorfor det?* 015: fordi det er gøyere 014: Ja, fordi det er gøyere.	Begge kandidatene syns digital escape room var gøyere enn tradisjonell grammatikk undervisning. Gøyere kan tolkes som mer motiverende, interessant og læringrikt.	Kategori 4 – liker metoden, passe vanskelig.
Intervjuer: *I: Har du vært med på escape room før?*	Begge kandidatene har deltatti et digital escape	Testet digitalt escape room

Informantene: 014: Ja, et sånn i real life. 015: Vi hadde et i Norsk. *I: Ja, i norsken hadde dere det sa (Lærers navn).* 014: Ja, men det var ikke like samme 015: Det var ikke gøy. 014: Dette var bedre. 015: Ja. 014: men jeg har også vært på ekte. 015: Jeg tror jeg hadde vært redd for sånn, klaus. *I: Syns du det var enklere å forstå det siden du hadde vært på et på ekte? At man skjønte litt mer strategien?* 014: Ja, litt kanskje	room i nynorsk før. De beskriver det som noe «annet» enn dette digitale escape roomet. De er enige i at dette var bedre enn det de tidligere hadde prøvd. En av kandidatene har også testet escape room «in real life». Kandidaten reflekterer også over at tidligere erfaringer i escape room fører til en bedre forståelse av det digitale escape rommet.	Tested "in real life" escape room. Tidligere erfaring gir bedre forståelse av oppgavene.
Intervjuer: *I: Likte du å jobbe med escape room i par?* Informantene: 015: Jah 014: Ja. 015: Jeg kunne ikke klart det alene, man må ha to hjerner. 014: Jeg tror jeg kunne prøvd alene. 015: Nei, du hadde heller ikke klart det alene faktisk *I: Ville dere ha prøvd alene?* 014: Jo, det ville ha vært litt gøy å se hvordan det gikk. 015: Ja, kanskje, eller nei fordi da hadde jeg skjønt at jeg var veldig dårlig. 014: Jeg tror vi hadde klart det etter hvert, men ja, kanskje 015: Det hadde tatt lengre tid hvis alle satt alene med det tror jeg	Begge kandidatene syns det var positivt å jobbe i par under escape room. De er litt uenige når det kommer til å gjøre det alene. Den ene kandidaten mener at det ikke hadde gått alene, mens den andre kandidaten tror det kunne vært mulig, bare det ville tatt lengre tid. En av begrunnelsene ligger i at kunnskapen ikke hadde vært tilstrekkelig alene, og at kandidaten ville innsett at de ikke hadde fått det til.	Samarbeid Bedre i par.
Intervjuer: *I: Hvor langt kom du i*	Kandidatene ble ferdig med escape room, og de ble	Motivasjon

escape rommet? Ble du ferdig? Informantene: 014: Vi kom til mål først! 015: Vi vant! *I: Veldig bra.* **I***: Ville du prøvd escape room igjen, med typisk et annet tema eller slikt?* 014: Ja. 015: Ja. *I: Ja*	ferdig først. De er fornøyde med egen innsats og stolt av egen presentasjon. De utrykker ønske om å bruke metoden igjen, om det skulle vært et annet tema.	Vil bruke metoden på nytt.
Intervjuer: *I: Likte du det mer eller mindre enn vanlig grammatikkundervisning?* Informantene: 014: Mer 015: Mer, det er jo sykt kjedelig å bare sitte og skrive, eller sånn, å bare sitte å høre på en lærer snakke.	Begge kandidatene bekrefter at de liker digital escape room mer enn vanlig grammatikk undervisning. Begrunnelsen er basert på at det er kjedelig/lite motiverende og kun skrive eller høre på en lærer undervise om grammatikk.	Positiv til metoden
Intervjuer: *I: Hva kunne vært annerledes?* Informantene: 014: Ikke så mye egentlig. *I: Liksom, kunne noe vært lettere eller vanskeligere, oppgavene?* 014: Det var liksom vanskelig nok, 015: Ja. 014: Hvis det hadde vært for lett hadde det ikke vært noe gøy. 015: Enig der.	Kandidatene mener vanskelighetsgraden er passelig. De på peker at det er viktig at det ikke blir for lett, og det å klare og løse vanskelige oppgaver gjør opplevelsen bedre/gøyere/mer motiverende.	Kategori 4 – passelig vanskelig. Passelige oppgaver
Intervjuer: *I: Kunne dere sett for dere å ha digitalt escape room som vurderingsform?*	Kandidatene er usikre på om digitalt escape room kunne blitt en vurderingsform. De	Nøytral/negativ til vurderingsform

Informantene: 014: Eh, jah. I*: Som en prøve isteden for skiftelig eller muntlig fremføring?* 014: Ja, eller hvis man hadde hatt det og hadde vært stressa, og ikke klarer og tenke så hadde det vært litt vanskelig. 015: Ja, enig *I: Si for eksempel at (Lærers navn) hadde undervist om adverb først, liksom at man visste hva det gikk i?* 014: Ja, men også hvis man ikke tenker så logisk, på en måte, så er det ikke så lett kanskje. 015: Ja, hvis man er veldig dårlig. 014: Hvis man kan adverb, så hadde det ikke vært sikkert at man hadde klart escape room uansett. Fordi man må klare å tenke litt annerledes. 015: For det er slik som den siste oppgaven. Sånn der, da må man jo tenke, det er ikke bare adverb. Da måtte man jo gå inn i de andre rommene å se.	påpeker at det er viktig med logisk tenkning, og at man kan bli stresset og ikke tenkte klart selv om man har kunnskaper om tema fra før. De påpeker at den siste oppgaven i escape room var mer basert på kodeløsning enn tema adverb. Dette påvirker hvor vanskelig det hadde vært som en vurderingsform.	
Intervjuer: *I: Hvis det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn vanlig prøve?* Informantene: 014: Lettere 015: Nei, men det er jo sånn at skiftelige prøver kan man jo øve til. *I: Ja* 014: Ja, det er sant.	Den ene kandidaten svarer tidlig at digitalt escape room kunne vært lettere enn tradisjonelle prøver. Den andre kandidaten påpeker at det er lettere å lese til skriftlig prøver. Og at det er en faktor som gjør escape room vanskeligere enn andre vurderingsformer. Den første kandidaten sier seg enig, og følger tråden til den andre kandidaten.	Vanskeligere enn tradisjonelle vurderingsformer. To delt vurdering

015: mens jeg tror ikke man kan øve til escape room, da må man jo gjøre escape-rommet. Men skriftlig da kan man jo pugge hjemme. 014: Hvis jeg skulle gjort det, ville jeg hatt to deler, en del med skriftlig og en del med escape room.	En ide blir gitt om å ha en todelt prøve, hvor en del vil være digitalt escape room, og den andre delen vil være skriftlig prøve.	
<u>Intervjuer:</u> *I: Noen andre innspill helt til slutt?* <u>Informantene:</u> 015: At vi burde ha det.	Helt til slutt får kandidatene mulighet til å ytre andre tanker rundt metoden hvor en av kandidatene påpeker at det er en metode de ønsker fortsette med/teste igjen.	Vil bruke metoden

Gruppe 3

Rådata - Intervjuet	Analyse 1 - Fagspråk	Analyse 2 – Tema og kategorier
Intervjuer: *I: Hva er ditt favorittfag på skolen?* Informantene: 003: Gym 005: Gym 008: Gym	Alle kandidatene har gym som favorittfag på skolen, de er sikre i sine svar og fremmer ingen andre fag.	Favorittfag – Gym
Intervjuer: *I: Liker du faget Engelsk?* Informantene: 003: Det er helt greit. 005: Jeg liker det sånn passe. 008: Ja, passe. *I: Hvorfor/hvorfor ikke?* 003: Det er ikke så fryktelig gøy å bare sitte å jobbe, så gjør vi jo noe annet også, så det er jo greit. 005: Det er litt kjedelig. *I: Ja,* 008: Det er mye jobbing.	Alle kandidatene liker engelsk «sånn passe/»helt greit». De begrunner det med at det er kjedelig/ikke så gøy/umotiverende. De påpeker også at de gjør andre ting enn å kun sitte å jobbe, og det er gjør faget «greit». En av kandidatene påpeker at faget er kjedelig. Sistnevnt er det faget er mye jobbing.	Kategori 3 – Likegyldig Kategori 3 – Likegyldig Kategori 3 – Likegyldig /kjedelig.
Intervjuer: *I: Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din? Hvor/med hvem?* Informantene: 005: Jah, 003: Ja, hvis jeg spiller så kan det hende. 005: Hvis jeg er på ferie 008: Ja, hvis jeg spiller. *I: Med hvem er det dere snakker engelsk med da?* 003: Hvis jeg spiller med fremmede, eller ser en film.	En av kandidatene møter engelsk på fritiden når de er på ferie, dette er da sjeldnere enn ukentlig etc.. To av kandidatene møter engelsk når de spiller. Dette skjer når de spiller med fremmede i spillene. De møter også engelsk når de ser på film og alle kandidatene møter engelsk på sosiale medier som Tik Tok og på YouTube.	Ferie – Productive Gaming – productive Social media – receptive YouTube – receptive Film – receptive

I: Tiktok, Youtube? Alle: Ja.		
Intervjuer: *I: Spiller du videospill hjemme eller gamer dere?* Informantene: 003: Ja, men ikke så mye nå lengre, mer før. 005: Sånn tålig, men det var mye mer før. 008: Ja, litt. *I: Hvis dere spiller, snakker dere engelsk da?* 003: Som oftest. 005: Ja, noe 008: Noen ganger. *I: Ja, flott takk.*	Alle kandidatene sier de gamer/spiller litt. To av kandidatene påpeker at de gamet mer før, og at de spiller mindre nå. Når de spiller snakker de snakker de ulike mengder engelsk. Svarene varierer fra som oftest, til noe og noen ganger.	Engelsk output – mye Engelsk output – varierende Engelsk output – lite
Intervjuer: *I: Liker du å lære engelsk grammatikk?* Informantene: 003: Nei. 005: Nei. 008: Nei. *I: Hvorfor ikke?* 003: Det er mye pugging, og mye nytt og lære om og kunne, veldig kjedelig. 005: Ja det er det. 008: Samme.	Svarene fra kandidatene om de liker engelsk grammatikk er tydelige, og det er et tydelig nei fra alle. Begrunnelsene er at det involverer mye pugging, det er mye nytt og lære, og det generelt er veldig kjedelig.	Liker ikke – vanskelig/kjedelig/umotiverende
Intervjuer: *I: Likte du denne måten altså digitalt escape room å lære om grammatikk på?* Informantene: 005: NEI. 003: Jeg var så vidt der så det er litt vanskelig å si. 008: Det var greit, bedre enn vanlig læring, kanskje.	En av kandidatene fikk ikke deltatt i hele escape rommet, og syns det derfor er vanskelig å uttale seg om de likte denne metoden. En av kandidatene understreker sterkt at de ikke likte metoden, det blir begrunnet av at de ikke likte det.	Liker metoden – Bedre Liker ikke metoden Nøytral til metoden

I: Ja, men hvorfor ikke? 005: Nei, jeg likte det bare ikke. *I: Nei, var det noe spesifikt du ikke likte?* 005: Nei, jeg likte det bare ikke. *I: Nei, men det er helt lov!*	Den tredje kandidaten syns metoden var grei og understreker at det kanskje også var bedre enn tradisjonell undervisning.	
Intervjuer: *I: Har du vært med på escape room før? Hva slags?* Informantene: 003: En gang i nynorsk. 005: JA, JA 008: ja 005: Ja, om jeg har, jeg har vært med på det «in real life» også. *I: Ja, likte dere det?* 003: Ja, det er bedre enn å sitte å jobbe. 005: Jah. 008: mhm.	Alle kandidatene har deltatt i en form for escape room før. Den ene kandidaten har kun deltatt i et digitalt i nynorsk, kandidaten likte der bedre enn å sitte å jobbe med andre oppgaver. Den andre kandidaten har både deltatt i det digitale escape rommet og på et «in real life», kandidaten likte å delta og utrykker dette med «Jah». Den siste kandidaten har deltatt i et escape room og likte det «sånn passe» og svarer med «mhm».	Deltatt i digitalt og «real life» Deltatt i digitalt Deltatt i digitalt
Intervjuer: *I: Likte du å jobbe med escape room i par, eller nå var jo dere 3, men?* Informantene: 003: Ja, det er bedre 005: ja, enig. 008: mhm. *I: Ville du prøvd alene eller med flere elever i gruppen?* 005: Det er bedre i par. 003: Med flere. *I: Ja, heller flere enn færre?* Alle: Ja.	Alle kandidatene er enige i at det å jobbe sammen og samarbeide om oppgavene er bedre enn å måtte gjøre det alene De påpeker at det vil være bedre mer flere eller i par enn alene	Samarbeid Positive til å jobbe i par
Intervjuer:		Positive til metoden

I: Hvor langt kom du i escape rommet? Ble dere ferdig? Informantene: 003: Til det femte rommet. *I: Ville du prøvd escape room igjen?* 003: Ja 005: Ja 008: Ja *I: Tror dere det kunne vært bedre da? At det var temaet du ikke likt (005)?* 005: Ja, definitivt. 003: Ja enig.	Gruppe 3 kom til det 5 rommet i escape rommet, de hadde derfor 2 koder igjen og løse før de nådde det siste rommet. Alle kandidatene er enige om at de ville testet metoden igjen. Også kandidat 005, som har fremmet at de ikke liker metoden, vil prøve det på nytt med et annet tema.	Ja, prøve igjen
Intervjuer: *I: Likte du det mer eller mindre enn vanlig grammatikkundervisning?* Informantene: 003: Mer 005: Mer 008: Mer *I: Hvorfor det?* 003: Fordi det var gøyere når man jobber sammen, og så kommer på hvordan man skal komme seg videre. Ja, det er bedre. *I: Syns dere det var gøyere når man først skjønte det? Liksom når man kom videre?* 003: Ja 005: Ja 008: Ja, det hjalp.	Alle kandidatene er enige i at de liker escape room som metode bedre enn tradisjonell grammatikk undervisning. De begrunner dette med at det er gøyere, mer motiverende å samarbeide. De er også enige i at det er mer motiverende når de skjønte det første rommet og hvordan de kunne komme videre	Kategori 4 – Liker metoden, men er ikke «lett». Digital undervisning/metode, positivt. Motiverende.
Intervjuer: *I: Hva kunne vært annerledes? – lettere eller vanskeligere oppgaver?*	En av kandidatene kunne tenkt at oppgavene var litt enklere, og påpeker at det hadde vært en fordel med litt	Enklere oppgaver Mer tid

Informantene: 003: Jeg var ikke der så lenge, så jeg vet ikke helt hva jeg skal si. 005: Litt lettere. 008: Jeg vet ikke helt. *I: Vanskeligere oppgaver? Mer tid? Lengre rom, færre rom?* 005: Ja mer tid. *I: Ikke så mange tanker om det, det er greit.*	mer tid for å løse de. De andre kandidatene i gruppen er ikke sikre på om det kunne vært noe annerledes	
Intervjuer: *I: Kunne du sett for deg å ha digitalt escape room som vurderingsform?* Informantene: 003: Eh, ja. 005: Nei *I: Hvorfor, hvorfor ikke?* 003: hvorfor? Fordi det er bedre å sitte sånn enn å skrive ned på et ark. 005: Nei, jeg likte det bare ikke. 008: Eh, jeg er litt usikker.	En av kandidatene ser for seg digital escape room som en vurderingsform, begrunnelsen er at det er bedre å jobbe med enn å skrive. Den andre kandidaten syns ikke det skal være en vurderingsform, og begrunner det med å ikke like metoden. Den siste kandidaten har ikke deltatt i hele metoden og er dermed også usikker.	Positiv til vurderingsmetode Negativ til metode Usikker på metoden
Intervjuer: *I: Hvis det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn skiftelig prøve?* Informantene: 003: Kommer an på hvor vanskelig nivået hadde vært. Kommet helt an på det, hvis du lager den veldig vanskelig så blir det jo veldig vanskelig. Men jeg tror det hadde vært lettere. *I: Ja.* 005: Eh, lettere	Den ene kandidaten reflekterer rundt vanskelighetsgrad at vurderingsformen vil være avhengig av vanskelighetsgraden av oppgavene. Men det blir konkludert at det kunne vært «lettere». Den andre kandidaten tror det kan være lettere. Den siste kandidaten tenker det er vanskeligere, da det involverer med tenking i	Enklere enn tradisjonell vurdering Enklere enn tradisjonell vurdering Vanskeligere enn tradisjonell vurdering

008: Ja, kanskje vanskeligere siden det er mer tenking. *I: isteden for pugging?* 008: Ja.	motsetning til å kunne pugge.	105
Intervjuer: *I: Noen andre innspill helt til slutt?* Informantene: 003: Nei 005: Nei 008: Nei. *I: Den er god, takk!*	Det siste åpne spørsmål om de har noen tanker til slutt blir besvart med tre korte nei.	Ingen avsluttende kommentar

Gruppe 4

Rådata – intervju	Analyse 1 - fagspråk	Analyse 2 – Tema og kategorier
<u>Intervjuer:</u> *I: Hva er ditt favorittfag på skolen?* <u>Informantene:</u> 012: Matte 011: Norsk eller Engelsk 001: Matte og gym	Kandidatene har ulike tanker om hvilke fag som er deres favorittfag to av kandidatene setter matte som deres sitt favorittfag og den siste kandidaten setter først norsk så engelsk. Her skiller realfag og språkfag seg som favoritter.	Matte Matte Norsk
<u>Intervjuer:</u> *I: Liker du faget Engelsk?* <u>Informantene:</u> 012: Ja, men er mener det er litt for lett iblant. 011: Ja, jeg er helt enig med 012. 001: Nei og ja, men det er vanskelig. *I: Hvorfor/ hvorfor ikke?* 012: For lett, så derfor liker jeg det ikke så veldig. 011: Jeg syns det er gøy fordi det er ikke et, du gjør det ikke hver dag liksom, fordi vi bor i Norge ikke sant, vi prater Norsk, og det er litt kjedelig, så det er liksom, litt gøyere å ha engelsk. Fordi man lærer noe nytt noen ganger, når det ikke er for lett slik som 012 sier, for eksempel, og det er litt gøy for man kan sitte og skrive. 001: Jeg syns at det er gøy, men litt sånn vanskelig, fordi jeg kan ikke så mye. 012: Jeg snakker engelsk nesten daglig, så 011: Det gjør jeg også.	Den første kandidaten påpeker at engelsk er for lett og det gjør at faget ikke er like motiverende. Kandidaten påpeker at den snakker engelsk daglig. Den andre kandidaten er enig med den første og syns faget kan bli litt lite utfordrerne. Men påpeker derimot at det som er positivt med faget er at man sitter og skriver. Kandidaten påpeker også at det er «gøy» med engelsk ettersom at vi bor i et land som ikke snakker det til vanlig og det er motiverende å lære noe nytt de gangene dette skjer i engelsk. Denne kandidaten bruker også muntlig engelsk daglig. Den siste kandidaten er i tvil om de liker engelsk. De svarer med både ja og nei, og begrunner det med at engelsk er litt vanskelig og at de ikke kan så mye enda. Det kan virke som at bedre tilpasset oppgaver vil gjøre	Kategori 5 – Liker engelsk, men er for lett. Kategori 5 – Liker engelsk, men for lett. Kategori 3 – liker engelsk av og til, - litt vanskelig.

	at kandidaten vil like engelsk bedre.	
Intervjuer: *I: Ikke sant, for mitt neste spørsmål er: Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din?* Informantene: 011: Jeg har masse engelske venner, så jeg prater på facetime med de. 012: Ja, hver dag. Så og si. 001: Litt. 011: Jeg skriver også hver dag, men jeg prater kanskje litt mindre enn jeg skriver. 012: Jeg snakker og skriver engelsk hver dag. *I: Ser dere på TikTok eller YouTube eller slike ting?* 012: Ja, men jeg snakker også direkte med folk.	De to første kandidatene bruker engelsk daglig. De påpeker at de snakker med engelske venner, bruker FaceTime og skriver engelsk med de. Den ene kandidaten påpeker også at de bruker sosiale medier til å se og kommunisere engelsk. Den tredje kandidaten bruker litt engelsk utenfor skolen, men påpeker ikke hvor de møter engelsk.	Snakke med venner – Productive FaceTime – Producitve Tik Tok – Receptive Sosiale medier – Productive/ receptive.
Intervjuer: *I: Spiller du videospill hjemme eller gamer dere?* Informantene: 012: Ja 011: Ja 001: Ja. *I: Ja, hva da, hva spiller dere?* 011: Roblox *I: Alle spiller roblox?* 001: Ja, jeg spiller også roblox. 012: Jeg spiller mye Nintendo spill og andre PC spill. *I: Hvilke språk snakker dere når dere spiller spill?*	Alle kandidatene spiller videospill/gamer hjemme. De påpeker alle at de spiller Roblox. Den ene kandidaten spiller også Nintendo spill og andre PC-spill. De legger vekt på at de snakker hovedsakelig engelsk med andre. Spillene er også laget på engelsk så de leser engelsk.	Roblox Nintendo spill Andre PC-spill

012: Engelsk, mest 011: Engelsk 001: Engelsk		
Intervjuer: *I: Liker du å lære engelsk grammatikk?* Informantene: 011: Det kommer an på. *I: Ja, hvorfor, hvorfor ikke?* 011: Fordi det kan være tungt til tider, liksom bare sånn psykisk slitsomt. Ikke fysisk, for det er jo ikke vanskelig fysisk på en måte, men det er liksom bare å få det inn. Fordi det går inn det ene øret og ut det andre. Men det går ikke in hvis man bare sier det samme. Da er det litt greit å få andre måter, for å få det til. 012: Eh, det er jo noen ord som er veldig rare. 011: Helt enig. 012: Det er, var, vanligvis er norske ord verre, men, med staving da, det er litt mer rett frem i engelsk, men noe kan være veldig teit skrevet noen ganger. 001: Nei, jeg syns ikke, jeg liker ikke å lære det så mye. *I: Nei, det er helt lov å si at man ikke liker å lære om engelsk grammatikk også.*	En av kandidatene er i tvil om de liker engelsk grammatikk og har en lang begrunnelse hvor de påpeker at det kan være tungt stoff og at det er psykisk tungt. De påpeker også at det kan bli for ensformig og at informasjonen ikke alltid blir like enkel å huske. Det er derfor viktig med ulike metoder å lære det på, slik at det blir lettere og huske. Den andre kandidaten er også litt i tvil. Begrunnelsen er at det er mange rare ord i engelsk, men det er ofte lettere å stave enn norsk. Den tredje kandidaten er sikker i sitt svar med, nei. Kandidaten liker ikke engelsk grammatikk.	Kategori 4- Liker det litt, litt vanskelig Kategori 4 – liker det litt, men litt vanskelig Kategori 1 – Liker det ikke, vanskelig.
Intervjuer: I: Likte du denne måten, altså escape room å lære om grammatikk på? Informantene: 011: Ja 001: Ja 011: Jeg syns det var veldig gøy.	Den første kandidaten likte digitalt escape room som metode for å lære grammatikk på. Det begrunnes med at metoden var «gøy» altså virker motiverende. Kandidaten påpeker at det ble et fokus	Positiv til metoden Mest fokus på kodene

001: Same. 011: Hva syns du (012)? 012: Jeg mente det var mer kode basert enn grammatikk basert. *I: Mhm, for det første rommer handlet jo ikke om grammatikk.* 011: Men det var jo mye grammatikk i oppgavene, på noen av de. 012: Jo, men personlig så fikk ikke jeg så mye med meg. På grunn av det da. *I: Var dere mer opptatt av å løse kodene enn å lese hva som faktisk stod der?* 012: Ja, jeg vil jo si det. 011: Ja, det var jo kodene, alle ville jo ha kodene og svarene.	på å få tak i kodene, versus å tenkte over grammatikk. Den andre kandidaten påpeker at de ikke mener det digitale escape rommet fokuserte på grammatikk, at metoden fikk en hovedtyngde på kodene og ikke grammatikken. Kandidaten påpeker at de ikke fikk med seg grammatikk delen av rommene og var mer fokusert på å finne kodene. Den tredje kandidaten er enig med den første kandidaten og fant metoden mer motiverende enn tradisjonell grammatikk undervisning.	
Intervjuer: *I: Har du vært med på escape room før?* Informantene: 001: Ja 011: Ja 012: Ja, på barneskolen. *I: Ja, hva slags da?* 012: Det var i matte, 011: Hvor du er der fysisk. 001: ja, i matte. 012: Ja, sånn fysisk i matte.	Alle kandidatene har deltatt i escape room fra før av. De har alle deltatt i et fysisk escape room i matte på barneskolen.	Deltatt i fysisk escape room Escape room i matte
Intervjuer: *I: Likte du å jobbe med escape room i par, nå var jo dere 3, men likte dere å være flere sammen?* Informantene:	Alle kandidatene likte å jobbe med digitalt escape room i gruppe. De understreker det med at ulike kandidater har ulike styrker, og dermed får man flere perspektiver på oppgavene. De spiller på hverandres	Positiv til samarbeid. Bygge på hverandres styrker. Flere perspektiver

011: Ja, jeg følte det var veldig greit. 012: Det kommer litt an på. 001: Ja. 011: Jo, fordi det var oppgaver jeg følte jeg var bedre på, og oppgaver kanskje 001 og 012 var bedre på. Også fant vi noe som kanskje balanserte det. For eksempel de oppgavene som jeg var god på prøvde jeg og løse, mens de 2 (001, 012) støttet og hjalp på. Og samme andre veien med 001 og 012. 012: Man får jo litt forskjellige perspektiver, fra forskjellige folk, men også når jeg gikk på barneskolen var det hele klassen, og det ble mye og litt mer kaotisk. *I: Ja, ville du prøvd alene eller med flere elever i gruppen?* 011: færre. 012: Ikke færre. 001: ikke fler 011: ikke fler, jeg syns maks tre. 012: Det var greit nå egentlig.	styrker og hjelper hverandre med oppgavene. Den ene kandidaten påpeker at de hadde testet et escape room med en hel klasse på barneskolen, og dette ble kaotisk. Derfor var mindre grupper ønsket. Det er en felles mening om at det er bra med grupper på tre eller færre.	
<u>Intervjuer:</u> *I: Hvor langt kom dere i escape rommet?* <u>Informantene:</u> 012: Vi ble ferdig. 011: Ja, vi ble ferdige! *I: Ja, løste dere den siste koden?* 012: Ja, vi gjorde det akkurat før du sa svaret. *I: Ja, så bra.*	Kandidatene er veldig fornøyd med å ha blitt ferdig med alle rommene i siste liten.	Ferdig med digitalt escape room
<u>Intervjuer:</u>		Positive til metoden.

I: Ville du prøvd escape room igjen? Informantene: 012: Ja. 011: Ja. 001: Ja. *I: Hvis det var et annet tema eller noe sånn?* Alle: Ja.	Alle kandidatene er positive til metoden og svarer at de ønsker og prøve den igjen. Dette gjelder også hvis det hadde vært et annet tema.	
Intervjuer: *I: Likte du det mer eller mindre enn tradisjonell grammatikkundervisning?* Informantene: 001: Mer 011: Mer 012: Usikker. *I: Hvorfor/ hvorfor ikke?* 011: Jeg bare syns det var litt gøyere siden det er ikke noe vi gjør hele tiden. Det er litt mer variert og det er blandet flere ting inn i det slik at det ikke blir like tungt å høre på og lese. 001: mhm, enig. 011: Og sånne ting syns jeg. 001: Jeg syns at det er lettere, lettere å forstå. 011: Meninger (012)? 012: Usikker. *I: Ja, det er helt lov!*	To av kandidatene svarer at de likte digital escape room som metode mer enn tradisjonell grammatikk undervisning. De påpeker at det er bra med variert undervisning og at dette gjør undervisningen bedre. De begrunner det også med at metoden ikke var like tung som å kun høre og lese grammatikk. Den ene kandidaten påpeker at det var lettere og forstå. Den siste kandidaten er usikker på om de liker metoden mer eller mindre, og legger ikke ned noen begrunnelse for sin delte mening.	Mer – positive Variert undervisning Ikke like tungt Lettere og forstå Usikker
Intervjuer: *I: Hva kunne vært annerledes? – lettere eller vanskeligere oppgaver?* Informantene: 011: Ja, det var noen forklaringer som ikke ga helt mening. Jeg klarer ikke å	To av kandidatene påpeker at enkelte deler av det digitale escape room ikke ga mening, det var ikke tydelig nok hva de lette etter. Det ene hintet fikk de hjelp til å lete etter, ettersom at de ikke fant det. De mener at dette	Enkelte deler ga ikke mening Litt mer åpenbare hint

huske helt spesielt hva det var men det var et eller annet jeg bare ikke skjønte bær av. For eksempel som det hintet, det hintet helt oppe i hjørnet. Ikke sant, jeg fikk ikke det med meg før du sa det. Fordi man går ikke å ser opp i hjørner når man er inne på en oppgave. 012: Ja, så det kunne du gjort litt mer åpenbart. 011: Ja. *I: Absolutt, veldig bra innspill.*	kunne ha vært litt mer åpenbart, så de ikke måtte lete eller bruke så mye til på det.	
Intervjuer: *I: Kunne du sett for deg å ha digitalt escape room som vurderingsform? Isteden for en skriftlig eller en muntlig prøve, at man hadde hatt det som en prøve?* Informantene: 001: Ja. 011: Det kommer litt an på. 001: mhm. 012: Det kommer an på hvilket fag, vil jeg si. *I: Ja, hvis vi tar utgangpunkt i engelskfaget?* 001: ja. 011: Ja. 012: ja, det er jeg litt mer usikker på, fordi det går mer på problemløsning, som ikke har en del av det språklige å si. Så det kan være litt, eller det burde ikke være slik at det er en stor andel av vurderingen. *I: Nei, ikke sant. Si hvis (lærer) hadde lært dere om Adverb i forkant i helt vanlig undervisning, også hadde dere fått Escape rommet*	Det er ulike oppfatninger om man kan bruke metoden som en vurderingsform. Den ene kandidaten mener det kunne blitt brukt som vurderingsform, i engelsk, den mener derimot ikke at det hadde vært enklere om man hadde fått undervisning om tema i forkant. Den andre kandidaten påpeker at det kommer an på faget metoden brukes i. De menet at det ikke er nok fokus på det språklige og at det kun er problemløsing som er i fokus. Derfor kunne metoden blitt brukt som en liten andel av vurderingen. Kandidaten mener at det hadde vært bedre om det var blitt undervist om tema i forkant. Den tredje kandidaten er litt usikker, og sier «det kommer an på», men legger ikke noe til grunn. Kandidaten svarer ja når det	Positiv til vurderingsform Tvilsom mot vurderingsmetode – problembasert Usikker – bra i engelsk

etterpå? Tror dere det hadde vært lettere da? 001: nei. 012: mest sannsynlig. 001: jeg tror ikke det. *I: Nei og ja, det er bra at det er forskjellige perspektiver.*	gjelder om metoden burde brukes i engelsk.	
<u>Intervjuer:</u> *I: Hvis det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn vanlig prøve?* <u>Informantene:</u> 011: Det kommet litt an på. 001: Ja, (enig med 011). 011: Fordi hvis det hadde stått litt tidligere hvor det var hint og sånn, så tror jeg det hadde vært lettere, fordi da slipper man å bruke så lang tid å lete på steder det ikke står noe. Når man egentlig må inn på noen lenker og greier. Men utenom det, så lenge det står der, men ikke sier svaret, JA. 012: Det er jo mye mer stimulerende enn å bare sitte og skrive ned svarene. 011: helt enig. 001: Ja, jeg er enig med de.	Kandidatene er enige i at metoden kunne vært lettere enn en tradisjonell vurderingsform. De påpeker at det burde vært tydeligere hvor man fant hint, slik at man ikke kastet bort mye tid på å finne dem. De påpeker at det er «mer stimulerende» å jobbe med en slik metode.	Positive til vurderingsmetode Lettere Bedre forklart om hint på forhånd
<u>Intervjuer:</u> *I: Noen andre innspill, tanker, ideer om digitalt escape room helt til slutt?* <u>Informantene:</u> 011: Jeg har ikke noen store meninger akkurat nå. 001: Ikke jeg heller. 012: Nei. *I: Helt topp, da er vi ferdige, tusen takk.*	Kandidatene fikk mulighet til å utrykke andre tanker som siste spørsmål av intervjuet, de hadde ingen meninger å fremme på dette tidspunktet.	Ingen videre meninger

Gruppe 5

Rådata – intervju	Analyse 1 – fagspråk	Analyse 2 – Tema og kategorier
Intervjuer: *I: Hva er ditt favorittfag på skolen?* Informanter: 006: Jeg har ikke et favorittfag presist, men kanskje engelsk eller engelsk fordypning. 002: Kunst og håndverk når vi har sløyd. 004: Arbeidslivsfag.	Kandidatene skilles ved valg av favoritt fag på skolen. En av kandidatene liker engelsk best. Den andre kandidaten liker Sløyd eller kunst og håndverk. Den siste kandidaten har arbeidslivsfag som sitt favoritt fag.	Engelsk Sløyd Arbeidslivsfag
Intervjuer: *I: Liker du faget Engelsk?* Informanter: 006: Ja, jeg tror det går greit. 002: Ja. 004: Ja, men det er litt vanskelig. *I: Ja, Hvorfor/hvorfor ikke?* 002: Jeg liker det fordi det brukes i mange spill og filmer og sånn og det gjør det lettere 006: Jeg liker det fordi, jeg er god i engelsk. Ja, og det er gøy. 004 Jeg liker det ikke så godt, fordi det er så vanskelig. *I: Ja, det er helt innafor!*	Den første kandidaten påpeker at de liker engelsk som fag, dette begrunnes ved at kandidaten er god i engelsk og syns faget er gøy. Den andre kandidaten liker også engelsk, men begrunnelsen ligger i bruken av engelsk. At kandidaten har bruk for det når det kommer til spill og filmer, som gjør daglige ting lettere når man har kunnskaper i engelsk. Den tredje kandidaten påpeker at de liker engelsk, men at det er litt vanskelig, og dermed liker de det ikke så godt.	Kategori 5 – liker engelsk, lett Kategori 4 – liker engelsk, litt vanskelig Kategori 1 – liker ikke engelsk, vanskelig.
Intervjuer: *I: Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din?* Informanter: 006: Ja, alltid. 002: Ja, jeg snakker veldig	Kandidatene bruker ulike mengder engelsk på fritiden sin. Den ene kandidaten bruker mye engelsk og sier «alltid». Kandidaten bruker også engelsk rundt sosiale medier som Tik Tok og	Bruker mye engelsk Snakker – Productive Søke på internett – Receptive

mye engelsk hjemme når jeg spiller 004: Eh, nei. 006: Og på internett når man skal søke på ting. *I: Ja, for eksempel da Tik Tok eller YouTube, noe sånt, møter dere engelsk der også?* 002: Eh, ja det vil jeg si. 006: Ja.	lignede. De påpeker også at de bruker engelsk når de søker på internett. Den andre kandidaten snakker «veldig mye» engelsk hjemme når kandidaten spiller. De møter også engelsk på sosiale medier og YouTube. Den tredje kandidaten møter ikke engelsk på sin fritid.	Gaming – Productive Sosiale medier – Receptive Bruker ikke engelsk
Intervjuer: *I: Er det noen av dere som spiller videospill eller gamer?* Informanter: 006: Ja. 002: Eh, ja. 004: Ja. *I: Hva spiller dere?* 004: Jeg spiller bilspill 002: Jeg spiller mest jakt spill. 006: Jeg spiller ikke mye, jeg spiller bare litt Minecraft og jeg gjør 3D modellering og da trenger jeg også å finne løsninger på noen problemer, og de fleste løsningene er på engelsk. *Snakker dere engelsk når dere spiller spill?* 002: Ja. 006: Jeg snakker ikke engelsk, men jeg bruker mye chat på engelsk. *I: Bruker du engelsk på bilspill (004)?* 004: Nei.	Alle kandidatene spiller videospill/gamer på fritiden. En av kandidatene spiller bilspill, men bruker ikke engelsk når de spille dette spillet. Den andre kandidaten spiller mest jaktspill, og påpeker at de snakker engelsk når de spiller dette spillet. Den tredje kandidaten spiller ikke så mye, litt Minecraft og driver med #D modellering hvor de påpeker at man må ha gode engelsk kunnskaper for å finne løsninger til problemer, dette foregår mest på chat og skriving.	Bilspill – ikke engelsk Jaktspill – muntlig Minecraft – Skriving Modellering – Skriving

Intervjuer: *I: Liker du å lære engelsk grammatikk? Hvorfor, hvorfor ikke?* Informanter: 004: Hva er det? 006: Ja, fordi jeg syns det er interessant. *I: grammatikk? Det er slik som vi hadde om nå, adverb, lære hvordan ting skrives og skrive regler.* 004: Nei, det er vanskelig. 002: Nei, det er jo ganske vanskelig. Jeg er ikke så veldig glad i det. *I: Det er helt lov å si at man ikke liker det!*	Det er ulike meninger når det kommet til å lære engelsk grammatikk. Det er kun en av kandidatene som syns det er interessant og lære om. De andre to kandidatene liker ikke å lære engelsk grammatikk og begrunner det med at det er vanskelig og ganske vanskelig.	Kategori 5 - Liker engelsk grammatikk Kategori 1 - Liker ikke, vanskelig Kategori 2 - Liker ikke ganske vanskelig
Intervjuer: *I: Likte du denne måten (escape room) å lære om grammatikk på?* Informanter: 006: Ja, det er gøy, men i gruppe er det ikke. 002: Eh, ja. Det var gøyere på en måte og annerledes. 004: Eh, ja... det var helt greit.	En av kandidatene syns det var gøy/mer motiverende/interessant å jobbe med grammatikk på denne måten, men syns ikke det var bra å jobbe i gruppe Den andre kandidaten gir et tvilsomt ja, og begrunner det med at det var annerledes, altså en variert måte å undervise og lære om grammatikk på. Den siste kandidaten gir et tvilende ja, og begrunner det med at metoden var «helt greit»	Likte metoden – ikke grupper Likte det litt – variasjon Likte det litt
Intervjuer: *I: Har du vært med på escape room før? Hva slags?* Informanter:	Alle kandidatene har vært med på en type escape room før. De husker kollektivt at de har gjort et digitalt escape room i nynorsk på ungdomskolen. Ingen av	Digitalt escape room nynorsk Ingen deltatt i fysisk

006: Nei. 002: Jo, vi hadde sånn nynorsk escape room. 004: åja, ja i nynorsk. 006: Åja, ja i nynorsken hadde vi det ja. *I: Det var jo også digitalt?* 002: Ja. *I: Dere har ikke vært i sånn «real life» escape room?* Alle: Nei. *I: Så visste dere hva det gikk i?* 004: Ja, litt. 002: ja, litt siden vi prøvde i nynorsk.	dem har deltatt i et fysisk escape room før. De påpeker at de visste litt hvordan man skulle løse oppgaver i escape room siden de hadde deltatt i et lignende før.	
Intervjuer: *I: Likte du å jobbe med escape room i par, nå var jo dere tre, men å jobbe sammen som en gruppe?* Informanter: 002: Ja, det var veldig greit. 004: Ja. 006: Det var greit. *I: Hvis dere skulle prøvd det igjen, ville du prøvd alene eller med flere elever i gruppen?* 006: Ja hvis vi kunne velge flere eller færre, så *I: ville du prøv alene, eller med flere, 2,3,4?* 006: What ever liksom? Hva som helst. 002: Kanskje sånn 2 og 2 eller 3 og 3. For det var egentlig veldig grei størrelse	Kandidatene er enige i at en gruppe på tre funket fint når det kom til samarbeid i digitalt escape room. De har ingen formeninger om de vill testet det alene eller i par.	Grupper på 3 Bra samarbeid

på gruppa. 004: Samme.		
Intervjuer: *I: Hvor langt kom du i escape roomet?* Informanter: 002: Vi ble ferdig. 006: Ja, vi ble ferdige *I: Ja, så bra!*	Kandidatene deler med stor entusiasme at de ble ferdige med hele det digitale escape room.	Ble ferdig
Intervjuer: *I: Ville du prøvd escape room igjen, hvis det hadde vært et annet tema eller noe sånn?* Informanter: 006: Ja. 002: Ja. 004: Ja,	Alle kandidatene er enige i at de ville testet metoden på nytt også hvis det hadde vært et annet tema enn det vi hadde denne gangen.	Positive til metode Vil teste igjen
Intervjuer: *I: Likte du det mer eller mindre enn vanlig grammatikkundervisning?* Informanter: 002: Jeg likte det mer enn vanlig. 006: Ja. *I: Hvorfor likte dere det mer enn vanlig?* 002: Fordi man kunne jobbe samme og så var det ikke så mye skriving det var litt mer sånn lese og tenke og sånne ting. 006: Ja, det var gøy. 004: Jeg likte det litt mer enn vanlig.	Den enes kandidaten påpeker at den likte denne metoden bedre enn tradisjonell grammatikk undervisning. Begrunnelsen ligger i at de samarbeidet, at de ikke måtte skrive så mye og at de måtte lese og tenkte. Den andre kandidaten sier seg enig med den første kandidaten og legger til at det var gøy/mer motiverende. Den tredje kandidaten påpeker at de likte det litt mer enn vanlig.	Likte metoden mer Motiverende Samarbeid Problemløsing
Intervjuer: *I: Hva kunne vært*		

annerledes? – lettere eller vanskeligere oppgaver? Informanter: 006: Kanskje de oppgavene med bøying? Liksom fordi de var litt rare. 002: Jeg syns egentlig ikke det skulle vært så mye annerledes, jeg syns det var veldig bra. 004: Hvis det hadde vært på norsk. *I: Ja, du ville heller ha prøvd på norsk?* 004: Ja, mye heller. *I: Som i norsk undervisning for eksempel.* 004: ja.	Den ene kandidaten påpeker at den ene oppgaven med bøying av adverb kunne vært annerledes, at denne oppgaven ikke var så lett å forstå. Den andre kandidaten påpeker at ingenting burde vært annerledes og at det var bra som det var. Den tredje kandidaten påpeker at det hadde vært en bedre metode for andre fag, slik som norsk. Det er nødvendigvis ikke metoden i seg selv problemet ligger, men på hvilket språk og vanskelighetsgrad det gjelder	Endre enkelte oppgaver – ikke knyttet til metoden Ikke endre noe – bra metode Endre språk – ikke knyttet til metoden
Intervjuer: *I: Kunne du sett for deg å ha digitalt escape room som vurderingsform Isteden for skriftlig prøve eller muntlig prøve?* Informanter: 002: Eh, ja. 006: Ja, kanskje *I: Ja, hvorfor det?* 006: Ja, jeg vet ikke hvor praktisk det er. 002: Ja, jeg syns det er en fin måte og lære på. 004: Nei, jeg tror ikke det, for det er sånn annerledes, så nei jeg tror ikke det.	Kandidatene er ikke enige om digitalt escape room kunne vært en vurderingsmetode. Den ene kandidaten stiller seg positiv til ideen, men stiller seg i tvil til hvor praktisk det kunne vært- Den andre kandidaten påpeker at det kunne vært en positiv vurderingsform, og at det er en fin måte og lære på. Tredje kandidat påpeker at metoden er for annerledes og at den ikke egner seg som en vurderingsmetode.	Stiller seg positiv – tviler på hvor praktisk det er Stiller seg positiv – god metode å lære av Stiller seg kritisk – for annerledes
Intervjuer: *I: Hvis det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn vanlig prøve?*	Kandidatene stiller seg likt når det gjelder om digitalt escape room kunne vært en vurderingsmetode som er lettere eller vanskeligere enn	Like vanskelig som tradisjonelle vurderingsformer

Informanter: 004: hm, noe av det samme. *I: slik at du hadde fått undervisning om det først og så hadde hatt det som en prøve etterpå.* 006: Jeg mener at det blir omtrent det samme av vanskelighet. 002: Ja, jeg tror også det. 004: Ja, jeg tror det samme.	tradisjon elle metoder. De påpeker alle at det kunne vært i lik grad på vanskelighetsgraden.	
Intervjuer: *I: Noen andre innspill helt til slutt?* **Informanter:** Alle: Nei. I: Nei, helt topp, takk!	Sistnevnt får kandidatene mulighet til å gi andre meninger eller tanker rundt metoden, de ønsker ikke å dele noe mer og intervjuet er avsluttet.	Ingen avsluttende kommentarer

Intervju med lærer

Rådata – intervju	Analyse 1 – fagspråk	Analyse 2 – Tema og kategorier
<u>Intervjuer:</u> *Hvor lenge har du jobbet som lærer?* <u>Informant:</u> I snart 13 år.	Klassens lærer har vært ferdig utdannet og jobber som lærer i snart 13 år.	Lang erfaring – 13 år
<u>Intervjuer:</u> *Underviser du vanligvis i engelsk? Hvis nei, hvor mange år har du undervist i engelsk?* <u>Informant:</u> Det gjør jeg, og ja det har jeg, jeg har 60 studiepoeng i engelsk. <u>Intervjuer:</u> *veldig bra, eh*	Læreren underviser i engelsk på ungdomskolen. Læreren har også 60 studiepoeng i engelsk fra universitetet.	60 studiepoeng Engelsk på ungdomsskole
<u>Intervjuer:</u> *Hvilke metoder bruker for å undervise grammatikk?* <u>Informant:</u> Grammatikk, jeg prøver å variere det mest mulig, alt i fra, de gode gamle tavle undervisning, til lek, eh, aktiviteter, digitalt bruker jeg en del, eh, å samarbeid hvor de får oppgaver de skal samarbeide om. Også god gammeldags pugg må å til, litte grann til. Føler nå mer enn er det mindre fokus på det at de skal øve bare grammatikk, nå er det litt mer sånn, man ser oki; får inn en prøve så ser jeg en del spørsmål eller ting som går igjen, så tar vi det som klasse. Men nå er jo,	Læreren ønsker å skape en mest mulig variert undervisning for elevene når det kommet til grammatikk. Læreren bruker tavle undervisning, lek og forskjellige aktiviteter. Det varierer mellom tavle og digitale verktøy, hvor elevene både jobber individuelt og samarbeider om oppgaver. Læreren bruker også pugging av ulike grammatiske regler som metode. Selv utdyper læreren at fokuser på grammatikken har endret seg over årene, at vi er i en periode hvor det ikke er like stort fokus på å pugge ting. Lærene påpeker at det er mer fokus på	Variert undervisning Pugg Tavle undervisning Digitale verktøy Ulike aktiviteter/oppgaver Lek Samle opp grammatiske feil, ta i plenum

grammatikk føler jeg er mer sånn som må på plass for å kommunisere, først må man kunne regler opp og ramse ned.	kommunikasjon nå. Læreren ser heller på ulike vurderinger av elevene, og hvis enkelte grammatiske feil gjentar seg hos flere elever i klassen, tar de en felles oppsummering av disse.	
<u>Intervjuer:</u> *Så hvor ofte vil du si at du underviser «explicit» grammatikk?* <u>Informant:</u> Minst en gang i uken.	Læreren svarer at de har om grammatikk minst en gang i uken, hvor de fokuserer spesifikt på grammatikk.	Grammatikk – minst en gang i uken
<u>Intervjuer:</u> *Merket du noe under Escape Room om elevene som var annerledes enn vanlig din vanlige grammatikkundervisning, i din mening?* <u>Informant:</u> Ja, det gjorde jeg. De var konsentrert om oppgaven i over en lengre tidsrom enn vanligvis de er, så de jobbet mer konsentrert over lengre periode i grammatikk enn det de pleier.	Når læreren skal sammenligne klassen som brukte digital escape room som metode opp mot sine mer tradisjonelle timer, påpeker læreren at elevene holder konsentrasjonen sin over lengre tid enn normalt. Dette gjelder både når de jobber med oppgaver, men da spesielt når det gjelder gramariske oppgaver.	Mer konsentrerte elever Holder konsentrasjonen over lengre tidsrom
<u>Intervjuer:</u> *Ville du selv brukt digitalt Escape Room for å undervise grammatikk? Hvorfor/ hvorfor ikke?* <u>Informant:</u> Om det lå tilgjengelig ferdig laget, JA, da ville jeg gjort det. Jeg ser at det er mye arbeid å lage, hvert fall i begynnelsen når det er litt nytt, som det er med mye. Eh, og jeg ser for meg at kanskje, i begynnelsen så er input man legger i det som	Når læreren skal reflektere over å bruke metoden selv er det flere aspekter som blir lagt frem. Tilgjengelighet på en mal eller lignende, ferdig laget opplegg som kunne brukes i klassen, og tidsbruk i tidlig fase av å lære seg metoden selv. Det er en tidskrevende metode og skulle sette seg inn i, og læreren er bekymret for at det tar for mye tid i starten i forhold til hva elevene skal	Positiv til metoden Tidsbruk Mer tid brukt enn læringsutbytte hos elever Ferdiglaget opplegg Mal på escape room

lærer for å planlegge det er kanskje mindre enn outputen man ønsker. Altså det elevene sitter igjen med, men etter hvert som man blir mer dreven på det, eller at det ligger tilgengelige verktøy som gjør det lettere, ja, uten tvil ville jeg brukt det. Intervjuer: *Veldig bra*	sitte igjen med når man er ferdig. Læreren påpeker en positivitet ovenfor å bruke metoden, hvis enkelte ting ovenfor ordner seg.	
Intervjuer: *Hvilke faktorer syns du påvirket elevene?* Informant: Underveis i Escape Room? Intervjuer: *Ja* Informant: For det første hvem de sitter med. Er de på nivå med hverandre, trygge på hverandre, kan samarbeide godt, eh, også er det jo, hvor tydelige oppgavene er, eh, liksom, står det klart og tydelig hva de skal gjøre. Hvis det digitalt er det jo også om de forstår det digitale tenker jeg. I tillegg så er det jo, eh, at de ikke setter seg fast, at de får hint eller hjelp underveis, så de kan kommer seg videre hvis de står fast. Så de ikke opplever å ikke få det til. Intervjuer: *Veldig bra.*	Når det kommer til de ulike faktorene som påvirket læreren underveis i metoden trekker læreren frem flere: Elevene er påvirket av hvem de er på gruppe med, er de trygge i samarbeidet, er elevene på ulike nivåer, og om de er trygge på hverandre generelt. Er oppgavene tydelige nok, hvis elevene sliter med digitale ferdigheter og ikke vet hvor de skal lete kan det påvirke deres oppfatning av metoden. Hint for å komme seg videre er sentralt for at elevene får læringsutbytte av metoden.	Hvilke grupper de sitter i Er elevene trygge på hverandre Er samarbeidet bra Ulike nivå i faget Digitale ferdigheter Hint underveis
Intervjuer: *Ser du noe som burde bli gjort annerledes?* Informant:	Når læreren reflektere over aspekter med det digitale escape room som kunne vært annerledes påpeker læreren	Ikke en del av planlegging – vanskelig å se forbedring Endre en oppgave om tabell

Lang tenke pause vanskelig å kunne si det når jeg ikke har vært med i planleggingen, for da kan en tenke tilbake og reflektere tilbake om hvordan man planlagt og hvorfor man tenkte som man gjorde. Eh... *Tenke pause* Jeg vet ikke eh. Det var på et av, et av de rommene så hadde du et skjema, med de forskjellige typene av adverbs bøyingene, altså type, måtes adverb, tids adverb og alt mulig. Eh, jeg vet ikke om de fikk snappet den godt opp, tydelig nok, at det er et system, rundt det og kategori inndeling av adverb, om de så den tydelig nok. Jeg tror de forstod tydelig hva adverb var og hvordan gjøre ord om til adverb, men ikke forstod forskjellige typer adverb, at det kanskje var vanskeligere å se. Intervjuer: *At egentlig det var for mye på en gang?* Informant: mmmm, ikke nødvendigvis for mye på en gang, men at i det somme hvor den tabellen var, at den ikke ble brukt på en måte som gjorde at de skjønte at, åja det finnes måter å dele adverb på, her må vi sette inn et måtes adverb, her er det tidsadverb, her er det, eh ja.	at det er vanskelig når man ikke har vært en del av planleggingen av opplegget. Det er lettere å reflektere over de i ettertid hvis man har gjort planleggingsarbeidet i forkant. Læreren påpeker at det ene rommet i escape room (Room 6) hadde en tabell som ikke kom tydelig nok frem. Det virker som at elevene har fått med seg mye av teorien rundt Adverb, men at de ikke fikk med seg hva den tabellen handlet om. Det er ikke nødvendigvis for mye på en gang, for mange aspekter rundt tema adverb, som blir for mye for elvene. Poenget er at oppgaven i det rommer kunne. Litt brukt mer til å gjøre oppgaver som omhandlet å skjønne forskjell på de ulike kategoriene for Adverb.	
Intervjuer: *Hvor komfortabel er du med å bruke digitale verktøy i*	På en skala fra 1 til 10 for hvor komfortabel læreren hadde vært i å bruke digitale	Komfortabel med digitale verktøy

undervisningen din? <u>Informant</u>: På en skala fra 1 til 10? <u>Intervjuer</u>: *Ja* <u>Informant</u>: Jeg vil si en, 8, 9.	verktøy selv, setter læreren seg på en 8,9. Dette er svært høyt på tabellen, og tilsier at læreren er svært rutinert med digitale verktøy.	
<u>Intervjuer</u>: *Er du komfortabel til å lage et slikt Escape Room selv? Hvorfor/ hvorfor ikke?* <u>Informant</u>: Ja, det kunne jeg ha vært. Det står på tidsaspektet som jeg sa tidligere, når man skal prøve noe nytt, så tar det en del tid å finne ut av det, og hvordan man gjør det, men jeg har brukt ferdiglagde escape room tidligere, som andre har laget, men det er den planleggingsbiten i forkant.	Læreren påpeker igjen at de kunne brukt digitalt escape room som metode, men er begrenset av tidsaspektet rundt laging og planlegging av det. Læreren har brukt et digitalt escape room før, og er komfortable med det.	Komfortabel med metoden Tids aspekt Planlegging aspekt
<u>Intervjuer</u>: *Har du noe mer å tilføye, tenker ideer?* <u>Informant</u>: Veldig bra opplegg, det er sjeldent jeg ser elevene sitte så lenge sammenhengende og godt, så å si hele tiden, med grammatiske tema, så det var veldig bra. <u>Intervjuer</u>: *I: Helt topp, takk. Da er vi egentlig ferdig.* <u>Informant</u>: Topp.	Når læreren fikk mulighet til å gi noen siste kommentarer og tanker som siste del av intervjuet påpeker læreren at det er et veldig bra opplegg. Læreren er positiv til hvor lenge elevene klarte og holde konsentrasjonen sammenhengende og spesielt når det gjelder grammatiske tema som flertallet ikke finner spesielt spennende.	Veldig bra opplegg Konsentrasjon hos elevene Konsentrasjon om et tema de ikke har konsentrasjon for

Appendix 6

Intervjuguide – «digital escape room»
Et semistrukturert intervju

Spørsmål til elevene

1. Hva er ditt favorittfag på skolen?
2. Liker du faget Engelsk? Hvorfor/hvorfor ikke?
3. Møter du engelsk utenfor skolen eller snakker du engelsk på fritiden din? Hvor/med hvem?

   Eks: YouTube, Tik Tok
4. Spiller du videospill hjemme?

   Hvilke spill spiller du?

   Eller ser du på YT av andre som spiller?

   Hvis Ja; Hvilket språk bruker du når du spiller? /Hvilket språk snakker de du ser på?
5. Liker du å lære engelsk grammatikk? Hvorfor/ Hvorfor ikke?
6. Likte du denne måten (escape room) å lære om grammatikk på?
7. Har du vært med på escape room før? Hva slags?
8. Likte du å jobbe med escape room i par?

   - ville du prøvd alene eller med flere elever i gruppen?
9. Hvor langt kom du i escape room? Ble du ferdig?
10. Ville du prøvd escape room igjen?
11. Likte du det mer eller mindre enn vanlig grammatikkundervisning?
12. Hva kunne vært annerledes? – lettere eller vanskeligere oppgaver?
13. Kunne du sett for deg å ha digitalt escape room som vurderingsform?
14. Hvis det hadde vært en vurderingsform ville du sett på det som en lettere eller vanskeligere enn vanlig prøve?
15. Noen andre innspill helt til slutt?

Appendix 7

Intervjuguide – «digital escape room»
Et semistrukturert intervju

Spørsmål til læreren:

1. Hvor lenge har du jobbet som lærer?
2. Underviser du vanligvis i engelsk? Hvis nei, hvor mange år har du undervist i engelsk?
3. Har du formell utdanning med engelsk i fagkretsen? Evt. hvor mange studiepoeng i engelsk?
4. Hvilke metoder bruker du vanligvis I grammatikkundervisning?
5. Hvor ofte pleier du å undervise grammatikk? Hvor ofte bruker du «explicit grammar teaching»?
6. Merket du noe under Escape Room om elevene som var annerledes enn vanlig grammatikkundervisning, I din mening?
   Hvis Ja: utdyp.
7. Ville du selv brukt digitalt Escape Room for å undervise grammatikk? Hvorfor/ hvorfor ikke?
8. Hvilke faktorer syns du påvirket elevene? Syns du elevene lærte det som var forventet?
9. Ser du noe som burde bli gjort annerledes?
10. Hvor komfortabel er du med å bruke digitale verktøy i undervisningen din?
11. Er du komfortabel til å lage et slikt Escape Room selv? Hvorfor/ hvorfor ikke?
12. Har du noe mer å tilføye, tenker ideer?