

Exploring The Impact of Gaming on L2 English Proficiency.

Investigating the Potential of Commercial Video Games in the Classroom through Learners' and Teachers' Beliefs, Perceived Learning, and Communication.

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Abstract

This thesis explores the language learning potential of commercial video games in education for students with English as a second language (L2). The thesis uses an intervention that includes the video game "Human: Fall Flat," a survey for the students, an interview with the teacher, and audio recordings while the students play the game. The study involves 22 L2 English learners in the 9th grade and one teacher, who participated in a single 45- minute session of playing the game.

The thesis explores the beliefs of the students and their teacher about gaming as a tool for language learning through a questionnaire for the students and an interview with the teacher. Additionally, they are asked about the students perceived language learning, communication and enjoyability. Audio recordings during gameplay were used to document the students' actual English production and communication strategies.

Furthermore, this thesis discusses whether different types of commercial games can have potential as tools for developing L2 English proficiency by looking at previous studies and relevant learning theories.

The findings of this thesis suggest that playing the game "Human: Fall Flat" positively impacted second language learning for most participants, mainly due to extensive social interactions in the target language. The game provided opportunities for L2 learners to practice English. While the peer-to-peer interactivity and comfortable environment within the game facilitated significant language input and output for students, a few participants did not find the game enjoyable or valuable for language learning. The results from the study, combined with previous research and second language learning theories, suggest that gaming can be a valuable tool for second language learning for many students. However, this thesis highlights the importance of considering individual learner differences and ensuring that games used for language learning cater to different proficiency levels and learning styles.

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1.0 Introduction

Technology is at an all-time high, and gaming in school settings is quickly gaining traction. Previous studies on extramural gaming in Scandinavia show a positive correlation between time spent playing digital games and L2 English proficiency. This correlation indicates that gaming may enhance language learning through a motivating and engaging world while challenging students linguistically.

The Norwegian government has also directed its attention to computer games as classroom tools through its initiative "computer game strategy 2020-2022". It highlights the opportunities digital games offer as learning tools in the classroom. Games can contribute to critical thinking, technical skills, language proficiency, and more profound subject knowledge (Ministry of Culture, 2019, p. 40).

This thesis aims to give valuable insight into the potential of digital gaming for promoting L2 English proficiency through observing the students while playing the game "Human: Fall Flat" with audio recordings. The thesis investigates the students' perceived learning and their teacher's perception of the students' learning outcomes post-intervention. Observational data from observing the students while playing the game and during the learning process could give valuable insight into what makes or does not make a game desirable as a potential supplementary tool for second language learning. This master's thesis is designed as a case study, aiming to get an impression of using the game "Human: Fall Flat" as a language learning tool in a Norwegian 9th-grade classroom rather than generalizing the findings to a broader population. While the results may not apply to a larger population due to the limited scope and context of the case study, it is intended to offer valuable insight for further research.

1.1 Background

In Scandinavia, more research needs to be done on specific games and L2 English learning outcomes inside the classroom. However, a series of studies have been carried out on extramural gaming, meaning gaming at home, and these studies have shown promising results. Based on previous studies highlighting the theoretical benefits of extramural gaming, using commercial games in the classroom could provide an alternative teaching method that facilitates language learning differently from traditional teaching methods, and it can help teachers bridge the gap between in-school and out-of-school language.

Scandinavian papers have shown that extramural gaming leads to better English proficiency and markedly better vocabulary as measured by tests, essays, and grades (Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012). Statistically significant improvements were also found in two comprehension tests: reading and listening (Sylvén & Sundqvist, 2012). Sylvén and Sundqvist consider multiplayer games to be highly beneficial for L2 language acquisition compared to single player-games (Sylvén & Sundqvist, 2012). However, they both seem to offer unique benefits. They note that multiplayer games seem beneficial because they offer "opportunities for engagement with rich target language input as well as for scaffolded interaction" (Sylvén & Sundqvist, 2012). Although the literature shows a positive trend between time spent on extramural gaming and English proficiency, more research is needed to determine causality. Little research has been done on gaming for students of different proficiency levels and the degree to which students of different proficiency levels seem to improve through gaming. Observational data from the learning process while playing digital games is lacking. Furthermore, little information is available about how particular game genres and game types foster the development of specific skills. These are areas this thesis aims to contribute to.

If the students and participants of this study enjoy "Human: Fall Flat" and produce large amounts of oral English, this game and potentially similar games could offer unique benefits to students in theory. Whether the implementation of this game is successful or not, the thesis will discuss if and how teachers should use games in the classroom based on this study and previous ones. The aim is to better understand using commercial games in classrooms and discuss best practices to help teachers implement gaming successfully in the classroom. The study results will add unique knowledge to the current literature regarding gaming and L2 English learning in Norway.

This thesis builds on theoretical perspectives on second language acquisition and learning, as well as empirical research on the impact of digital games on second language learning.

By drawing upon key theories in second language acquisition and learning as well as relevant studies, this thesis aims to offer a solid foundation for understanding the potential benefits of digital games in second language learning. Furthermore, it will build upon the growing body of empirical research that investigates the effectiveness of game-based learning in enhancing language proficiency, motivation, and engagement among L2 learners.

Section 1.2 presents the aims and research question of this thesis, subsequently, this thesis' outline is presented in section 1.3.

1.2 Aims and Research Questions

This thesis aims to shed some light on whether multiplayer puzzle games like "Human: Fall Flat" can be effective supplementary tools for language learning in Norwegian high school classrooms. Specifically, the thesis investigates how such games could be implemented in the classroom to enhance students' language proficiency and engagement.

Furthermore, this thesis aims to investigate and contribute to research on gaming and language learning as it pertains to oral skills, communication, and English production, using a mixed-methods approach to strengthen the internal validity of the research.

This master's thesis will examine students' and their teacher's perspectives and attitudes towards gaming "Human: Fall Flat" in the English classroom, focusing on their perceived learning, communication and motivation while playing the strategy puzzle game "Human: Fall Flat."

These are the research questions (RQs) of this thesis:

- RQ1: How do students perceive their language learning from playing Human: Fall Flat?
- RQ2: How does the teacher perceive the students' language learning from playing Human: Fall Flat?
- RQ3: What is the impact of gaming on L2 English proficiency?

The overarching aim of this thesis is to examine the impact of gaming on L2 English proficiency through the lens of "Human: Fall Flat." To achieve this, the study will first

address RQ1 and RQ2 regarding the students' perceived language learning in order to gain insights into the students' and their teacher's perceptions of language learning in the context of the gameplay session. Based on the findings from RQ1 and RQ2, RQ3 will then be explored to assess the overall impact of gaming on L2 English proficiency.

1.3 Outline of the thesis

Chapter 2 explores the theoretical framework of video games as learning tools by explaining key concepts and presenting findings from previous studies on gaming and L2 English proficiency. Chapter 2 then presents relevant theories of language learning and motivation. Chapter 3 explains the methods chosen to answer the research questions. Chapter 4 presents the findings from the survey, the interview and audio recordings and discusses them in relation to the theories and previous studies presented in Chapter 3. Finally, Chapter 5 presents a conclusion and answers the research questions, before concluding with limitations, reliability and validity, and suggestions for further research.

2.0 Theoretical Framework

The following chapter examines the theoretical framework behind the use of video games in educational settings. The first section (2.1) explains some key concepts, such as gaming and different types of games. Subsequently, section 2.2 clarifies the distinction between language acquisition and language learning. Section 2.3 examines relevant empirical research relating to gaming in educational settings and Scandinavian studies on extramural gaming and its effects on the participants' English proficiency. Finally, section 2.4 focuses on two central aspects of gaming as a second language learning tool, interactivity, and motivation, where central language learning theories relevant to discussing the educational potential of "Human: Fall Flat" will be presented.

The theoretical framework presented in this chapter serves as a foundation for interpreting the findings of this thesis in the results and discussion chapter. The learning theories and previous studies in the field offer insights into the pedagogical implications of video games in education for second language learning.

2.1 Gaming and Different Types of Games

In order to discuss video games and understand their educational potential, it is important to cover different types of video games relating to genre and types of games. First and foremost, it is crucial to understand what gaming is and what gaming refers to in this thesis.

Merriam-Webster defines "*gaming*" as "the practice or activity of playing games (such as board games, card games, or video games)". In the context of this paper, gaming refers to the act of playing video games unless otherwise specified. In this project, the video game "Human: Fall Flat" was played on iPads.

Digital games encompass a variety of genres, with terminology often dependent on the number of players who play together. Common terms such as 'single-player,' 'multi-player,' and 'MMORPG' (Massively Multi-player Online Role-Playing Game) are frequently used in academic literature. However, there is a lack of consensus on the classification of games within the game design community (Sylvén & Sundqvist, 2012, p.304). Different games and genres may offer different learning outcomes, depending on the language input received by players and the output they produce; different games and genres will be discussed more in-depth in section 2.3 on previous research on video games and English as a Second Language (ESL) learners.

Certain types of games could also hold greater potential for facilitating language learning than others. Kinzie and Joseph (2008, p. 644) identified six game modes that aligned with middle school students' preferences in their study: active, exploratory, problem-solving, strategic, social, and creative. Similarly, Sylvén and Sunqvist (2012, p. 315) state that multi-player games are considered highly beneficial for L2 language acquisition as they provide opportunities for engagement with rich target language input and scaffolded interaction.

2.2 Language Acquisition and Language Learning

The theories and hypothesis in this section, as well as the ones presented in section 2.4, are relevant to explain why playing the video game "Human: Fall Flat" can lead to language acquisition and better English proficiency through opportunities for practice, extended social interactions and a low- risk environment.

Language acquisition is often viewed as how infants and young children learn their first language. It typically begins at birth and continues throughout childhood as children develop their language skills through exposure to the language spoken by those around them. Different theories value innate abilities, social interaction, a student's general cognitive development, and other factors differently regarding language acquisition and learning. The same applies to second language acquisition and learning. The relationship between age and success in second language acquisition is complex and controversial (Lightbown & Spada, 2013, p. 92).

According to Noam Chomsky, everyone has an innate knowledge of universal grammar, enabling children to acquire the language of their surroundings during their critical development period. While Chomsky did not specifically address second language learning, other innatist linguists have argued that universal grammar provides the most suitable framework for comprehending second language acquisition (Lightbown & Spada, 2013, p. 105).

The following will present Stephen Krashen's theory on second language acquisition and second language learning. Stephen Krashen's five hypotheses state how students acquire English as a second language. It is his first hypothesis that is the most relevant to this section. Krashen's first hypothesis is called the "acquisition-learning distinction." According to the acquisition-learning hypothesis, there are two distinct ways to develop proficiency in a second language. The first one is referred to as "language acquisition," and the second is "language learning." Language acquisition is a subconscious process, and learners are often unaware that they have acquired a new language. They only realize that they are using the language for communication purposes. Acquired competence does not make learners aware of the language rules, but they develop a "feel" for its correctness (Krashen, 2009, p. 10).

On the other hand, language learning requires explicit teaching and learning of the language rules. Through language learning, the learner knows the rules, is aware of them, and can talk about them (Krashen, 2009, p. 10). In other words, we can "pick up" new language through acquisition, similar to how young children do. "The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process" (Krashen, 2009, p. 10). However, learning the language requires conscious attention to form and rule learning (Lightbown & Spada, 2013, p. 106).

2.3 Previous Research on Video Games and L2 English Learners.

Simon Egenfeldt-Nielsen (2006) emphasizes the various learning approaches in the educational use of video games in his paper "Overview of research on the educational use of video games." The paper highlights critical tensions in the current research that should be considered, and he investigates different approaches to using video games as educational tools. The distinction between learning to play video games and accidentally learning from them and using them for educational purposes is crucial (Egenfeldt-Nielsen, 2006, p. 186). This thesis aims to intentionally use the video game "Human: Fall Flat" to develop English proficiency in an educational setting.

Research conducted in Scandinavian countries has demonstrated that engaging in digital games at home, often referred to as extramural gaming, can improve students' English proficiency at school, as evidenced by higher grades, better vocabulary, and better vocabulary performance on various proficiency tests. A few of these studies and their relevant findings will be presented.

In a study by Sylvén and Sundqvist (2012), a positive correlation between digital gaming and English L2 proficiency was observed. The findings showed that time spent gaming had a statistically significant impact on vocabulary test results as well as reading and listening comprehension tests. While there was a positive correlation between time spent on extramural gaming and L2 English proficiency, the authors could not determine causality – whether gaming leads to higher scores or if gamers with higher proficiency levels are more likely to play the games at home (Sylvén & Sundqvist, 2012, pp. 315-316). Sylvén and Sundqvist found gender differences in vocabulary test results but not in the two comprehension tests (2012, pp. 313-314). This difference was attributed to the different types of games favored by boys and girls. The girls favored single-player simulation games, whereas the boys played mainly multi-player games, which the authors consider highly beneficial due to large amounts of language input and output through scaffolded interaction (Sylvén & Sundqvist, 2012, p. 315).

Sundqvist and Wikström (2015) conducted a study to examine the relationship between out-of-school digital gameplay and in-school L2 English vocabulary outcomes. The findings show that frequent gamers scored highest on the vocabulary test, followed by moderate gamers and

non-gamers, with significant differences in mean scores between the groups. Frequent gamers also produced the highest-rated essays, using the most advanced vocabulary, and had the highest grades (Sundqvist & Wikström, 2015, pp. 71-72). However, digital gameplay seemed to affect vocabulary test scores more so than vocabulary assessed from essays. "The results corroborate previous studies on the positive relation between digital gameplay and L2 English vocabulary acquisition" (Sundqvist & Wikström, 2015, p. 74).

Although frequent gamers showed the most substantial results for vocabulary measures, the study design does not make claims of causality. The researchers controlled for background variables but did not control for the types of games played or analyze the learning process during digital gameplay. They suggested future research involving the observation of participants while playing (Sundqvist & Wikström, 2015, p. 73).

In a 2006 study, Miller and Hegelheimer found that gaming Sims in the classroom is beneficial for L2 vocabulary acquisition. They also found statistically significant increases in vocabulary acquisition when the participants were given supplemental material, making the gameplay input more comprehensible (Miller & Hegelheimer, 2006, p. 311).

Brevik (2016) aimed to discover what made some students proficient in their second language but not in their first language. Brevik found that the outliers' language proficiency may be attributed to their out-of-school English activities, driven by their interests in various media-related activities. These individuals engaged in passive learning approaches, such as watching English-speaking films and series and listening to music, but also devoted over three hours daily to online gaming. This activity allowed for interactive communication in English, incorporating both written and spoken forms and reading and acting on instructions. The researcher observed that their motivation for learning English stemmed from a desire to improve gaming performance. This study supports the notion that gaming involves complex reading and fosters extended social interaction (Brevik, 2016, p. 54).

To summarize, digital games may correlate with better L2 English proficiency, and previous studies on digital games and L2 English proficiency seem promising, however, much is still uncertain regarding digital games and L2 learning outcomes in educational settings.

2.4 Interactivity

There are various approaches to utilizing video games in the classroom for educational purposes. Different theories and approaches have something to offer on different levels. A game adhering more to behaviorism, cognitivism, constructionism, or the socio-cultural theory does not mean an educator should approach it exclusively from that angle (Egenfeldt-Nielsen, 2006, pp. 205-206). Egenfeldt-Nielsen states that a broader approach to behaviorist edutainment may broaden its application and use in an educational setting. Most research focuses on one or two characteristics of learning from video games, which is too limited. Different teaching forms and genres of edutainment will benefit different educational goals (Egenfeldt-Nielsen, 2006, p. 206) and may cater to more students in the classroom. Egenfeldt-Nielsen proposes, "we need to gain a more inclusive understanding of the different learning perspectives if we are to understand the full scope of the educational use of computer games" (2006, p. 206). This section will present relevant theories and hypotheses related to the game's interactivity.

In this thesis, Smuts' definition of interactivity will be used: "Interactivity is a kind of responsiveness that is neither random nor fully controllable" (Smuts, 2009, p. 70).

Interactivity in this thesis applies to the interactivity between players playing together and game-to-player interactivity. Theories of interactivity between players and between players and the game

A form of interactivity among students during gameplay is the peer-to-peer interactions that will hopefully occur. According to Vygotsky, the interaction between learners and others is crucial. His socio-cultural theory suggests that social interactions cause cognitive development (Sanders & Welk, 2005, p. 203), including language development (Lightbown & Spada, 2013, p. 118). The student should be actively involved in learning through using speech, memory, and writing. Vygotsky also proposes that assistance from an adult could enhance cognitive growth, as could collaboration with more capable peers (Sanders & Welk, 2005, p. 203). According to Vygotsky, when a less proficient speaker interacts with a more proficient speaker within their zone of proximal development, the less proficient speaker can perform at a higher level due to the assistance provided by the more proficient speaker (Lightbown & Spada, 2013, p. 118).

Krashen's input hypothesis, which relates to language acquisition and not language learning in his definition of the words, states that "we acquire by understanding the language that contains structure a bit beyond our current level of competence ($i + 1$). This is done with the help of context or extra-linguistic information" (Krashen, 2009, p. 21). The student should be focused on the message itself and not the form of the message. English proficiency is improved when the learner understands structures beyond their current level of competence, using context and knowledge of the world to understand (Krashen, 2009, p. 21). Krashen notes that fluency cannot be taught directly; it "emerges" over time. He says the best way, and perhaps the only way is to provide comprehensible input to the language learner (Krashen, 2009, p. 22).

Through playing video games, students and the participants of this study will find themselves in a unique and engaging world to get immersed in. In this digital world, students may use more than just linguistic competence to understand. Students may use the digital world to communicate their message as comprehensible output and negotiate for meaning with peers. Swain's "comprehensible output hypothesis" states that when learners produce language, they pay more attention to how meaning is expressed than through language input or comprehension (Lightbown & Spada, 2013, p. 106). Swain states that the goal is for learners to notice knowledge gaps or linguistic problems in their language so that learners become aware of them and modify their output (Swain & Lapkin, 1995, p. 371).

According to Richard Schmidt's noticing hypothesis, learners must consciously notice and show awareness towards some particular form in the language input before the individual can process that language. According to him, there is a connection between awareness and learning (DeKeyser, 2007, p. 24).

The interactivity between peers from video games may lead to extended social interactions, as seen in Brevik (2016) and previous studies, at least when suitable games are appropriately implemented. Using video games in an educational setting is hard work, and there are a lot of important factors to consider. The teacher has to know the game well before implementing it (Egenfeldt-Nielsen, 2006, p. 21). The teacher should also consider the lesson's aims and that the students need to learn how to play the game as well (Egenfeldt-Nielsen, 2006, p. 21). The aim should be to implement games that include large amounts of language. The game should

require the students to understand, find and interpret information, as well as reflect on, assess, and react to content (Brevik, 2016, p. 54).

Conversational interactions through this extended social interaction between peers while playing the game could be essential to second language acquisition (Lightbown & Spada, 2013, p. 114), at least according to Hatch, Long, Pica, Gass, who contributed to developing the interaction hypothesis. Long agrees with Krashen that comprehensible input is necessary for language acquisition. However, he places more emphasis on how input is made comprehensible. He argues that modified interactions are a needed mechanism for input to become comprehensible. "What learners need is opportunities to interact with other speakers, working together to reach mutual comprehension through negotiation for meaning" (Lightbown & Spada, 2013, p. 114). Language learners can improve their language proficiency by engaging in modified interactions with target language speakers. However, modified interaction is not always simplified language; it can be elaboration, slower speech rate, gesture, or the provision of additional contextual cues (Lightbown & Spada, 2013, p. 114).

2.5 Motivation

Motivation is being moved to do something. Typically, we differentiate between two forms of motivation, intrinsic motivation and extrinsic motivation. Understanding these concepts is relevant to explore how video games may or may not influence language learning and development for students in the L2 English learning classroom. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, whereas extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000, p. 55). Whether a game is intrinsically or extrinsically motivating will naturally depend on the game being played, the student's interests, how the teacher implements the game, and other factors. According to Brevik's "the gaming outliers," gamers seem intrinsically motivated by their wish to succeed at games (Brevik, 2016, p. 54). Fostering intrinsic motivation in students is crucial, as high intrinsic motivation is associated with better learning outcomes and cognitive growth (Ryan & Deci, 2017, p. 356). Krashen would agree that higher-motivation students generally do better in second language acquisition than low-motivation students (Krashen, 2009, p. 31).

Research indicates a strong connection between intrinsic motivation and learning outcomes, engagement, and overall academic performance. Educators adopting an autonomy-supportive teaching approach can increase their students' intrinsic motivation. By providing autonomy support, teachers can increase students' interest levels beyond their usual range, boosting intrinsic motivation (Ryan & Deci, 2017, pp. 356-357).

Krashen's affective filter hypothesis can help us understand more about video games, motivation, and second language acquisition. Unsurprisingly, students with low self-confidence and high anxiety will also struggle more with second language acquisition than students with higher levels of self-confidence and anxiety (Krashen, 2009, p. 31). These affective variables are important factors to consider as an educator. Students' interests, skills, language proficiency, and learning styles should always be considered when picking a game and implementing a game in the classroom. Exposing students to low-pressure environments when learning is crucial, as older learners and adults often are embarrassed by their lack of mastery of the language (Lightbown & Spada, 2013, p. 93), potentially putting these learners in fewer situations where they can receive valuable language input and output, and it may decrease their motivation and willingness to put themselves in situations involving the target language (Lightbown & Spada, 2013, p. 93).

Dörnyei considers motivation to be crucial for language learning. He posits that the ideal L2 self determines the level of motivation for specific tasks. Within digital gaming, this ideal L2 self can be understood as a player's wish and readiness to take on the role of an avatar (Dörnyei, 2009 as cited in Sylvén & Sundqvist, 2012 p. 307). Modern research has also found that a student's judgement of how important a task is determines how motivated they will be to continue with the activity (Hopfenbeck, 2011, p. 360). Here we can see the importance of considering particular student-group motivations and interests before implementing video games in the classroom. Lower proficiency students may choose not to continue playing the game because they cannot succeed due to insufficient English skills, lowering their intrinsic motivation to keep playing the game.

3.0 Methodology

3.1 Methods

In this section of the thesis, the three methods used to address the research questions of this master's thesis are presented and discussed. Each method's advantages and disadvantages in relation to the research questions are examined. Furthermore, an assessment of the overall effectiveness and suitability of these approaches in addressing the research questions is provided. Further information on reliability and validity can be found in section 5.2.

3.2 Survey

One approach to addressing the research questions involves the use of surveys, which will be the first method described and discussed in this chapter of the paper. Survey research designs are often quantitative research in which researchers provide a survey to a sample or the entire population to "describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell, 2015, p. 379). Through surveys, researchers collect quantitative, numbered data using questionnaires or interviews, then statistically analyze the data to describe trends in the sample's responses to test a hypothesis or research questions. It is important to note that survey research cannot explain cause and effect as well as experimental research; it can, however, describe trends in the data and offer explanations for them (Creswell, 2015, p. 379).

There are two types of research surveys, cross-sectional and longitudinal, each serving a different purpose. Whereas cross-sectional designs are used to collect data about the participants' attitudes, opinions, and beliefs at present, longitudinal designs are used to study participants over time (Creswell, 2015, p. 380). Cross-sectional designs can also be used to study one or more educational groups regarding these beliefs, opinions, or practices. This is called a group comparison. Other ways to utilize survey designs are to measure community needs (Creswell, 2015, p. 381), evaluate a program, or conduct a large-scale assessment of students or teachers, for example, through a nationwide survey (Creswell, 2015, p. 382).

Regarding the research questions of this thesis, a cross-sectional survey design for a single group of students is used to answer RQ1: "How do students perceive their language learning from playing *Human: Fall Flat*?" Quantitative data on the participants' perceived learning, enjoyability and communication was collected after the intervention to analyze the students' opinions, experiences, and beliefs about gaming "*Human: Fall Flat*" descriptively. A cross-

sectional survey for these students can also lead to valuable information about RQ3, regarding the impact of gaming on L2 English proficiency.

The researcher must consider the advantages and disadvantages of different survey study designs (Creswell, 2015, p. 385). There are several benefits to using surveys. A cross-sectional survey was chosen for this thesis because it can be administered in a short amount of time and because it is economical. The participants in the survey can also be anonymous, which can limit response bias. However, respondents in the survey will consist of self-reported information, reporting what they think rather than what they actually do (Creswell, 2015, p. 406). A disadvantage of using a survey is that questions can be interpreted differently by different people, and it can be difficult to clear up misunderstandings.

To alleviate this problem, the questions have been designed to be easy to understand and not too long or complex. I have tried to define the questions clearly and to create answers that relate to the questions. Furthermore, the questions should not indicate any form of bias that could influence the answers, threaten the validity and lead to participant bias. For further comments on validity and reliability see section 6.2 of the thesis.

3.3 Interview

The second method used in this thesis to answer RQ2 is a semi-structured interview. This method is suitable for answering RQ2 about how the teacher perceives the students' language learning from playing *Human: Fall Flat*. It can provide a deeper understanding by questioning the teacher. It is also a method suited to answering RQ3: "What is the impact of gaming on L2 English proficiency?" by focusing on the teacher's perspectives on video games, and practical considerations. The teacher's perceptions and possible concerns about gaming as a pedagogical tool can be valuable when discussing the impact video games can have as language learning tools for L2 English proficiency.

The interview is a qualitative method where the researcher asks one or more participants general, open-ended questions and records their answers. In contrast, a quantitative interview asks close ended questions like those found in questionnaires from survey designs. I used a semi-structured interview so that I could transcribe the entire conversation. In a qualitative interview the researcher wants to ask open-ended questions so the participants can voice their unconstrained experiences (Creswell, 2015, p. 216). As a researcher, you want to appear

neutral and unbiased to not threaten the internal validity of the research. However, it is important to remember that interviews only provide information "filtered" through the interviewer's views as the researcher summarizes the participant's views in the research paper (Creswell, 2015, pp. 216-217).

Qualitative interviews have multiple forms, and it is essential to consider what form of interviewing will best help answer the project's research questions (Creswell, 2015, p. 217). Each with its advantages and disadvantages. In this thesis, the interview was conducted one-on-one as a semi-structured interview with one upper secondary school class teacher. In a semi-structured interview, the interviewer will have prepared questions and topics for the conversation. However, the researcher does not need to follow these in a strict order and can deviate from the planned question if it feels natural and seeks new knowledge (Postholm & Jacobsen, 2018, pp. 120-121). Both the interview guide and the transcription from the interview can be found in the list of appendices at the end of the thesis.

3.4 Observation

The last approach that was used to answer the research questions of this thesis is observation, using audio-recordings. Observing the participants while gaming during the intervention can give valuable information about their English production and communication strategies, which is potentially important for students learning outcomes. This makes observations highly relevant concerning RQ3, about the impact of gaming on L2 English proficiency.

During classroom observations, audio and video recordings can help the researcher, as it can be nearly impossible to observe and write down everything (Postholm & Jacobsen, 2018, p. 131), strengthening the observation's reliability. An advantage is that observation, especially with an audio recording as in this project, will show exactly what happens during the intervention and learning process, compared to the student's perception in the survey (Creswell, 2015, p. 211). The audio-recordings will expand and give additional information to the survey and interview. A disadvantage may be that some students do not want to participate in the study since there will be audio recordings done, further decreasing the already small sample size. Audio recordings may also make it more difficult to develop rapport with participants (Creswell, 2015, p. 211). Audio recordings were chosen as a method

because they can be an excellent tool when the researcher is interested in the communication between students, which is crucial for answering this thesis' research questions.

3.5 Data Collection

In line with previous research I had read on the topic, the game “Human: Fall Flat” was chosen because of its potential to keep the students engaged through a motivating and engaging world where their language output and communication skills would be challenged. The game “Human: Fall Flat” is an exploratory, problem-solving, strategic, social and creative game. These are all game qualities that Kinzie and Joseph (2008, p. 644) identified as preferable among the middle-school students in their study.

The game’s simple goals, complex challenges, and amusing physics create entertaining and motivating gameplay. The aim was to create a linguistically rich and cognitively challenging environment conducive to L2 learning (Sylvén & Sundqvist, 2012, p. 302). The game had to offer “opportunities for engagement with rich target language input as well as for scaffolded interaction” (Sylvén & Sundqvist, 2012 p. 315). To create this environment, the students played the game in pairs, mimicking the gameplay of a multiplayer game. The game also had to be commercial, suitable for a single session, and fit the hardware of the school computers. Prior to the intervention, students were given instructions on how to play the game and use the controls. They were introduced to the objectives of the game and given examples of how to interact with the game environment to progress to the next level. The game requires students to work together and manipulate the environment by picking up materials, climbing or jumping to overcome obstacles and complete each level. As the game progresses, the levels become more challenging. There is a strong emphasis on oral language, with communication and cooperation being crucial components. The intervention lasted one school lesson.

4.0 Results and Discussion

The following chapter presents the results of the methods used, namely an online questionnaire for the participating students and a semi-structured interview with the teacher. I have chosen to combine the findings and discussion sections into a single chapter for this thesis, as this provides a more coherent presentation of the findings. This approach allows for a better connection between the findings and the subsequent interpretation, ensuring a clear and organized narrative that is easier to read. This chapter will not present a complete transcription of the five hours of audio recordings during the students' gameplay session. Instead, relevant transcriptions from these recordings will be discussed in the subsequent chapter and will be available in the appendix.

The aim of the methods chosen and data collection was to answer the following research questions:

- RQ1: How do students perceive their language learning from playing Human: Fall Flat?
- RQ2: How does the teacher perceive the students' language learning from playing Human: Fall Flat?
- RQ3: What is the impact of gaming on L2 English proficiency?

Section 4.1 presents the data from the questionnaire and attempts to answer RQ1, "How do students perceive their language learning from playing Human: Fall Flat?" focusing on their perceived learning, communication, and motivation. The students' responses are discussed in relation to the relevant language learning theories and the studies on gaming for second language learning previously covered in chapter 2. Section 4.2 will present the data gathered from the semi-structured interview with the teacher and address RQ2, "How does the teacher perceive the students' language learning from playing Human: Fall Flat?" This section will focus on the teachers' perceptions of their students' language learning and the effectiveness of using Human: Fall Flat as a game for developing English as a second language.

4.1 Online Questionnaire Results and Discussion

To answer the first part of RQ1, regarding how students perceive their language learning from playing Human: Fall Flat, and to inform important aspects of RQ3, "What is the impact of

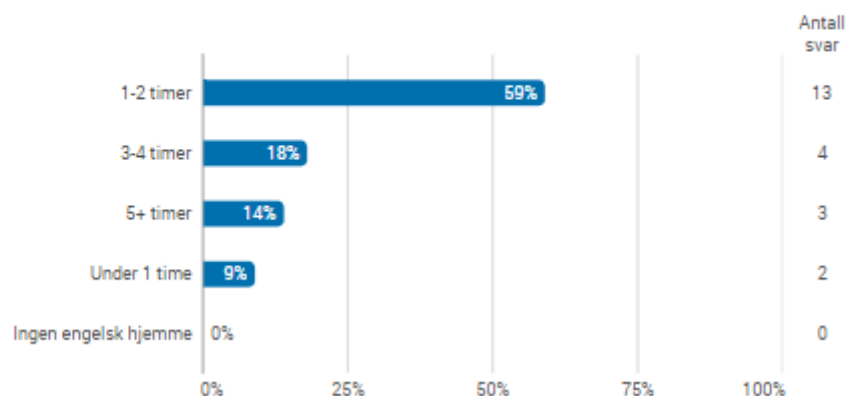
gaming on L2 English proficiency?" an online survey was answered by a total of 22 responding students from a single upper secondary class in Agder. These respondents were asked 17 questions about their enjoyability, motivation, and perceived learning and communication after playing the game "Human: Fall Flat." 14 of these questions were multiple choice questions, and three were open-ended. The questionnaire and the students' answers were both written in Norwegian. This section will briefly describe the respondents' answers, accompanied by charts from SurveyXact to help illustrate the findings. The following chapter will present descriptive statistics and quotes from the main themes and patterns from the open-ended questions.

Question 1: Gender

Out of the 22 participating students in the study, 10 (45.5%) identified as male, and 12 (54.5%) identified as female. None of the respondents identified as non-binary, and all participants responded to the gender question.

Question 2: How much time would you estimate that you spend on English activities every day at home? (Examples are: English series, movies, games with English text/speech, conversations with friends/family in English)

Hvor mye tid vil du anta at du bruker på engelsk aktiviteter hver dag hjemme? (Eksempler er: Engelske serier, filmer, spill med engelsk tekst/tale, samtaler med venner/familie på engelsk)



The participants were asked to estimate their time spent on English activities at home daily. None of the 22 respondents reported not engaging in any English activities at home. The majority of participants (13 participants, 59%) reported spending 1-2 hours on English activities every day, followed by 4 participants (18%) who reported spending 3-4 hours, 3 participants (14%) who reported spending five or more hours every day, and 2 (9%) participants who reported spending under 1 hour.

These findings suggest that these participants have a relatively high level of exposure to English material and interaction at home based on this self-reported data.

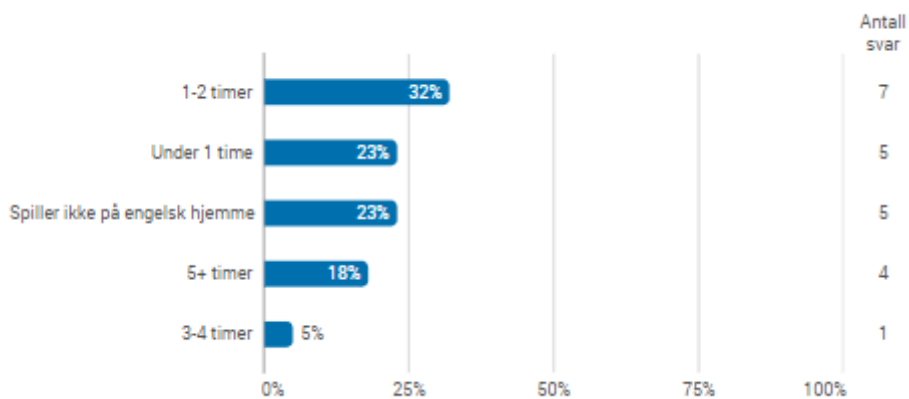
Question 3: Do you play games in English at home? (Both text and talking with others apply)

Regarding the participants' gaming habits in English at home, 16 out of 22 (72.7%) participants reported playing games at home which contain either English text or spoken English. The remaining 6 (27%) respondents reported not playing games in English at home.

These findings show that a significant proportion of the participants of this study engage in gaming in English at home to some degree.

Question 4: How much time would you estimate you spend playing in English at home every day?

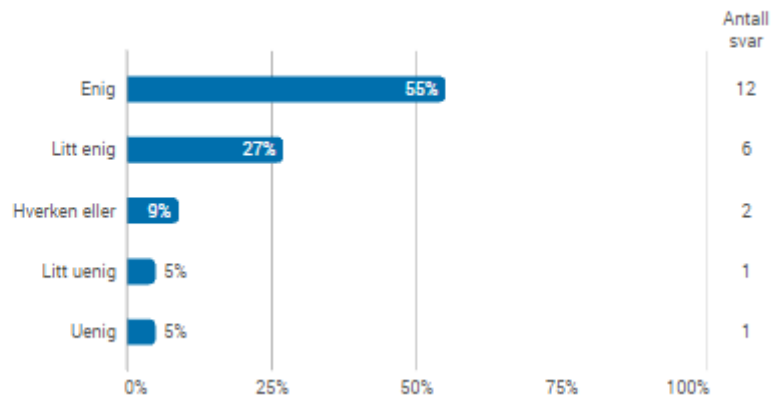
Hvor mye tid vil du anta at du bruker på å spille på engelsk hjemme hver dag?



For question four, the participants were asked to estimate how much time they spent playing games in English at home daily. Out of the 22 respondents, 7 (32%) reported spending 1-2 hours gaming in English at home every day, while 5 (23%) reported gaming in English for less than 1 hour every day. 5 (23%) of the respondents did not play video games in English at home. 4 (18%) respondents reported gaming in English for five or more hours every day, while 1 (5%) reported gaming in English for 3-4 hours.

Question 5: "The game was fun to play."

Spillet var gøy å spille



The participants were asked to take a stand on the statement, "The game was fun to play." Among the 22 respondents, 12 (55%) agreed that the game was fun to play, while 6 participants (27%) slightly agreed, 2 participants (9%) chose neither nor, 1 participant (5%) slightly disagreed, and 1 participant (5%) disagreed with the statement that the game was fun to play. 18 out of the 22 respondents (81%) expressed positive attitudes towards their enjoyability of the game, with varying degrees of agreement.

The game "Human: Fall Flat" was generally well received by the participants. However, two did not enjoy the game and two neither agreed nor disagreed. The results show that the vast majority of participants found the game enjoyable and fun. According to Ryan & Deci (2000, p. 55), intrinsic motivation is higher when the activity is inherently enjoyable or interesting. The findings suggest that most of the students were highly intrinsically motivated while playing the game. High intrinsic motivation is associated with better learning and cognitive growth (Ryan & Deci, 2017, p. 356). For those students who did not find the game fun or enjoyable, the potential for language learning outcomes will be lower. Whether this is due to the game itself, the interests of these students, the implementation of the game, the students' ideal L2 selves, or other factors will be explored later in this chapter.

Question 6: Why was the game fun to play/ Why was not the game fun to play?

Overall, the game seemed to be perceived as fun by the majority of the respondents. 17 of the responses were counted as positive, 4 as negative and 1 was deemed neutral.

"It was fun to play because it's a fun way to practise speaking English. I'm half English and I speak a lot of English with my dad in everyday life. But it's also really fun to play a game and be able to speak one of your mother tongues with someone who isn't your dad."

Many respondents mentioned that they enjoyed the game because it presented tasks that challenged them. "I loved it, it was very difficult but it was a great feeling of accomplishment when I did it. It was a lot of fun and I really want to do it again. I notice that when I play and speak English it gets easier the longer I do it and the pronunciation just gets better and better." However, there were also some critiques about the game, with a few respondents mentioning challenges such as frustration with controls and difficult levels. "It wasn't fun for me and that's because it was a bit hard to control and the person moved too much. But it was fun when I got it right."

Some participants adapted and found it easier to control their character as the session went on. "It was a bit hard to walk and jump over things, but it got fun once you get used to it, so the more you play it the easier it gets."

Several of the responses bring up the game's unique gameplay mechanics, which the participants seemed to enjoy and find amusing. "The person we played with was funny and moved very much like jelly, which made us laugh."

In addition to gameplay mechanics, social interaction seemed to be an important factor for the students' enjoyment of the game as well. "It was fun because it was fun movements and a little challenging in a fun way. It was also fun to play with others."

"It was fun because it was hard to understand but with friends you can turn the difficult into fun and funny. In the end we made it!"

Interestingly, the main reason for participants not enjoying the game seemed to be the game's controls and gameplay mechanics. Students' opinions on these two factors were clearly divided, with most finding them challenging, enjoyable and amusing, and a few finding them difficult to use and unpredictable. When implementing a commercial game, the aim should be to use one that is easy to play, yet interesting and challenging enough for the students. Perhaps a game that is easy to play but difficult to master. In an ideal world, the game should be intrinsically motivating for non-gamers and gamers, weak and strong learners alike.

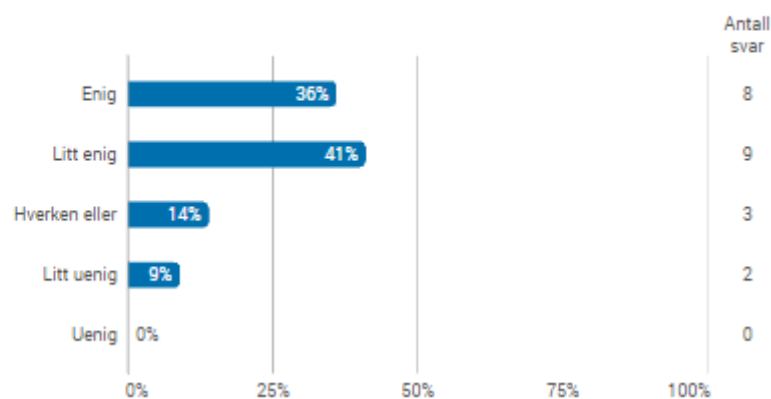
A large majority (81%) of respondents reported positive attitudes towards their enjoyment of the game (see question 5); social interaction and a social atmosphere were essential factors in why students enjoyed the game. "It was fun because the movements were fun and a bit challenging in a fun way. It was also fun to play with others".

Other responses to open-ended questions also indicated that the game created a comfortable environment, as they commented that it was fun because they enjoyed playing with their friends. "It was fun because it was hard to understand, but with friends you can turn difficult into fun and funny. In the end we did it!" "The positive thing is that we have fun playing in class and we improve our English when we play and speak English."

Exposing students to a low-pressure learning environment can be crucial, as older learners and adults are often embarrassed by their lack of language proficiency (Lightbown & Spada, 2013, p. 93).

Question 7: "I Believe that the game "Human: Fall Flat" can help me develop my English"

Jeg tror at spillet "Human: Fall Flat" kan hjelpe meg med å utvikle engelsken min



The participants were asked to take a stand on the statement "I think that the game "Human: Fall Flat" can help me develop my English." Among the 22 respondents, 8 (36%) agreed with the statement, while 9 participants (41%) slightly agreed, 3 participants (14%) chose neither nor, and 2 participants (9%) slightly disagreed. No participants disagreed with the statement. In total, 17 out of the 22 respondents (77%) expressed positive attitudes towards the potential of the game to help them develop their English, with varying degrees of agreement.

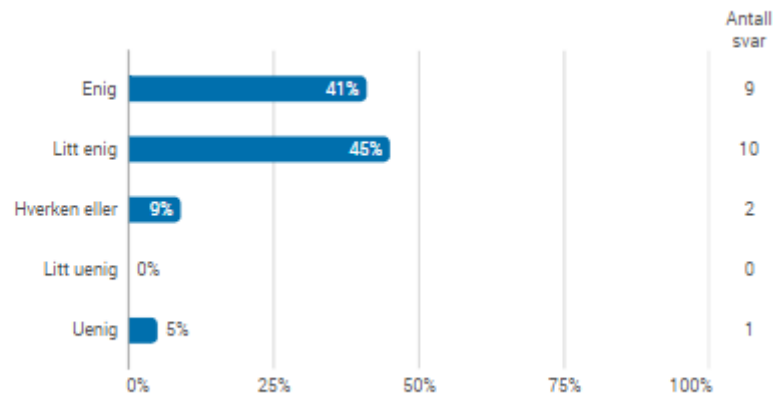
Regarding RQ1, the game "Human: Fall Flat" was generally perceived by the participants as a valuable tool for English language development. However, two slightly disagreed and three neither agreed nor disagreed. Further questions explored the reasons for the students' perceptions.

17 out of 22 (77%) respondents thought that the game "Human: Fall Flat" could help them improve their English. This could be due to many factors, which the questionnaire attempted

to explore with the remaining questions. As a researcher, you must also be aware that respondents may give answers that they think the researcher or teacher wants to hear. Double checking with the student's teacher and listening to audio recordings may provide additional information or support the information from the questionnaire.

Question 8: "I used a lot of English when I played the game"

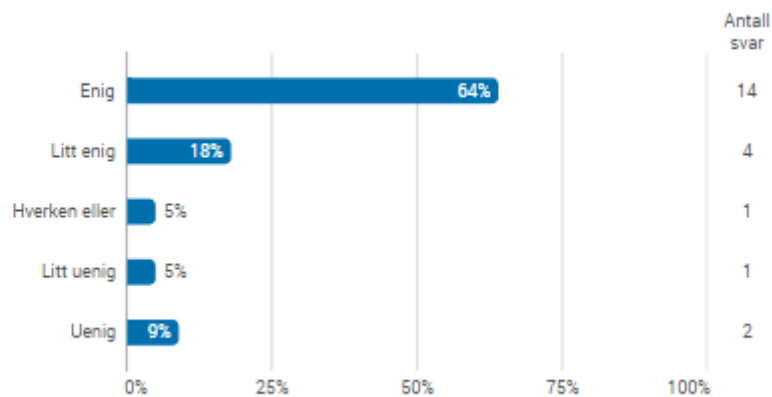
Jeg brukte mye engelsk når jeg spilte spillet



The participants were asked to take a stand on the statement "I used a lot of English when I played the game." Out of the 22 respondents, 9 (41%) agreed with the statement, while 10 participants (45%) slightly agreed, 2 participants (9%) chose neither nor, and no participants slightly disagreed. Only 1 participant (5%) disagreed with the statement. In total, 19 out of the 22 respondents (86%) expressed positive attitudes towards their usage of English while playing the game, with varying degrees of agreement. The game "Human: Fall Flat" appeared to encourage the use of English for most participants, although 1 did not feel they used much English, while 2 did not agree nor disagree.

Question 9: "My learning partner and I spoke in English to manage the challenges in the game."

Jeg og læringspartneren min snakket sammen på engelsk for å klare utfordringene i spillet



The participants were asked to take a stand on the statement "My learning partner and I spoke in English to manage the challenges in the game." Out of the 22 respondents, 14 (64%) agreed with the statement, while 4 participants (18%) slightly agreed, 1 participant (5%) chose neither nor, and 1 participant (5%) slightly disagreed. Two participants (9%) disagreed with the statement. In total, 18 out of the 22 respondents (82%) expressed positive attitudes towards using English with their learning partner to address the game's challenges, with varying degrees of agreement. The game "Human: Fall Flat" seemed to promote communication in English between learning partners for most participants, although 3 participants did not agree, and 1 did not agree nor disagree.

The results show that 82% of the participating students found it valuable to use English as a means of communication with their learning partner to complete the challenges presented in the game "Human: Fall Flat". Based on the students' feedback, Human: Fall Flat was successful in promoting communication and collaboration in English between students. However, it is important to recognize that not all students shared this experience. It is important to consider individual language learning preferences and learning styles when incorporating games into the L2 English classroom. However, not all tools will work for all students in a single classroom. Nevertheless, as educators we should strive to adapt our learning tools to suit the preferences of as many students as possible.

The audio recordings support the students' responses that they engaged in interactions in the target language during the gameplay session. These extended social interactions were almost exclusively in English, with some use of Norwegian when the students struggled to get their

message across in English. However, the students seemed to try to stick to English as much as possible, negotiating for meaning with their peers.

Student 1: "Okay if you go get the umm container, I will try to get on top of the train."

Student 2: "Get the container?"

Student 1: "Yes, or trash-can, I am not sure what it is."

Student 2: Okay and then I put it next to the train?

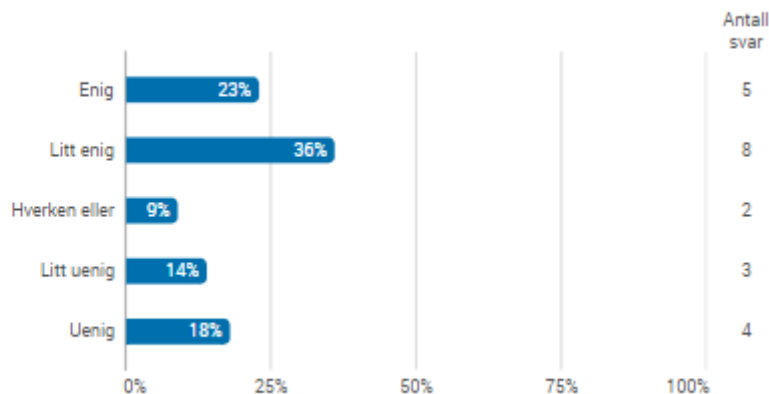
Student 1: Yes, we need to get to the top in some way

By negotiating for meaning, learners make incomprehensible input comprehensible to each other, which Michael Long argues is crucial to improving language proficiency (Lightbown & Spada, 2013, p. 114).

These social interactions can also help learners to identify gaps in their own language. As they produce language, learners can modify their output. Identifying and correcting knowledge gaps and linguistic problems is central to language learning, according to Merrill Swain, and facilitates language learning in a way that is different from language input (Swain & Lapkin, 1995, p. 371).

Question 10: "The game challenged my English, and it was difficult to find the right words sometimes."

Spillet utfordret engelsken min og det var det vanskelig å finne de riktige ordene av og til

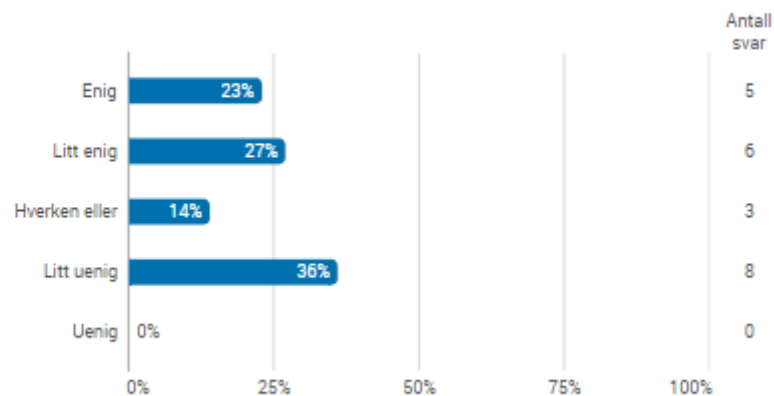


The participants were asked to take a stand on the statement "The game challenged my English, and it was difficult to find the right words sometimes." Out of the 22 respondents, 5 (23%) agreed with the statement, while 8 participants (36%) slightly agreed, 2 participants (9%) chose neither nor, 3 participants (14%) slightly disagreed, and 4 respondents (18%) disagreed. In total, 13 out of the 22 respondents (59%) expressed that the game challenged their English to some extent, with varying degrees of agreement.

The game "Human: Fall Flat" appeared to present a linguistic challenge for the majority of the participants, making it difficult to find the right words at times, while 7 participants did not find the game challenging linguistically, and 2 did not agree nor disagree.

Question 11: Sometimes I used Norwegian to talk to my partner in the game.

Av og til brukte jeg norsk for å snakke med partneren min i spillet

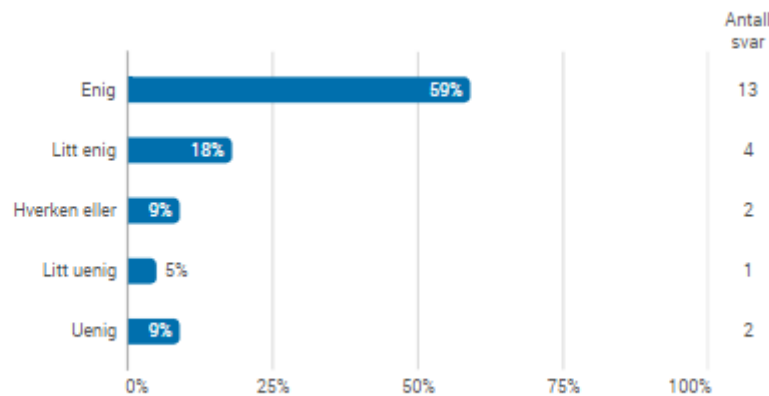


The participants were asked to take a stand on the statement "Sometimes I used Norwegian to talk to my partner in the game." Among the 22 respondents, 5 (23%) agreed with the statement, while 6 participants (27%) slightly agreed, 3 participants (14%) chose neither nor, and 8 participants (36%) slightly disagreed. No respondents disagreed with the statement. In total, 11 out of the 22 respondents (50%) expressed that they occasionally used Norwegian while playing the game, with varying degrees of agreement.

The data shows that 50% of the participants acknowledged admitted to occasionally using Norwegian while playing the game, suggesting that some learners may still rely on Norwegian as a support mechanism when they are engaged in challenging tasks. The results of question 11 and question 12 indicate that the linguistic challenge was sufficient for the majority of the students, as sometimes they found it difficult to find the right words and used Norwegian as support when needed. It is important to note that the students were fully committed to using the target language, and for the most part did so, as evidenced by the audio-recordings. At the same time, these findings highlight the importance of considering individual learner differences and ensuring that games used as language learning tools cater for different proficiency levels and learning styles in order to maximize their effectiveness.

Question 12: It helped to work with my partner to solve the challenges in the game.

Det hjalp å samarbeide med partneren min for å løse utfordringene i spillet



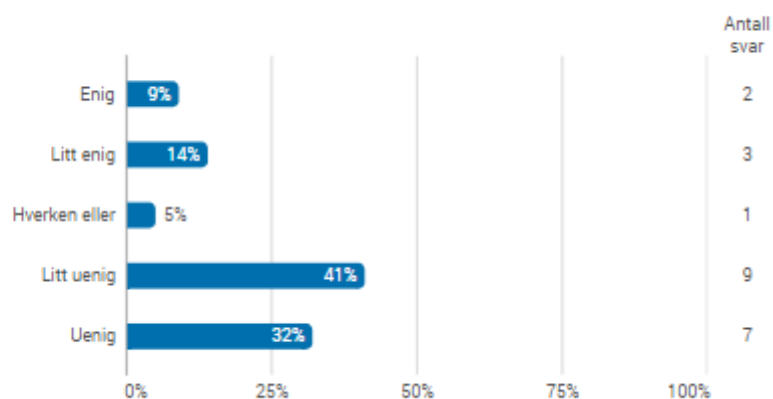
The participants were asked to take a stand on the statement "It helped to work with my partner to solve the challenges in the game." Out of the 22 respondents, 13 (59%) agreed with the statement, while 4 participants (18%) slightly agreed, 2 participants (9%) chose neither nor, 1 participant (5%) slightly disagreed, and 2 respondents (9%) disagreed. In total, 17 out of the 22 respondents (77%) expressed that working with their partner was helpful in solving the game's challenges, with varying degrees of agreement.

The game "Human: Fall Flat" seemed to promote effective collaboration for most participants, although 3 participants did not find collaboration helpful and 2 did not agree or disagree.

These extended social interactions could lead to cognitive and language development according to Vygotsky (Sanders & Welk, 2005, p. 203; Lightbown & Spada, 2013, p. 118). The audio recordings of the six couples who agreed to be recorded playing together show that all the couples were actively communicating with each other. According to Vygotsky, this interaction between learners is crucial. Vygotsky also suggests that guidance or assistance from an adult or more capable peer can lead to enhanced cognitive growth (Sanders & Welk, 2005, p. 203). As I took an active role as the class teacher during the intervention, the social interactions that took place during the intervention should, according to Vygotsky's theory, lead to cognitive development through collaboration with proficient peers and the teacher.

Question 13: The game was too easy and did not require much communication with my partner.

Spillet var for lett og krevde ikke noe særlig kommunikasjon med partneren min



The participants were asked to take a stand on the statement "The game was too easy and did not require much communication with my partner." Among the 22 respondents, 2 (9%) agreed with the statement, while 3 participants (14%) slightly agreed, 1 participant (5%) chose neither nor, 9 participants (41%) slightly disagreed, and 7 respondents (32%) disagreed. In total, only 5 out of the 22 respondents (23%) felt that the game was too easy and didn't necessitate much communication with their partner, while 16 respondents (73%) expressed that the game was not too easy, with varying degrees of disagreement.

The game "Human: Fall Flat" seemed to provide (at least) an adequate level of challenge and required communication for most participants. However, five did not find it challenging, with varying degrees of agreement. One participant did not agree or disagree. The game's difficulty level seemed well-suited for the class for promoting interaction and collaboration between participants. Conversely, the game did not provide enough of a linguistic challenge for five of the students participating in the intervention. This could be due to the players being familiar with the game itself, the gameplay being too easy, or the language proficiency required to play and excel at the game being too low for some participants.

As a result of limited peer-to-peer interactivity, the game Human: Fall Flat would likely not stimulate language use and language development in these students due to them not participating in extended social interactions (Sanders & Welk, 2005, p. 203). As Human: Fall Flat is a game that relies heavily on oral interactions, these students would not get repeated opportunities for practice, and the valuable language input and output that seems to make games so beneficial for L2 English learners (Sundqvist, 2019, p. 87).

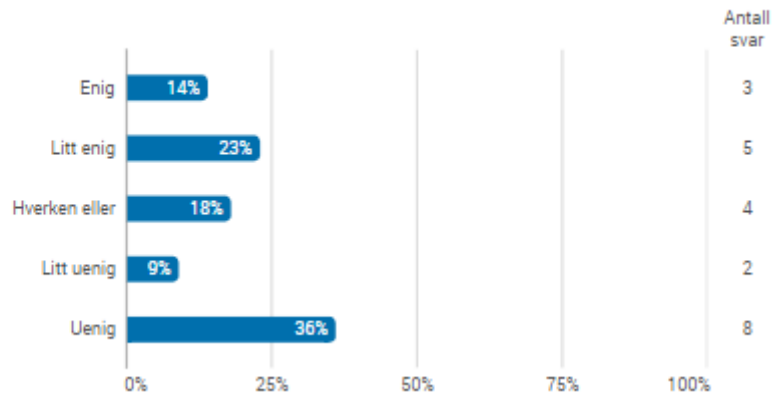
The opposite would be true for the 16 (73%) students who communicated with their partners during the game. The majority of the students would have gotten valuable language input and output through scaffolded interactions, which are the qualities that make multi-player games so beneficial (Sylvén & Sundqvist, 2012 p. 315). These interactions with peers will likely lead to comprehensible input, which is crucial to second language acquisition, according to Stephen Krashen (Krashen, 2009, p. 22).

As Sylvén and Sundqvist (2012) mentioned, the aim should be to create a linguistically rich and cognitively challenging environment conducive to L2 learning (Sylvén & Sundqvist, 2012, p. 302). The game seemed to do this through the abovementioned factors, such as social interactions and a positive atmosphere, but also due to its challenging tasks. 73% of the participants did not find the game too easy, and "Human: Fall Flat" seemed to provide at least an adequate level of challenge. The students engaged in extended social interactions through the game's challenging tasks. Through these extended social interactions with peers, the game should provide students with repeated opportunities for practice, and valuable language input and output, all attractive benefits for L2 English learners (Sundqvist, 2019, p. 87).

The language input the students receive should contain structures a little beyond where they currently are in their language proficiency, according to Krashen. Although most participants did find the game sufficiently challenging, some students will not have benefitted from the language input during gameplay as the input they received was within their current language abilities (Krashen, 2009, p. 21). However, it is essential to note that for 73% of the participating students, the game seemed to provide enough of a challenge that the language input from the game could prove to be valuable for language learning.

Question 14: "The game got a bit boring after a while"

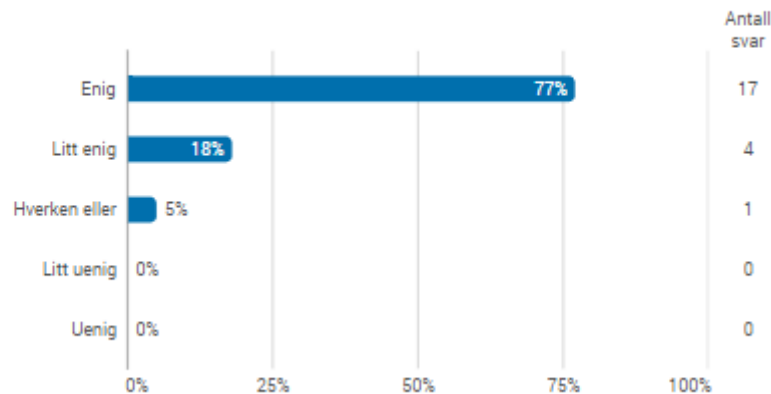
Spillet ble litt kjedelig etter hvert



The participants were asked to take a stand on the statement "The game got a bit boring after a while." Out of the 22 respondents, 3 (14%) agreed with the statement, while 5 participants (23%) slightly agreed, 4 participants (18%) chose neither nor, 2 participants (9%) slightly disagreed, and 8 respondents (36%) disagreed. In total, 8 out of the 22 respondents (36%) felt that the game became somewhat boring over time, with varying degrees of agreement, while 10 respondents (45%) expressed a contrary opinion, with varying degrees of disagreement. The game "Human: Fall Flat" evoked mixed responses regarding its long-term engagement, with 36% of the participants finding it less engaging after a while, 45% maintaining their engagement, and 4 participants neither agreeing nor disagreeing with the statement. This suggests that while the game can potentially maintain engagement for some learners, it might have a different effect for others. This variation could again be attributed to individual differences in preferences, learning styles, or even prior experience with similar games. It could also be due to a problematic factor mentioned earlier, the difficult controls on the iPad and unpredictable gameplay.

Question 15: “I think that other games can help me develop my English .”

Jeg tror at andre spill kan hjelpe meg med å utvikle engelsken min



The participants were asked to take a stand on the statement "I think that other games can help me develop my English." Among the 22 respondents, 17 (77%) agreed with the statement, while 4 participants (18%) slightly agreed, 1 participant (5%) chose neither nor, and no participants slightly disagreed or disagreed with the statement. In total, 21 out of the 22 respondents (95%) expressed positive attitudes towards the potential of other games to help them develop their English, with varying degrees of agreement.

An overwhelming majority (95%) of the participants were open to the idea that other games could be valuable tools for English language development, with only 1 participant neither agreeing nor disagreeing. This demonstrates a strong belief among students in the potential of games as tools for second language learning.

Question 16:

“What are your thoughts on games for learning English in English classes (what can be positive and what can be negative)?”

Question 16 is an open-ended question; the participants were asked to discuss the positive and negative aspects of digital gaming for language learning. Several common themes emerged from their responses, and the participants emphasized different aspect of video games in their responses.

A common sentiment expressed by the participants was that games can make language learning more enjoyable and engaging compared to traditional teaching methods. They highlighted the connection between students' English-related activities at home and in-school

activities “I think it's positive because many games are in English and when I've played a lot of English at home, I get much better at English and I get much better at writing faster in my own way.” The link between in-school and out-of-school language use is very important, as a student's judgement of the importance of a task determines how long they will continue with the activity (Hopfenbeck, 2011, p. 360). One participant noted the difficulties some face when working with traditional materials like worksheets. “Many may also find it difficult to just sit and work with a sheet of paper or write a lot. So, a game is much better and more fun for everyone!”

Participants found digital games to be more fun and relatable to their daily lives, as they already spend considerable time playing games and interacting in English online. One participant mentioned, "Games in English are a more fun way to learn English, and we young people today spend a lot of time playing games and are used to perhaps speaking English there."

Some of the participants also emphasized that speaking practice and communication while playing the game with a learning partner was valuable to them. Participants highlighted the importance of cooperating in *Human: Fall Flat* to advance to the next level. “I think it's a really good way to use the English lesson in a game like that, at least when you play with a learning partner because you have to speak English because it's important to have good communication to get to the next level. At least when you play at the same time together.» The students' enjoyment of the game and motivation to continue playing the game indicate high levels of intrinsic motivation. As the students seem to be intrinsically motivated by their wish to get to the next level in the game and by their wish to succeed at the game, this will keep them engaged for longer (Brevik, 2016, p. 54), giving them repeated practice in English and lots of language input and output. This language input and output is crucial according to previous studies on extramural gaming and L2 English proficiency (Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012).

However, some participants found certain aspects of the game to be less than ideal. One participant mentioned struggling with the game's controls, which made it tiring, while another found the game too easy and suggested that more text-intensive games could offer a better language-learning experience. They believed such games would provide more opportunities to practice reading and writing skills alongside speaking. This participant said, "I think it's

good if you learn to speak. But you don't learn to write when you play. I think it's mostly positive because you speak a lot of English!”

In summary, the participants' responses indicate a positive attitude toward using digital games in language learning, highlighting the benefits of increased engagement, speaking practice, and collaboration. However, some participants also suggest the need for games that can challenge various language skills such as writing and reading more effectively.

Most participants seemed to find the game adequately challenging, emphasizing that trying to find the right words was difficult, and that being a positive thing about the game. “I thought there were a lot of challenges that were difficult. So, it gave me a great sense of achievement. Playing games is something absolutely everyone enjoys and when you play and speak English, it will be much more rewarding than writing vocabulary. We get to practice speaking and pronouncing the common English words we use in everyday life. [...] I had fun and learnt some new words. I would like to do it again!”

However, not all participants had the same experience. One participant found the game's controls difficult, making the experience tiring. “The positive thing is that we have fun playing in class and we improve our English when we play and speak English. But you kind of get tired of the game because it was a bit difficult to play it, but I think we can quickly get used to the game.” Other participants felt the game was too easy and lacked sufficient opportunities for practicing reading and writing skills. These participants suggested that more text-intensive games would provide a better language learning experience. As one participant said, “I think it can help if you have to read text or something like that. because now it was very easy to just speak English. »

Question 17: “What types of games do you think would be good to include in English lessons?”

Regarding what types of games the participants thought would be good to include in English lessons, Minecraft was mentioned 3 times, while Roblox was mentioned by 2 respondents. Gang Beasts and The Crew 2 were two other commercial games mentioned by the participants as games with potential for language learning by the students. Nine participants mentioned communication as an important factor for choosing a video game for English lessons, while three mentioned that games that included English writing would be suitable.

Five respondents mentioned Human: Fall Flat in particular and thought that was a suitable game for English lessons.

4.2 Interview Results and Discussion

To inform RQ2 regarding the teacher's perception of the students' language learning, and RQ3, "What is the impact of gaming on L2 English proficiency? ", a semi-structured interview with the students' teacher was conducted. The interview was conducted at the end of the school day, on the day of the intervention. The time was picked purposely to speak to the teacher while his memory was still fresh. The semi-structured interview will be presented thematically based on trends from the teacher being interviewed. The interview is transcribed in the appendix of the thesis. All quotes have been translated with a view to keeping as close to the intended meaning as possible.

4.2.1 Digital Games and Second Language Learning

The teacher highlighted the potential of games as language learning tools while offering valuable insight into practical considerations. Regarding learning and motivation, the teacher mentioned that he thinks video games in the classroom has potential as learning tools as they can help students overcome the barrier of speaking English in a classroom setting. "I think it has a lot of merit because many students also, including at the oral aspect of language, are afraid to talk or find it easier to talk in the game world than they find it in the classroom with their peers."

When asked if he finds games beneficial for developing students L2 English proficiency he answered: "Yes they can, and you see many of the students now that actually many of them are quite good at speaking English, simply because of the world or the society, they watch many movies, they play a lot of games, they talk and chat with others in English often in the game world. So absolutely, I think so."

When asked what he thought about students' learning outcomes after a class like that, he answered, "It is difficult to assess such an individual session. However, from my observation, I saw some people who do not usually speak much English, at least in groups or plenary sessions, who did now, which is definitely a plus. Then there are others whom you expect to talk or who usually talk who talked, of course, but it is perhaps more those who in other

settings do not dare to talk that is more visible now because it was a role or a setting that they were comfortable in then."

The teacher noted that students who were usually reluctant to speak English in the classroom were more inclined to do so in the game environment, supporting the idea of a low anxiety environment in language learning as proposed by Krashen (2009, p. 31). This suggests that playing *Human: Fall Flat* created a comfortable space where students felt more comfortable practicing their language skills and were more open to producing English and communicating with peers.

Conversational interactions between peers while playing *Human: Fall Flat* could be essential to second language acquisition, according to researchers with an interactionist approach (Lightbown & Spada, 2013, p. 114) such as Michael Long. According to Long, the aim should be for learners to engage in modified interactions in the target language. By doing this, learners can improve their language proficiency (Lightbown & Spada, 2013, p. 114). Putting students in a low-pressure environment is crucial as older learners get more embarrassed by their lack of mastery (Lightbown & Spada, 2013, p. 93). Putting the students in a situation where they are more likely to succeed is essential for an educator, and *Human: Fall Flat* seemed to do just that, according to the questionnaire and the teacher.

The teacher found the students' oral activity good during the intervention. When asked what he thought about the students' oral activity during the intervention, he said: "I think a lot of them were very good at speaking English; as I mentioned at the beginning of one of the questions, this is in their world, so motivation-wise, you have caught them quite quickly."

The teacher's observation of students' oral activity during the intervention supports the idea that digital games can provide a context that resonates with learners, increasing motivation and engagement in second language learning. According to Self-Determination Theory, the teacher must support the students' psychological needs, such as autonomy, competence, and relatedness (Ryan & Deci, 2000, p. 65). As an educator, supporting the students' feelings of competence, autonomy, and relatedness are highly important for maintaining intrinsic motivation (Ryan & Deci, 2000, p. 65). In addition to this, by being active and providing autonomy support, the teacher can increase the students' interest levels beyond their usual range, boosting intrinsic motivation (Ryan & Deci, 2017, pp. 356-357).

The teacher shared their thoughts on the game's effectiveness in facilitating English conversations among students. He observed that constantly introducing new situations made it easier for the students to maintain a conversation, as they had to describe their surroundings and experiences. The teacher believed that this dynamic environment encouraged students to speak English and provided them with a more comfortable and engaging setting for language practice. "They think it is easier to keep a conversation going when there are always new situations. I think it worked very well in terms of the fact that they dared to speak English and that they also got, you get new pictures and situations all the time so that you describe a lot of what you see, which makes it easier."

The teacher discussed the game's ability to promote English conversations among students. Based on the teacher's perception of the students' language learning and the game, he noticed that the continuous introduction of new scenarios helped students maintain a conversation, as they needed to describe their environment and experiences.

Based on the teacher's observation and the students' responses in the questionnaire, Human: Fall Flat was successful in encouraging students to speak English for this particular class while at the same time offering them a more comfortable and engaging setting.

The game encourages students to communicate with their peers in English, fostering a collaborative learning environment. In this context, students can benefit from their "more capable peers," enhancing their cognitive growth and potentially allowing them to develop their language skills more effectively, according to Vygotsky (Sanders & Welk, 2005, p. 203).

4.2.2 Students' Interests and Motivation

The teacher mentioned that games can be beneficial for students' language learning as they can capture students' interests and provide a motivating way for them to practice their English skills. However, it needs to be portioned. The teacher did not use a lot of digital games in his teaching. When asked if he would use digital games in his classroom in the future, he answered: "I would certainly consider it, but an important criterion for me is that it has to be portioned, in terms of; I know that students use a lot of screens in their free time, so it is a balancing act while at the same time, it is important to tap into the motivation that they have

for English through games and things like that."

The teacher's statement highlights a critical consideration when using digital games for language learning. While games can be beneficial in capturing students' interests and providing a motivating way to practice English skills, it is essential to maintain a balance in their usage. The teacher is aware that students already spend a significant amount of time on screens during their free time, which is why he emphasizes the need for portioning the use of digital games in the classroom.

Portioning the use of digital games in language learning ensures that students do not become overly reliant on them or become too absorbed in gaming rather than focusing on their language skills. Striking the right balance allows the teacher to harness the motivational power of games while still maintaining a structured, effective learning environment.

By carefully integrating digital games into the classroom, the teacher can tap into students' motivation for English while also being mindful of potential screen time concerns. This approach requires the educator to thoughtfully plan and incorporate digital games as a complementary tool alongside other teaching methods, ensuring students receive a well-rounded, engaging, and effective language learning experience.

The teacher wants to focus on games that focus on important aspects of students' lives. "And then there are also the types of games, like a game I mentioned, where you can go around in a digital society where you have to do some things you use English for in the real world, where you communicate to buy bread, for example, or to book a train ticket, or whatever. Those types of games I think I could definitely use, yes. "

The teacher expressed their belief in the value of games that can establish a connection between the students' lives and the digital world they are engaging with. He emphasized the importance of encountering real-life situations within the game, which require communication to complete various tasks. "I think that a similarity or connection between the digital world and the real world, like situations that you might encounter in real life [...] is the most important thing." This approach to games, according to the teacher, allows students to develop and acquire skills that can help them navigate situations where English is spoken in the real world. According to the teacher, the aim should be to "manage and acquire skills to,

for example, manage (yourself) in a country where they speak English."

These findings show that the teacher prefers games that focus on important aspects of students' lives. This focus demonstrates a practical approach to incorporating digital games into language learning. By selecting games that simulate real-life situations and require students to use English to complete tasks, such as buying bread or booking a train ticket, the teacher aims to create authentic learning situations. Creating authentic situations may be particularly important for students, as it prepares them for real-life situations. Students who do not identify as gamers or do not find games particularly enjoyable may also find it more interesting and enjoyable when they see a real-world application between the game and their lives outside the game. Suppose these students who do not usually see games as enjoyable find them interesting because of the connection between their in-game activity and their lives. In that case, this may lead to increased intrinsic motivation (Ryan & Deci, 2000, p. 55). This increase in intrinsic motivation should lead to better second language acquisition and better L2 learning outcomes (Krashen, 2009, p. 31; Ryan & Deci, 2017, p. 356).

Regarding engagement and motivation, the teacher thought the students in this class were engaged throughout the session, only increasing engagement as the session continued. "I think they were really engaged... as soon as they had familiarized themselves with what we are going to get to, what is the purpose of the game, how do I play it, and what are the tasks, I think they were very good."

The teacher's observation of high engagement and motivation throughout the session reflects the potential of Human: Fall Flat as a potential language learning tool. However, the teacher's second point is also important to consider. A potential game for use in an L2 English classroom must be easy to pick up, and Human: Fall Flat showed a few signs of being hard to pick up and play based on some students' answers. The main reason for participants not enjoying the game was the game's controls and gameplay mechanics. Although most students enjoyed Human: Fall Flat (81%) and found it engaging with lots of social interaction, complicated controls appear as a valid concern, and it is an important factor to consider when implementing a game in the classroom. Implementing a game that is too difficult will delay or, in the worst case, stop social interactions from taking place; stopping extended social interactions will, without a doubt, have a negative impact on the valuable language input and output that should be taking place while gaming.

4.2.3 Gaming and pedagogical implications

The teacher mentions another relevant pedagogical issue related to these reward systems in video games and the students' motivations for learning. While the game is designed to be engaging, motivating, and fun for students, as mentioned earlier, this may also come at the expense of students learning.

"Yes, you need it to be a good learning tool, but at the same time, it is also easy for them to just do this or that in the game to continue without using their English skills to progress. So, it is important that the game is organized in a way that is dosed right and has a goal and meaning. Because it is clear that the digital aids in school can also be disruptive for many pupils, who may find it all-consuming."

Teachers also need to consider how much screentime there should be in school, as students already spend a lot of time on screen at home. "It is such a balancing act while at the same time, it is important to tap into the motivation that they have for English through games and things like that."

When asked about what did not work during the session, the teacher answered that learning a new game was the only thing that came to mind. He explains how the technical aspect of video games and their learning curve is something to be aware of before implementing games in the classroom. The game should not be too tricky and draw the students' attention away from the assignments and tasks in the game and towards working on controlling their character or getting to know the game.

Interviewer: What was it that did not work from your point of view?

Interviewee: "They had not played (the game) before, so the only thing is how much time was spent on them, kind of learning the game before they really got started and got into the discussion. So that is maybe the only thing I can think of. Say that some of the tasks you have to do just physically, for example, that the character should use both hands to hold himself up and so on; if you spend too much time on technical aspects of the game in comparison to solving the tasks and the oral activity, then that can be a minus if the level of difficulty is too high. So that is what I am thinking about, that some people might find it difficult. Which meant that they might not have spent as much time discussing the assignments."

"I think that once they had gotten into it a bit, the conversations became more complete, that it became more and more English conversation as they had familiarized themselves with the game."

The teacher highlighted that the initial learning curve of a new game posed a challenge during the intervention. This observation could indicate that educators should consider the technical aspects and difficulty level of video games before using them as learning tools in the classroom to ensure that students can focus on the learning tasks instead of focusing on learning how to play the game. This observation correlates with the experiences of some students who reported that the control and difficulty level of the game was too hard (See question 6 of the survey). The teacher observed that their English conversations improved once the students became familiar with the game. Interestingly, multiple students reported the same thing.

"I loved it, it was very difficult but it was a great feeling of accomplishment when I did it. It was a lot of fun and I really want to do it again. I notice that when I play and speak English, it gets easier the longer I do it, and the pronunciation just gets better and better." Suggesting that giving students time to familiarize themselves with the game mechanics is essential for effective engagement with game-based learning activities. When using video games in the classroom, teachers should carefully consider the learning curve and complexity of the game and allow students to familiarize themselves with the game to maximize learning outcomes.

4.3 What is the impact of gaming on L2 English proficiency?

Regarding RQ1, most students perceived their language learning from playing the game *Human: Fall Flat* positively, with 17 out of 22 (77%) respondents believing that the game "*Human: Fall Flat*" could help them develop their English.

Overall, the game "*Human: Fall Flat*" was to be perceived as enjoyable by the study participants, with 18 out of 22 respondents (81%) expressing positive attitudes towards their enjoyability of the game. However, the participating students showed mixed responses regarding the game's long-term engagement. While 45% of the participants maintained their engagement throughout the session, 36% found the game less engaging after a while. The game's difficulty level could explain this drop in engagement, as some students reported that the game was too easy, whereas others found the controls too difficult.

The results from question 10 and question 12 indicate that the linguistic challenge was sufficient for the majority of the students, as 59% of the participants found it hard to find the right words sometimes, and 17 out of the 22 respondents (77%) expressed that working with their partner helped solve the game's challenges.

Extended social interactions will likely occur through working with their partner in these games. According to Vygotsky, these social interactions could lead to language development (Sanders & Welk, 2005, p. 203; Lightbown & Spada, 2013, p. 118). The audio recordings of the students while playing the game also show that the participating students spoke a lot of English with each other and engaged in social interactions with lots of language output and input. According to Krashen, this peer-to-peer interactivity should lead to lots of comprehensible input, which is the driver of second language acquisition (Krashen, 2009, p. 21).

Concerning communication, the majority of the students responded that they spoke a lot of English. In total, 19 out of the 22 respondents (86%) expressed that they spoke a lot of English while playing the game. Large amounts of spoken English indicate that students would have gotten opportunities for engagement with rich target language input and scaffolded interactions while playing the game, a quality of multi-player games that are considered highly beneficial by previous research done on gaming and L2 English proficiency (Sylvén & Sundqvist, 2012, p. 315).

Through these scaffolded interactions, students produced large amounts of language output. According to Merrill Swain, language output is crucial for learners when learning a second language (Swain & Lapkin, 1995, p. 371). Overall, the game "Human: Fall Flat" seemed to create a linguistically rich and cognitively challenging environment for the students playing the game, an environment that is conducive to L2 learning, according to Sylvén and Sundqvist (Sylvén & Sundqvist, 2012, p. 302).

The teacher observed the students' engagement and motivation during gameplay as high throughout the session, and the teacher's perception corresponds with the student's responses. 18 out of the 22 respondents (81%) expressed positive attitudes towards their enjoyability of the game, with varying degrees of agreement.

Since the students seemed to enjoy the game, it is natural to assume that intrinsic motivation for these students will be high, as intrinsic motivation will be high when an activity is inherently enjoyable or interesting (Ryan & Deci, 2000, p. 55). In turn, this high intrinsic motivation should lead to better language learning and cognitive growth (Ryan & Deci, 2017, p. 356).

However, some students did not find the game enjoyable, and this could be due to several factors. Whether this is due to the game's difficult controls or unpredictable gameplay mechanics, as noted by some respondents (see question 6), or the students did not have the necessary English proficiency to master the game. It could also be that the difficulty of the game was too great for students who are not used to playing games and do not play games at home. If the students cannot succeed with the game due to the language required being too difficult or the gameplay being too challenging to master, they will not feel engaged or intrinsically motivated to continue playing. Previous research supports this idea; Sylvén and Sundqvist (2012, p. 315) discussed that less proficient learners might choose not to play because they cannot succeed due to poor English skills. As a result, these students will not get the unique benefits of large amounts of language output and interaction opportunities that the game seems to offer most students.

Regarding RQ2, when the teacher was asked about the students' language learning outcomes after the session, he answered, "It is difficult to assess such an individual session. However, from my observation, I saw some people who do not usually speak much English, at least in groups or plenary sessions, who did now, which is definitely a plus". This supports the idea that "Human: Fall Flat" successfully encouraged this class to speak English while providing a comfortable and engaging setting. The game fostered a collaborative learning environment, where students could learn from their "more capable peers" (Sanders & Welk, 2005, p. 203), potentially enhancing their cognitive growth and language development.

The teacher observed that playing "Human: Fall Flat" encouraged students, particularly those who were usually hesitant to speak English in the classroom, to communicate more freely with their peers. The game created a comfortable space where students felt more at ease practicing their language skills and engaging in English conversations with their peers. According to Krashen (2009, p. 31), such a low-anxiety environment facilitates language learning.

When considering the impact of gaming on L2 English proficiency, it is also essential to consider the practical application of games in the Norwegian L2 English learners' classroom. The teacher contributed valuable information regarding the practical application of video games in educational settings.

The teacher's concern about the potential negative impact of reward systems in video games on students' learning is an important consideration when implementing digital games in the L2 English classroom. Although games are often engaging and motivating, their reward systems can sometimes lead to unwanted consequences, such as students prioritizing rewards over the learning process. If these reward systems in video games foster extrinsic motivation over intrinsic motivation, students may become more focused on rewards rather than interacting, producing language, and engaging in the learning process. Teachers should consider how to balance extrinsic and intrinsic motivators with game-based learning to promote learning for students, as high intrinsic motivation is associated with better learning outcomes (Ryan & Deci, 2017, p. 356; Krashen, 2009, p.31)

Another critical factor to consider when using video games in an educational setting is the adverse effects of excessive screen time. Additionally, there is a valid concern about students spending too much time learning a new game before engaging in English communication. The teacher's concern about the learning curve and technical aspects of video games in the classroom is an important consideration when implementing games for educational purposes. When a game is too complicated or requires a significant amount of time to learn, students may spend more time focusing on the game's mechanics rather than the intended learning objectives set for the session. Creating a comfortable environment is crucial to maintain the student's engagement and motivation when playing the game.

Choosing games that are not too complex is crucial, so students can quickly understand the game mechanics and focus on the learning tasks. Teachers should also consider providing some time for students to familiarize themselves with the game, in addition to clear instructions on how to play the video game that is being played. Proper preparation ensures that the students are comfortable with the controls and the aim of the game. This could ensure higher motivation, self-confidence, and lower anxiety, particularly for students who do not identify as gamers. According to Krashen's affective filter hypothesis, taking these steps to

reduce anxiety and create a positive environment for all students should lead to better language learning (Krashen, 2009, p. 31).

5.0 Conclusion

This thesis explored the impact of using "Human: Fall Flat" for second language learning for L2 learners. In order to investigate the impact Human: Fall Flat had on the students' second language learning, two research questions were addressed:

- RQ1: How do students perceive their language learning from playing Human: Fall Flat?
- RQ2: How does the teacher perceive the students' language learning from playing Human: Fall Flat?

Regarding RQ1, "Human: Fall Flat" was mainly well-received and positively impacted second language learning for most participants. Most students perceived their language learning from playing Human: Fall Flat positively. The majority of the participants found the game enjoyable, contributing to high intrinsic motivation and a comfortable learning environment. The game's focus on communication and collaboration in English promoted language learning among participants, with 77% believing playing the game could help improve their English skills. However, some students did not find the game enjoyable or linguistically challenging, which could be attributed to individual preferences, learning styles, or the game's controls and mechanics.

Audio recordings supported the students' responses, showing they engaged in extended social interactions in English. These extended social interactions are crucial for developing language proficiency, according to previous studies (Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012),

With regards to RQ2, the teacher encountered challenges in assessing the students' perceived language learning, which is not unexpected. The teacher did observe high engagement, motivation, and extensive communication among students. High intrinsic motivation is associated with better learning outcomes (Ryan & Deci, 2017, p. 356) and second language learning acquisition (Krashen, 2009). Additionally, previous studies have highlighted that a lot of language input and output through scaffolded interactions is considered one of the main benefits of multi-player games in promoting second language learning (Sylvén & Sundqvist, 2012).

In conclusion, "Human: Fall Flat" proved to be a valuable tool for second language learning for most students, with its challenging tasks, extended social interactions, and enjoyable atmosphere. The game "Human Fall Flat" seemed to provide large amounts of peer- to peer interactivity for students, providing lots of repeated practice for participating students. However, it is crucial to consider individual learner differences and ensure that games used for language learning cater to various proficiency levels and learning styles.

5.1 Limitations

The current thesis has several limitations. Regarding RQ1, a survey cannot explain cause and effect, as well as a pre-and post-test of the participants' vocabulary would, which means that internal validity is lower using a survey. It can, however, give valuable insight into the participants' enjoyability, motivation, and perceived learning. Coupled with observations and audio recordings of the students' English production and communication, it can help us draw inferences about the students' learning outcomes when looking at it in conjunction with similar studies.

The responses from students were analyzed without using variables in Survey-Xact. It would be interesting to see who did and did not enjoy the game based on, for example, the students' English activities at home. Was it gamers or non-gamers who did not find the game enjoyable? Checking which students found the game enjoyable and a good learning tool would have been interesting and valuable; however, this was unfortunately not possible due to the amount of time and scope of the thesis. It is important to remember that the study is designed as a case study and that drawing inferences about the general population will not be possible. Conducting a survey and interviewing more than one class and teacher would be preferred as this would increase the transferability of the project findings.

5.2 Reliability and Validity

Threats to validity and reliability in this thesis include low sample size and sample strategy. The low sample size of just one class and one teacher means low external validity and reliability. It is important to remember that sample size plays a vital role in reliability and external validity. Convenience sampling has been used for this project, and I was given access to one class. As the population is one high school class in Norway, external validity will be low as the sample size for this master thesis is too small. The students of this study could be

exceptionally proficient in English or used to cooperating in video games such as "Human: Fall Flat," and the results will therefore lack transferability. Due to the limited sample size and the environment and context of just a single class, both external validity and external reliability will suffer, and it will not be possible to draw inferences from the general population, as is often the case with surveys without random sampling (Creswell, 2015, p. 387). External reliability will be low as it cannot be replicated the same way in another classroom. The study will not be representative of Agder, and even less so Norway. However, that does not mean that the study's results cannot be valid and contribute to the literature when considered in conjunction with other studies in the field.

However, steps were taken to secure higher internal validity by using audio recordings. In addition to this, an online questionnaire was conducted in a cross-sectional design. A survey can reach all the willing participants in the class and give a bigger sample size than, for example, an interview. Students learn differently, have different English proficiency, and have different hobbies. Analyzing a more extensive sample is particularly interesting as data on students of different proficiency levels seems to be lacking in the literature, and it gives us a better understanding of gaming for language learning inside a diverse classroom, as most research on extramural gaming has been done on students already proficient in both English and gaming. An interview with students would give better depth. One could better explore their experiences with the game in-depth and delve deeper into the observational data collected during the intervention. However, a survey suits this thesis as we are trying to find a breadth of the student's perceptions and experiences with playing the game.

A semi-structured interview was conducted to answer RQ2 about the teacher's perceptions about the students L2 language learning from playing the game Human: Fall Flat. An advantage of using a semi-structured interview is that it can give a deeper understanding of the survey and the observations done during the intervention, expanding upon RQ1 and RQ3 (see section 1.2) and the low sample size.

Observations and audio recordings were conducted to understand RQ3 better, how games impact L2 English proficiency among L2 learners.

The aim is to investigate the participants' English production and communication strategies while playing the game. Observations and audio recordings help expand and give additional information to the survey and give information about actual English production during

gameplay, as communication between students is critical in this project. Due to the small sample size in this project, external validity is low, and results cannot be generalized to the general population for students in 8-10th grade. A mixed-method approach was taken to strengthen the internal validity of the research. However, it will have to be looked at with similar studies, as inferences about cause and effect cannot be drawn independently. Additionally, interviews rely on honest answers, so a comfortable atmosphere and well-planned and formulated questions are crucial for internal validity.

5.3 Suggestions for Further Research

Building on this research, there remains a need for further exploration of specific games and their potential as language learning tools for L2 learners. Conducting longitudinal studies with pre- and post-tests could help establish causality. Moreover, there is a demand for observational data that captures the learning process of L2 learners. Comparing data from different types of games and analyzing the students' learning outcomes would provide valuable insights into which games are more effective in developing specific skills for students. Limited research has been conducted on how distinct game genres and types contribute to developing particular skills; much of our current understanding is based on theoretical perspectives of video games. Investigating the effectiveness of video games compared to similar pedagogies would also be valuable in this context.

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List of Appendices

Appendix 1: Interview guide

Intervju guide - "Human: Fall Flat"

Semi-strukturert intervju med en lærer

1. Hvilke erfaringer har du med bruk av spill for elevenes engelsklæring fra før?
2. Tror du spill kan hjelpe elever med å utvikle sine engelskferdigheter?
3. På hvilke måter tror du spill kan hjelpe elevene med å sine engelskferdigheter?
4. Hvilke utfordringer ser du med bruk av spill i engelskundervisningen?
5. Hvilke spill har du brukt i undervisningen før, og hvordan fungerte det?
6. Hvordan ville du evaluert om spill utvikler elevenes engelskferdigheter?
7. Hvordan var elevenes muntlige aktivitet i engelsk i forhold til det du er vant med?
8. Etter din oppfatning, virket elevene engasjerte under spillingen?
9. Hva tror du om elevenes læringsutbytte etter denne økten?
10. Hva fungerte med spillet?
11. Hva fungerte ikke med spillet?
12. Er spill noe du vil fortsette med i engelskundervisningen?
13. Etter å ha sett dette spillet og basert på egne erfaringer, hva gjør et spill gunstig for engelskundervisningen med tanke på elevenes språklige læringsutbytte?

Appendix 2: Interview transcription

Interviewer: Okei, Da har vi begynt. Først litt generelt om spill, og hvilke erfaringer du har med spill i fra før. Kan du fortelle om det?

Interviewee: Digitale spill har jeg brukt mindre. Jeg har brukt en del andre typer spill som Alias, der man øver på muntlig kommunikasjonsferdigheter, har også hatt en del brettspill. Rett og slett vanlige brettspill uten at det har hatt noe engelsk med seg, men at de snakker engelsk. Åsså, Men det er klart at innen spillfronten også så er det en del som jeg tenker kunne vært lurt å hatt. Etersom jeg har hørt før, en del språkspill som fantes *umm*, som en kollega brukte for en del år siden, nærmere tjue år siden tror jeg, der de hadde et spill der du måtte bruke enten engelsk, tysk, fransk eller spansk til å komme deg rundt, handle på en butikk, du måtte prate med eieren og de som stod i kassa og sånn. Så jeg tror det har mye for seg ettersom mange elever også, blant annet på det muntlige planet i språk er redd for å prate, eller synes det er enklere å prate innen spillverden enn de synes i klasserommet ellers med medelever.

Interviewer: Takk og du var litt innom det neste spørsmålet, hvorfor eller tror du spill kan hjelpe elever med å utvikle sine engelskferdigheter?

Interviewee: JA de kan jo det, og du ser jo mange av elevene nå som egentlig mange av de er ganske gode til å prate engelsk, rett og slett på grunn av verden eller samfunnet ellers, de ser mye film, de spiller mye spill, de prater og chatter med andre på engelsk ofte i spillverden. Så absolutt tror jeg det. Så er det den balansegangen om hvor mye digitalt har man i skolen kontra skjermbruken også hjemme, som selvsagt er en vurdering ikke bare for engelskfaget men for andre fag da. Men mange kommer nok lettere til mye engelsk rett og slett på grunn av spillverden og det er jo bra i seg selv da.

Interviewer: og hvilke utfordringer ser du i bruken av digitale spill?

Interviewee: Utfordringa er jo det som er blitt en del diskutert at det er veldig lite annen undervisning som slår spill. Ikke sant? Det er jo en sånn belønningssystem som vi ser ellers i samfunnet også blant unge. At de får tilbakemeldinger med en gang, de får poeng og jakter etter det. Gjerne ikke sant at, Hva er det som er målet? Er det at de skal bruke engelsken til å bli bedre eller er det at de skal få mest mulig poeng i spillet? Og det er jo hele tida de spillene

vi bruker i skolen også, generelt som kahoot, quizlet og sånne type ting. E jo, man trenger jo at det er et bra læringsmiddel, men samtidig også så er det fort gjort at kanskje bare de tykker sånn eller så gjør de det sånn og sånn i spillet for å komme videre uten at de får brukt engelskkunnskapene for å greie noe. Så det er jo viktig at spillet er tilrettelagt på en måte og at det doseres i riktig dose, og at det skal ha noe mål, mål og mening. For det er klart at de digitale hjelpemidlene i skolen kan også være forstyrrende for mange elever som kanskje at det blir altoppslukende egentlig.

Interviewer: Ja og du nevnte det at de kan blir eksponert for engelsk og de kan bli mer komfortable med å snakke engelsk når de spiller spillet. Kommer du på noen andre måter spill kan hjelpe elever på?

Interviewee: Ja skrivemessig også. I mange spill må man ofte skrive inn ting for å åpne ting eller for oppgaver som skal gjøre. At den figuren du er i spillet må gjøre sånne type ting. Også når de chatter med hverandre så er det jo ikke stilren engelsk i det de skriver heller men samtidig får de en forståelse av hvordan man bygger opp setninger og andre ting. Så det er klart at det er jo en fordel. Det spørres hvordan spillet er bygd opp, men hvis det handler om en del ting som du også gjør for eksempel når du er på ferie, må bruke engelsk i utlandet eller sånn, for eksempel for å skaffe seg mat eller handle på butikken eller finne frem til flyplassen eller hva det skulle være så har man jo en del begreper i engelsk som man vil tilegne seg og en kommunikasjonsmåte som er bra.

Interviewer: Hvis du skulle ha brukt et spill i engelskundervisningen, hvordan ville du ha evaluert at dette fikk elevene utbytte av.

Interviewee: Ummm jeg tror jeg ville vært veldig tydelig på forhånd hva som er forventningene og hva som er målet for timen. Hva er forventningene når vi bruker dette spillet. Forklar for elevene hvorfor vi bruker spill eller hvorfor vi bruker dette spillet for å komme til det målet vi gjør. Sånn at de er veldig inneforstått med det. Umm Og da er det jo sånn at si for eksempel at det hadde vært et spill hvor jeg hadde hatt opptak for eksempel slik som nå, så går det an å bruke det til å se rett og slett, samtidig som jeg går rundt selvsagt og hører hvordan de prater med hverandre, hvordan de får det til. Hvis de må skrive noe eller

prate for å komme seg videre til neste oppgave så er jo også det en test i seg selv også. Men jeg tror nok at det er tydelig i forhold til hva jeg forventer og hva som er målet er viktig i forhold til å evalueringa der.

Interviewer: Og så litt om timen som var, hvordan følte du at elevenes muntlig aktivitet var i forhold til det du er vandt med, eller det du forventet?

Interviewee: Jeg synes veldig mange var flinke til å prate engelsk, som jeg nevnte i begynnelsen i et av spørsmålene så er jo dette i deres verden, så motivasjonsmessige så har du fanget dem ganske kjapt. Og så er det jo det at de da er i en annen setting hvor de sitter litt rundt om i klasserommet. Selv om man også kan gjøre det med andre oppgaver, så er det enklere å prate om noe du ser der og da enn hvis du får en oppgave og «dette skal dere diskutere». At de tenker det er lettere å holde en samtale gående når det er nye situasjoner hele tiden. Jeg synes det funket veldig bra i forhold til det at de turte å prate engelsk og at de også fikk, du får jo hele tiden nye bilder og situasjoner slik at du beskriver mye av det du ser, noe som gjør det enklere.

Interviewer: Synes du elevene virker engasjerte under hele økten eller at det dabbet av litt etter hvert?

Interviewee: Nei, jeg synes egentlig at de var engasjert. Så er det jo klart at mange av de eller det var vell bare en eller to som hadde spilt spillet fra før av. Det var en liten periode først kanskje der de måtte sette seg inn i hvordan de skulle få det til og så videre, Men jeg synes egentlig da at når de bare hadde kommet litt inn i det så ble jo samtalene mer utfylte også, at det ble mer og mer engelsk samtale etter hvert som de hadde satt seg inn litt i spillet. Så jeg følte at egentlig så greide de på en god måte å holde samtalen hele veien egentlig til slutt, så fort de egentlig hadde satt seg inn i hva skal vi frem til, hva er formålet med spillet, hvordan spiller jeg det og hva er oppgavene, så synes jeg de var veldig flinke.

Interviewer: Og hva tror du om elevenes læringsutbytte etter en sånn økt?

Interviewee: Det er jo vanskelig og vurdere en slik enkeltøkt, holdt jeg på å si, det er jo litt i forhold til datautvalget eller grunnlaget du har da. Men bare sånn hvis man ser ut fra observasjon da fra min del så *eee*, så jeg jo en del som ikke prater så mye engelsk til vanlig, hvertfall i grupper eller plenum som gjorde det nå, og det er jo et pluss absolutt. Så er det jo andre som man forventer at prater eller som pleier å prate som prata selvsagt men det er jo kanskje mer de som i andre settinger ikke tørr å prate som kom mer til syne nå, fordi det var en rolle eller en setting som de var komfortable i da.

Interviewer: Er det noe annet du har lyst til å legge til som fungerte med dette spillet spesielt?

Interviewee: Det er jo det å diskutere for at de jobbet sammen, at de da måtte samarbeide også å prate mye engelsk for å greie å løse en oppgave. Og det er jo sånn vi jobber i vanlig undervisning også. At de samarbeider for å løse en oppgave sammen. Når man i tillegg har det elementet at de synes det er moro. Det var jo ingen elever som syntes spillet var kjedelig, i hvertfall som jeg fikk med meg. Så det gjør jo også at man får et «drive» i hele prosessen da.

Interviewer: Hva var det som ikke fungerte fra ditt synspunkt?

Interviewee: Umm nei det umm nei. Nå hadde de jo ikke spilt før da så det eneste er jo hvor mye tid gikk med på at de skulle på en måte lære seg spillet før de kommer ordentlig i gang og kommer ordentlig i gang med diskusjonen. Så det er kanskje det eneste jeg kan tenke meg. Si at noen av de oppgavene du skal gjøre bare sånn fysisk, for eksempel at den figuren skulle ta med begge hendene for å holde seg opp og sånn, hvis man bruker for mye tid på spilltekniske ting i forhold til oppgaveløsninga og den muntlige aktiviteten så kan jo det være et minus hvis vanskelighetsgraden blir for stor. Så det er jo det jeg tenker på at noen synes kanskje det var vanskelig. Som gjorde da at de kanskje ikke fikk brukt like mye tid på diskusjoner rundt oppgavene.

Interviewer: Vi nærmer oss slutten. Er spill noe du vil bruke i engelskundervisningen?

Interviewee: Jeg vil absolutt vurdere det, men det er viktig at umm, viktige kriterier for meg er at det må porsjoneres, i forhold til at jeg vet at elevene bruker mye skjerm på fritiden, så det er en sånn balansegang samtidig som det er viktig å ta i bruk den motivasjonen de har for engelsk gjennom spill og sånne ting. Og så er det også hvilke typer spill, som sagt et spill jeg nevnte, hvor man kan gå rundt i et digitalt samfunn da hvor man må gjøre en del ting som du bruker engelsken til i den virkelige verden. Hvor man kommuniserer for å få kjøpt brød for eksempel eller for å bestille en togbillett, eller hva det skal være. Sånne typer spill tror jeg absolutt jeg kunne tatt i bruk ja.

Interviewer: Etter å ha sett dette spillet og basert på egne erfaringer med andre spill, hva er det som gjør et digitalt spill særlig gunstig med tanke på elevenes læring.

Interviewee: Som jeg nevnte så tror jeg at en likhet eller sammenheng mellom den digitale verden og den virkelige verden, sånn som situasjoner som du kan møte på i virkeligheten som du vet at du møter på i det virkelige liv der du må kommunisere for å greie ulike oppgaver så det tenker jeg er det aller viktigste, at man greier og tilegner seg ferdigheter for å for eksempel greie seg i et land der de prater engelsk.

Appendix 2: Online survey questions

Spørsmål til spørreskjema

I dette spørreskjemaet er det både åpne oppgaver, avkryssningsspørsmål, og påstander elevene skal ta stilling til. Formålet med dette prosjektet er å evaluere bruk av et spill i engelskundervisningen. Dette opplegget går ut på å bruke et digitalt spill (Human: Fall Flat, aldersgrense 8+) som krever at elevene bruker engelsk for å løse ulike utfordringer. Deretter vil elevene få en spørreundersøkelse som de skal svare på angående spillet «Human: Fall Flat» og deres erfaringer.

1. Kjønn

Gutt

Jente

Ikke-binær

Vil ikke svare

2. Hvor mye tid vil du anta at du bruker på engelsk aktiviteter hver dag hjemme? (Eksempler er: Engelske serier, filmer, spill med engelsk tekst/tale, samtaler med venner/familie på engelsk)

Ingen engelsk hjemme

Under 1 time

1-2 timer

3-4 timer

5+ timer

3. Spiller du spill på engelsk hjemme? (Både tekst og snakking med andre gjelder)

Ja

Nei

4. Hvor mye tid vil du anta at du bruker på å spille på engelsk hjemme hver dag?

Spiller ikke på engelsk hjemme

Under 1 time

1-2 timer

3-4 timer

5+ timer

5. Spillet var gøy å spille

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

6. Hvorfor var spillet gøy å spille/ Hvorfor var ikke spillet gøy å spille?

Åpent spørsmål

7. Jeg tror at spillet "Human: Fall Flat" kan hjelpe meg med å utvikle engelsken min

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

8. Spillet ble litt kjedelig etter hvert

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

9. Jeg brukte mye engelsk når jeg spilte spillet

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

10. Jeg og læringspartneren min snakket sammen på engelsk for å klare utfordringene i spillet

Enig
Litt enig
Hverken eller
Litt uenig
Uenig

11. Spillet utfordret engelsken min og det var det vanskelig å finne de riktige ordene av og til

Enig
Litt enig
Hverken eller
Litt uenig
Uenig

12. Av og til brukte jeg norsk for å snakke med partneren min i spillet

Enig
Litt enig
Hverken eller
Litt uenig
Uenig

13. Det hjalp å samarbeide med partneren min for å løse utfordringene i spillet

Enig
Litt enig
Hverken eller
Litt uenig
Uenig

14. Spillet var for lett og krevde ikke noe særlig kommunikasjon med partneren

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

15. Jeg tror at andre spill kan hjelpe meg med å utvikle engelsken min

Enig

Litt enig

Hverken eller

Litt uenig

Uenig

16. Hvilke tanker har du om spill for å lære engelsk i engelsktimene? (hva kan være positivt og hva kan være negativt)

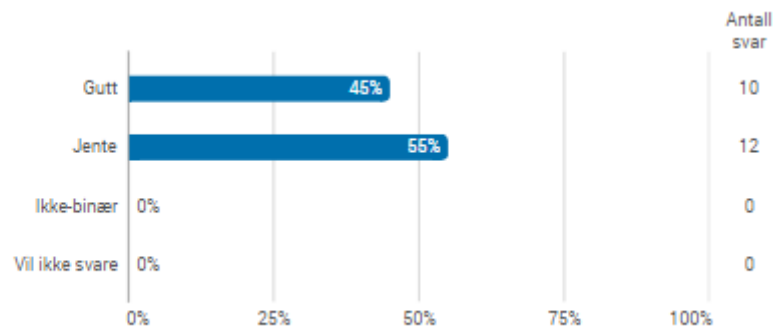
Åpent spørsmål

17. Hvilke typer spill tror du kunne vært bra å inkludere i engelsktimene?

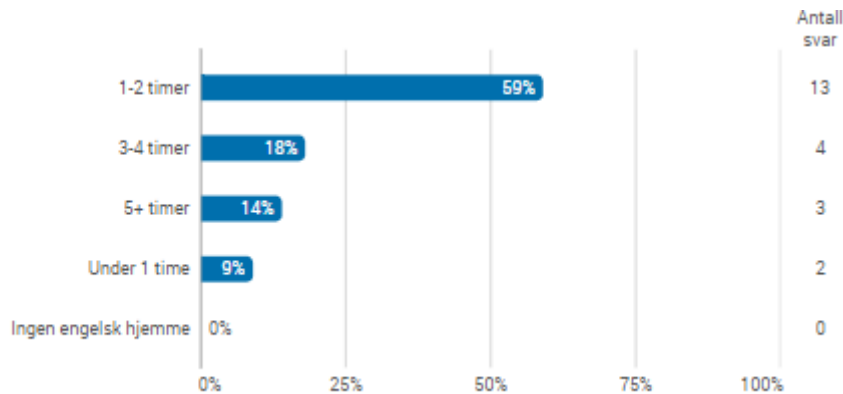
Åpent spørsmål

Appendix 3: Online survey answers

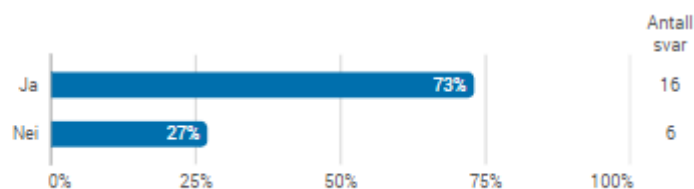
1. Kjønn



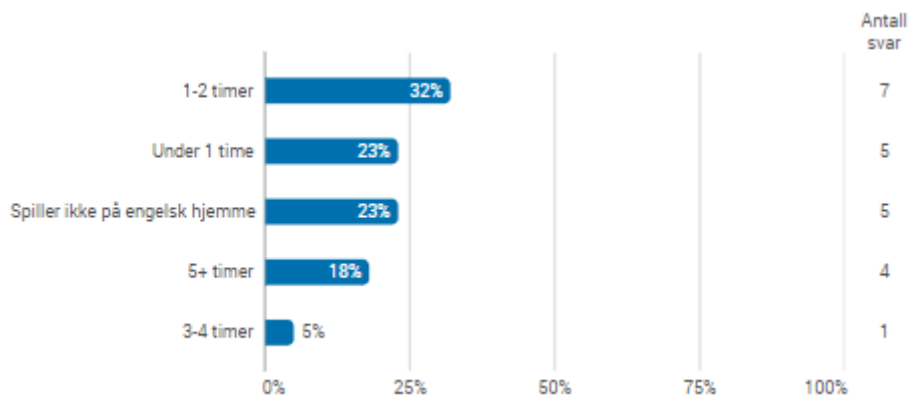
2. Hvor mye tid vil du anta at du bruker på engelsk aktiviteter hver dag hjemme? (Eksempler er: Engelske serier, filmer, spill med engelsk tekst/tale, samtaler med venner/familie på engelsk)



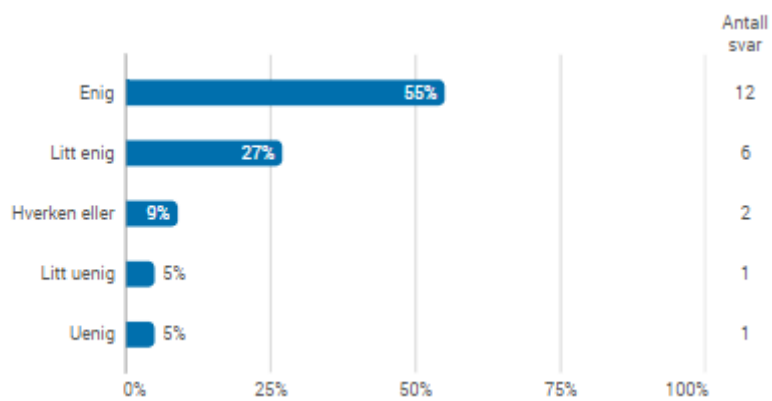
3. Spiller du spill på engelsk hjemme? (Både tekst og snakking med andre gjelder)



4. Hvor mye tid vil du anta at du bruker på å spille på engelsk hjemme hver dag?



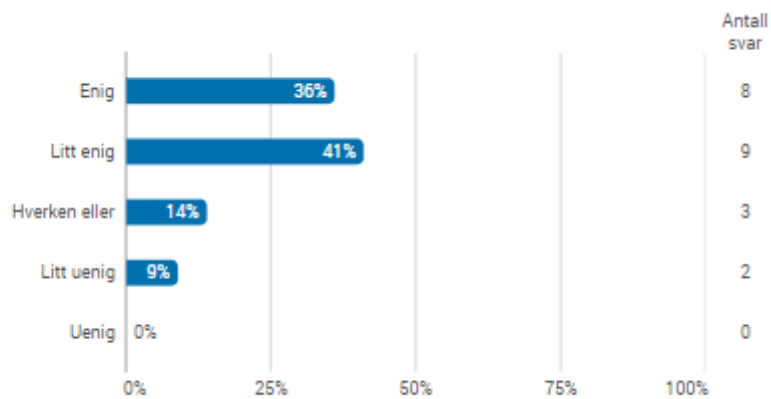
5. Spillet var gøy å spille



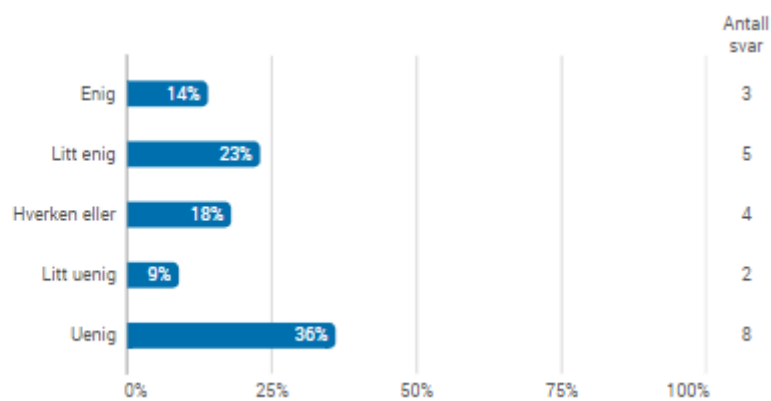
6. Hvorfor var spillet gøy å spille/ Hvorfor var ikke spillet gøy å spille?

spille var gøy fordi det er vasgelig og komme jeg frbi noe and levelne og at du kunne spiller me venner.
kontrollen minnet meg om roblox og hvordan den karakteren gikk minnet meg om fall guys.
Nivåene var enkle.
jeg likte spille fordi man måtte tenke på hva man kunne gjøre . noe dumt kan være at det var litt vanskelig å spille og jeg ble veldig frustrert når jeg ikke fikk det til.
fordi det utfordret deg og måtte tenke over hva og gjøre
det var litt vanskelig og spille den her vi skjønnte ikke hvor skulle vi engang og den hvite greia menneske den gikk rundt og veggelse etter karte litt etter hvert klarer vi .
det var gøy men problemet vi spilte på lpaden og det var vanskelig å kontrollere
Spillet var gøy men provuserende når man ikke greide det.
Jeg er veldig glad i hinderløype spill så dette passet kjempebra og var veldig gøy. Personen vi spilte med var morsom og beveget seg veldig som gele, som altså fikk oss til å le. Og den så ut som en Marshmallow så det ble dens nye navn.
Jeg elsket det! Det var veldig vanskelig men ga mastringsfølelse når jeg klarte det. Det var veldig morsomt og jeg har kjempelyst til å gjøre det igjen. Jeg merker jo selv at når jeg spiller og snakker engelsk blir det lettere jo lenger jeg holder på og uttalen blir bare bedre og bedre.
Fordi det er challenging og gøy
Det var veldig gøy å spille! Jeg likte at vi fikk spille det med en anna person, jeg spilte med min beste venn så det gjorde det nok enda gøyere. Det var et veldig gøy spill generelt og det var gøy å samarbeide om det. Men det var veldig irriterende når vi falt ned og måtte gå hele veien opp igjen!
Det var vanskelig å hoppe fra bygninger og generelt hoppe fra og til store bygninger og figuren satt alltid fast i bygninger. Jeg klarte ikke å bevege han engang men spillet var 5/10.
Det var litt vanskelig og gå , og hoppe over ting, men det ble gøy når du blir vant til det, så jo mer du spiller det jo enklere blir det
Det var ikke gøy for meg, og det er fordi det var litt vanskelig å styre og personen bevegde seg for mye.Men det var gøy når jeg fikk det til.
Det var gøy å spille fordi jeg liker spill med utfordringer og det var mange utfordringer i spillet. Jeg synes ikke at det ikke var gøy, men det var litt irriterende da jeg satt fast under en heis, men det er bare morsomt.
Det var gøy å spille fordi det er en gøy måte å øve på å snakke engelsk. Jeg er halvt engelsk da og snakker mye engelsk med pappa i hverdagen. Men det er samtidig veldig gøy å spille et spill og kunne snakke ett av sine morsspråk sammen noen som ikke er pappa.
Det var gøy fordi jeg har spilt det før
Det var gøy fordi det var vanskelig og forstå men med venner så gjør det vanskelige til morsomt og gøy. Til slutt klarte vi det!
Det var gøy fordi det var på en måte en obey og det var gøy når man fikk det til. Men det var også en del likheter mellom alle stasjonene som jeg syntes dere kunne ha endret på.
Det var gøy fordi det var morsomme bevegelser og litt utfordrene på en morsom å gøy måte. Det var også gøy å spille med andre.
Det var forvirrene og litt vanskelig å skjønne
Because it was fun to try to solve all of the problems, and how the character moved.

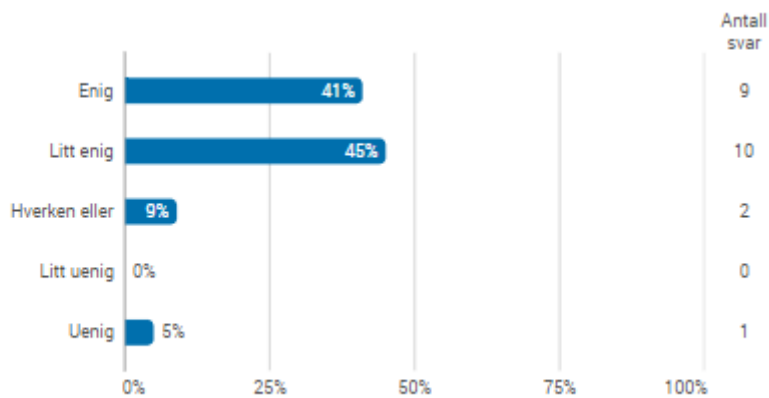
7. Jeg tror at spillet "Human: Fall Flat" kan hjelpe meg med å utvikle engelsken min



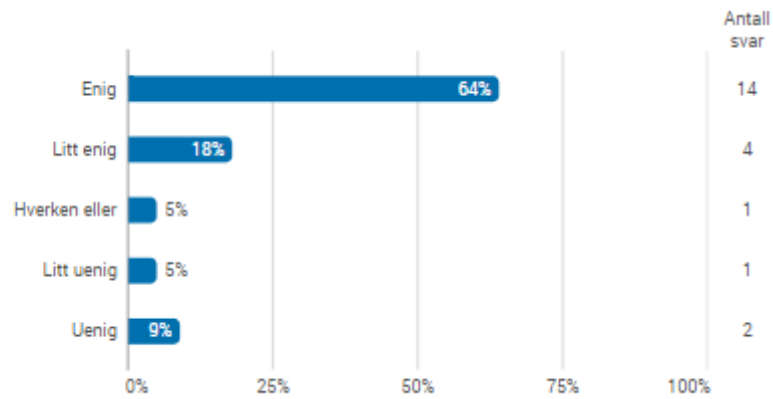
8. Spillet ble litt kjedelig etter hvert



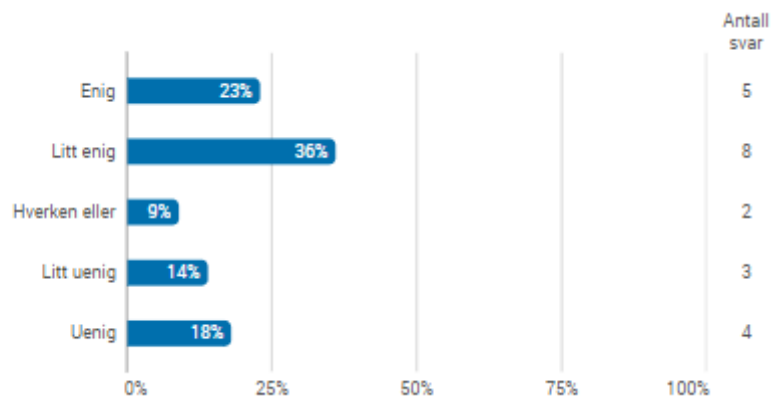
9. Jeg brukte mye engelsk når jeg spilte spillet



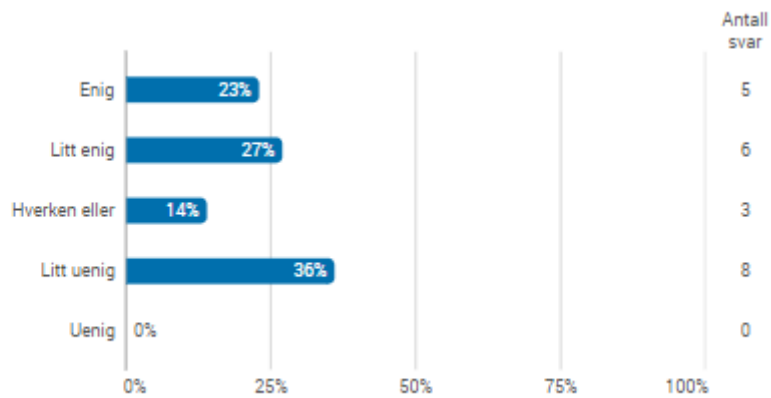
10. Jeg og læringspartnern min snakket sammen på engelsk for å klare utfordringene i spillet



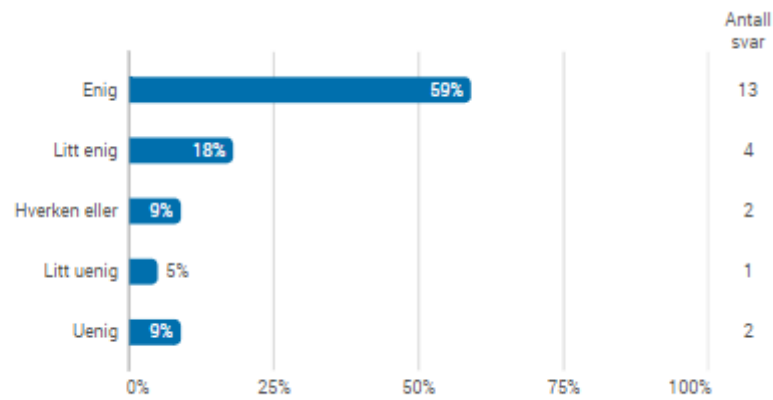
11. Spillet utfordret engelsken min og det var det vanskelig å finne de riktige ordene av og til



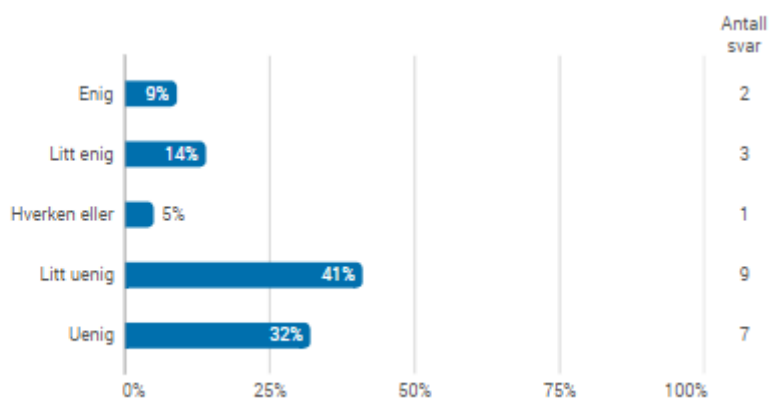
12. Av og til brukte jeg norsk for å snakke med partneren min i spillet



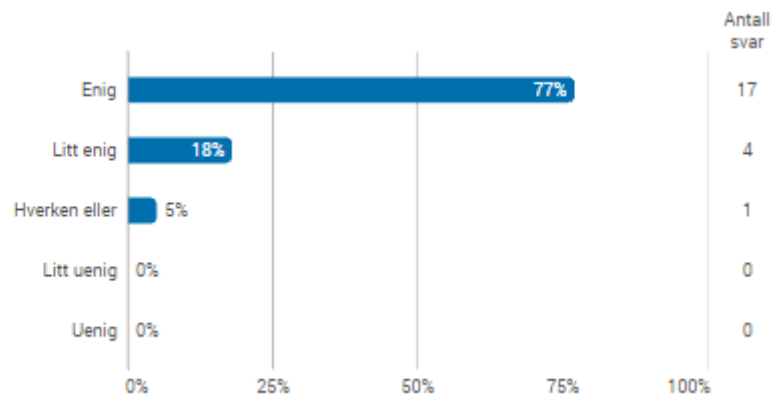
13. Det hjalp å samarbeide med partneren min for å løse utfordringene i spillet



14. Spillet var for lett og krevde ikke noe særlig kommunikasjon med partneren



15. Jeg tror at andre spill kan hjelpe meg med å utvikle engelsken min



16. Hvilke tanker har du om spill for å lære engelsk i engelsktimene? (hva kan være positivt og hva kan være negativt)

Å spille spill med sånn kommunikasjon kan lære deg mye engelsk.

Jeg tror det kan være noe positivt på grunn av at man må snakke engelsk og det kan være krevende å finne de riktige ordene.

Jeg tror det kan hjelpe hvis du skal lese tekst eller lignende. For nå var det veldig lett å bare lavere å snakke engelsk.

Jeg tror det er en bra idé som kan funke.

Jeg tror at det kanskje er positivt fordi da klarer vi kanskje snakke bedre engelsk og spille med tekst i engelsk og litt snakke på norsk hvis noen kan ikke snakke så mye engelsk kan snakke norsk.

Spill i engelsk er en god måte å lære engelsk på, og vi unge i dag bruker mye tid på spill og er vant til å kanskje snakke engelsk der.

Mange synes kanskje også at det er vanskelig å bare sitte å jobbe med et ark, eller skrive masse. Så da er et spill mye bedre å gjøre for alle!

Playing games that develops your english and helps you challenge yourself when you play it.

Little big planet

Kanskje spill som Roblox, Minecraft og andre spill hvor du kan sosialisere med andre, mer sånn multiplayer online.

Jeg tenker at det er positivt fordi mange spill er på engelsk og når jeg har spilt mye engelsk hjemme mye blir jeg mye bedre på engelsk og jeg blir mye bedre på å skrive fortere på min egen måte.

Jeg tenker at det er bra med litt spill, for det liker mange og man lærer av det.

Jeg syntes det var veldig mange utfordringer som var vanskelige å utføre. Så da ga det veldig mestringfølelse. Spilling er jo noe absolutt alle liker og når man spiller og snakker engelsk så vil det være mye bedre enn å skrive glosser. Da får vi øvd oss på å snakke og uttale de vanlige engelske ordene man bruker i hverdagen. Sammenlignet som man har det gøy så blir man flink i å snakke og uttale engelske ord som man ikke bruker i hverdagen og de du bruker i hverdagen. Jeg hadde det gøy og lærte noen nye ord. Jeg vil gjerne gjøre det igjen!

Jeg syntes det er en veldig bra måte å bruke engelsk timen på et sånt spill iallefall når du spiller med en læringspartner for da må dere snakke engelsk siden det er viktig å ha bra kommunikasjon så dere kommer dere på neste level. Iallemann når dere spiller samtidig sammen.

Jeg synes det høres ut som en veldig god ide å bruke spill som en måte for læring. Det er både veldig gøy og lærerikt fordi du må snakke engelsk og utfordre deg selv litt. Det kan jo være negativt hvis det er noen som misbruker det med å f.eks ikke snakke engelsk.

Jeg synes det er bra om man skal lære seg å snakke. Men man lærer jo ikke å skrive når man spiller. Jeg tenker det er mest positivt fordi man snakker mye engelsk!

Jeg synes at det hadde vært greit og spille spill i engelsktimen, for mange lærer bedre og det er gøyere. Men det som kanskje er litt negativt er at vi bare spiller.

Du kan forbedre din engelsk når du snakker med folk selv om du snakker eller skriver.

Det som er positivt er jo at vi har det gøy med og spille i timene, og vi blir jo enda bedre i engelsk når vi spiller og snakke engelsk. Men du blir liksom fort lei av spillet fordi det var litt vanskelig og spille det, men jeg tror vi kan fort bli vant med spillet.

Det er lurt fordi da snakker man engelsk med hverandre å læreren din som kan gjøre deg bedre på og snakke Engelsk.

Det er bra med online spill da er det flere folk fra forskjellige land og selvfølgelig alle skal bruke engelsk språket for at alle spiller sammen å bli kjent med hverandre osv fks Roblox jeg spilte den da jeg var yngre jeg lærte mye engelsk det hjalp meg faktisk mye. Så spill hjelper mye med språk osv tror det er en bra tanke å lage spill som kan forbedre språket på engelsk eller annet.

Det bra var at jeg snakka masse engelsk men den dårlige var at jeg banna også.

All slags spill som har engelsk språk og undertitler som er engelsk

17. Hvilke typer spill tror du kunne vært bra å inkludere i engelsktimene?

vet ikke

vet ikke

ting som kan utforde deg og hvordan du snakker engelsk

online spill, spill der man kan spille med alle hvem som helst fra forskjellige land eller så kan man spille så joiner venner og så spiller alle sammen å de kan prate engelsk sammen.

kanskje y8 games eller crazy games eller i UNO og prøve snakke litt engelsk og mest norsk og jobber litt noen timer i uker jobbe med oppgaver og den andre dag med engelsk spille time bare engelsk jeg mener ikke på tirsdag som vi har klasse time .

jeg kan ikke navn på noen spesefike spill men spill der det er engelsk skrift og språk tror jeg kan hjelpe men også at vi må snakke og kometisere på engelsk.

jeg er litt usikker, jeg vet ikke jeg spiller ikke så mye engelske spill hjemme

Vet ikke? Det spillet vi spilte nå passet så bra liksom :)

Usikker

The crew 2, brawlhalla,

begge er veldig bra for engelsk

men The crew 2 er bedre fordi der kan du også lære deg geografi om hele USA.

Sånne spill men også liksom sånne som alias bare at vi må snakke på engelsk så vi blir bedre til å snakke engelsk.

Spill som har en utfordring og som vi elever kan lære bedre av.

Roblox, minecraft, skribbl.io og kanskje andre spill som trenger massevis av teamwork.

Minecraft

Minecraft

Jeg vet ikke om så mange spill fordi jeg spiller veldig lite, men det spille vi brukte nå var veldig bra. Andre spill hvor det er mulig å samarbeide med andre og som kanskje ligner litt på dette tror jeg kan være bra

Jeg tenker spill som har det som human fall flat hadde og kanskje litt spill som har litt engelsk tekst og snakking.

Jeg tenker på noen spill som roblox eller spiller der du snakker med folk fra andre land.

Jeg syntes dette spillet her var gøy jeg. Jeg spiller ikke så mye men dette syntes jeg var gøy! Jeg har veldig lyst til å gjøre det igjen.

Det hadde vært veldig gøy om vi kunne spille gang beasts som er nesten det samme bare at det er multiplayer og man skal konkurrere mot hverandre. Og jeg vet også at skolen allerede har dette spillet.

Det fins jo mange spill, men har ikke en på hodet nå

All slags spill bare barnevennlige engelsk spille som feks human fall flat.

Appendix 3: Audio-Recording Transcriptions

Student 1: "Okay if you go get the umm container, I will try to get on top of the train."

Student 2: "Get the container?"

Student 1: "Yes, or trash-can, I am not sure what it is."

Student 2: Okay and then I put it next to the train?

Student 1: Yes, we need to get to the top in some way.