Faculty of Education and Natural Sciences

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Master's Thesis

Game-based Learning Within the English Classroom: The Perceptions of Teachers at Norwegian Schools

Norske Læreres Syn På Bruk av Videospill i Engelskundervisning

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Sammendrag

Denne masteroppgaven omhandler Norske læreres syn på bruken av videospill i Engelsk undervisning. Ved bruk av kvalitative intervju om metode, er følgende problemstilling er satt for oppgaven:

«Hvilke oppfatninger gir Norske lærere uttrykk for ved pedagogisk bruk av videospill i det engelske klasserom?»

Tre engelsklærere fra tre forskjellige norske skoler ble intervjuet for å svare på denne problemstillingen. For at funnene i oppgaven skal kunne generaliseres, var det ingen krav at utvalget hadde tidligere kunnskap eller erfaring med videospill for læring. Ved dette ønsker oppgaven å kunne gi et representativt og upartisk innblikk i hvilken tilnærming norske lærere har til videospill i skolen.

Videospill har blitt en dominerende kraft innen ungdomskultur. De fleste unge i dag spiller videospill regelmessig, og dette har hatt en innvirkning på deres engelsk ferdigheter. Siden interaksjonen ved videospill er overveldende på engelsk, er barn og unge i dag eksponert for store mengder av implisitt språk læring. Dette har ført til mye diskusjon rundt bruken av videospill for læring.

Funnene fra oppgaven viser til at norske lærere er positive til at videospill kan brukes i klasserommet. Lærerne oppgir at det er en tydelig sammenheng mellom videospill og engelskkompetanse, og at videospill for læring kan føre til økt motivasjon hos elever. Selv om Kahoot! er regelmessig brukt i klasserommet, føler mange lærere at de mangler kunnskapen til å bruke kommersielle videospill i deres undervisning. Mye viser til at norske lærere trenger mer opplæring ved bruk av kommersielle videospill i skolen.

Abstract

This thesis seeks to explore Norwegian teachers' views on the use of videogames for English teaching. By using qualitative interviews as the research method, the thesis will answer the following research question:

"What views do Norwegian teachers express about the pedagogical applications of videogames within the English classroom?"

Three English teachers from three different Norwegian schools were interviewed to answer this research question. To ensure that the findings from the thesis are generalizable, there were no requirement for the selection to have previous knowledge or experience with game-based learning. This may allow the thesis to provide representative and unbiased insight into the attitudes Norwegian teachers express on the use of videogames in the classroom.

Videogames have become prominent in teenage culture. Most young people today play videogames regularly, and this has had a clear impact on their English language skills. Since playing a videogame occurs overwhelmingly in the English language, pupils today are exposed to large amounts of implicit language learning. This has led to much discussion around the use of game-based learning.

The findings from the thesis suggest that Norwegian teachers display positive attitudes towards game-based learning. The teachers express that there is a clear connection between videogames and English language competence, and that game-based learning may lead to increased motivation among pupils. Although Kahoot! is regularly used in the classroom, many teachers feel that they lack the knowledge on how to use commercial videogames in their lessons. This suggests that Norwegian teachers require more education on game-based learning.

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1.Introduction

Videogames have, over the last two decades, emerged as one of the largest entertainment industries in the world. Studies into the phenomenon suggest that the vast majority of Norwegian youth today regularly play videogames (Norwegian Media Authority, 2016). It is not an exaggeration, then, to say that videogames make up a large part of teen culture, as teenagers and children alike spend a lot of time either playing or watching videogames. Videogames have dominated the free time of youths since as early as 2008, where an American survey revealed that 97 % of teens aged 12-17 frequently played videogames (Lenhart et al. 2008). The prominence of videogames in our modern day and age has many consequences and implications for language learning. For English teachers, it is important to note the dominancy of the English language both within the videogames themselves, and their surrounding culture. When playing videogames, you are constantly exposed to the English language in a myriad of different ways. Be it by communicating with your teammates, reading instructions and tutorials, or listening to spoken dialogue or narration, you are actively practicing and familiarizing yourself with the language (Garvoll, 2017). This heavily suggests that videogames can be beneficial to promote English language learning.

Digital competence has also become a central component of the new Norwegian curriculum that was introduced in 2020. After their 10th year, Norwegian pupils are expected to be able to use digital resources and digital media for language learning, text creation, and interaction. They are also expected to be able to explore and present various forms of media from the English-speaking world that are relevant to the pupil's own interests (Utdanningsdirektoratet, 2020a). Digital skills are also highlighted within the new curriculum as one of the four basic skills that serve as the most important and prominent skills pupils learn as of part of their English education. These basic skills are oral skills, writing, reading, and digital skills (Utdanningsdirektoratet, 2020b). Teachers are expected to keep these skills close in mind when they formulate and carry out their English lessons, and the skills should be actively worked with in the classroom. Videogames is a relevant form of media to all four of these basic skills. As part of playing a videogame, you are often expected to communicate with others, be it through speech or writing. You are also expected to read and comprehend English information and instructions that are necessary for playing the game correctly. And

lastly, be it obvious or not, videogames are, by definition, digital, and so are a valid means of practicing one's digital skills. While videogames are never explicitly mentioned within the new curriculum, it is evident that videogames are tools in which a multitude of stated competence aims can be pursued and developed. Key competence aims highlighted by the curriculum include using key patterns of pronunciation in communication, listen to and understand words and expressions in variants of English, and reading and reflecting on English-language fiction (Utdanningsdirektoratet, 2020a). These are all competence aims that may seem detached from videogames and the digital world at first, but videogames are so rooted in language and communication that they absolutely can be made relevant. There is nothing preventing a resourceful teacher from using a videogame as a piece of English-language fiction, provided they know where to look.

In light of this, it should be in the best interest of English teachers to familiarize themselves with the world of videogames, and how they affect the language of their pupils. While Norwegian schools certainly have become more digital over the years, in large part thanks to the distribution of school laptops or iPads, the use of videogames in the classroom remains scarce. A study conducted in 2016 by the Norwegian Media Authority revealed that, while a whole 86 % of Norwegian youth regularly play videogames, only 8 % of the respondents say they have used videogames within the classroom. This is a large discrepancy, and suggests that many teachers choose not to use videogames in their English teaching. It is therefore intriguing, and perhaps important, to explore the thoughts and views teachers may have regarding the pedagogical applications of videogames and how they may be used to promote English learning.

In this study, interviews have been conducted of three English teachers who work at three different Norwegian schools. The study's goal is to explore the teachers' thoughts, opinions, and perspectives concerning the usage of videogames within the English classroom. Ultimately, the study hopes to find an answer as to why videogames are rarely used within Norwegian schools and the potential necessary steps to promote its usage.

1.2 Research question

The pedagogical applications of videogames have become a topical subject of discussion over the last decades. As videogames have progressively become more popular, it has been increasingly difficult to deny its influence on teen culture and language. Studies show that videogames are a great source of incidental vocabulary acquisition – players will pick up on new words and phrases through the context provided by the video game and internalize them. Although the intent of playing a video game is often strictly for entertainment, learning occurs as an inherent by-product of play (Sundqvist, 2019). This internalized English vocabulary from videogames inevitably surfaces in teenager's everyday speech, even within sentences that are, on the whole, not in the English language (Sunde, 2019). In this way, videogames have become a prominent feature in how teenagers communicate and interact with language.

 Interestingly, while many studies over the years have explored the positive effects of game-based learning, the teacher's perspective remains relatively unexplored. There has been little research done about how teachers choose to incorporate videogames into the classroom, and what decisions they make to ensure their pupils are learning from it (Skaug et al., 2020). The teacher perspective, and practical ways different videogames can be used, remain important facets of game-based learning. It is difficult for teachers to use videogames in their lessons if they do not know how, even if they do know it is something their pupils would benefit from. Additionally, previous studies suggest that videogames are very rarely used by Norwegian teachers, which may very well be a direct consequence of this lack of knowledge. (Norwegian Media Authority, 2016). As a result, it is compelling to explore the teacher perspective concerning the usage of videogames for English language learning. For a deep dive into the teacher perspective, it is not enough to merely discuss the potential applications of videogames in the classroom. It is necessary to explore the teacher's thoughts and opinions on whether videogames have a place within academia at all. It would be presumptuous to assume that Norwegian teachers rarely use videogames solely due to a lack of practical knowledge. With all this in mind, the research question has matured into the following:

"What views do Norwegian teachers express about the pedagogical applications of videogames within the English classroom?"

To answer this research question, three English teachers, working at three different Norwegians schools, have been interviewed about game-based learning. As the research question is merely concerned with the thoughts and perspectives of English teachers working at Norwegian schools, it was not a prerequisite for the interviewed teachers to have any prior experience or knowledge about videogames. The interviews explore the teachers' attitudes and opinions regarding the use of videogames both outside and inside the classroom, as well as how they believe videogames influence their pupils' language learning. The findings from the interviews will be analyzed and discussed in light of previous research to gain a deeper understanding of teachers' disposition towards the pedagogical applications of videogames. To protect the interviewed teachers' anonymity, they will be addressed in this thesis with gender neutral fictionalized names – Kim being teacher 1, Harper being teacher 2, and Frankie being teacher 3.

This study seeks to additionally answer a series of subordinate research questions through the interviews. These questions include the potential challenges of incorporating videogames into a lesson, the teachers' previous knowledge of videogame pedagogy, and whether they perceive videogames to be used within their workplace. All these topics are considered paramount to draw purposeful conclusions about the views and attitudes teachers in Norway have concerning the use of game-based learning.

1.3 Terminology

Perceptions, views, and opinions are the most central concepts of this thesis. These concepts relate to how individual people interpret and relate to the world around them, and how through these interpretations and lived experience form perceived truths. Perceptions can be likened to a set of glasses that affect the way we view the world, and they are often deeply ingrained within a person (Phillip, 2007). Perceptions are therefore subjective and differ between different people. There is an endless number of different perceptions on the topic of language learning, but this thesis will only focus on perceptions linked to the specific use of

videogames for learning and within the classroom. Perceptions, and notably preconceptions, have the ability to affect our actions and the way we conduct ourselves. It is therefore likely that the perceptions teachers have about videogames, be they positive or negative, will affect their ability to incorporate videogames in their lessons.

Game-based learning is the concept of using videogames, or game-like systems, for teaching and learning. Game-based learning is a large field of study, and while it can be used in innumerable ways, this thesis is primarily concerned with game-based learning within the context of language learning. Pinning down the definition of videogames themselves is a surprisingly delicate and complex affair. Esposito defines videogames as "a game which we play thanks to an audiovisual apparatus, and which can be based on a story" (2005, p. 2). This is a definition that highlights the importance of a clear interaction between us and the digital media. In the frame of game-based learning, this interaction between human and machine is the staging grounds for motivation and learning. Modern youth are well acquainted with the world of videogames, and game-based learning allows them to use this preexisting familiarity in constructive and motivating ways (Prensky, 2001).

Kahoot! is the name of a videogame that reoccurs throughout the conducted interviews of teachers. The videogame functions like a digital quiz, where the pupils earn points by answering questions quickly and correctly, and ultimately compete for the leaderboard rankings at the end of the game. Since it was released in 2013, the videogame has had an increasing presence within the classrooms of Norwegian schools, and a multitude of studies have been conducted concerning the game's effect on learning. The main conclusion of a literary review including 93 different studies on the subject is that Kahoot! can have a positive effect on learning compared to traditional learning and other learning tools. Observed beneficial effects for language learning, maths, and science were also highlighted by the review (Wang & Tahir, 2020). As discovered in the interviews, many Norwegian teachers have a relationship with Kahoot! and frequently use it as part of their lessons. Perhaps one of the most important aspects of Kahoot! as an educative tool is the teachers' ability to both create their own quizzes within the platform, as well as browse through a wide catalogue of existing quizzes to find one they are able to use. This makes Kahoot! a versatile learning aid and provides a sense of convenience for the teachers.

1.4 Disposition

The research question of this thesis will be explored through presenting relevant studies and research regarding the usage of videogames for English language learning and delving into the views and opinions that Norwegian teachers have on the topic. The thesis will also explore how Norwegian teachers may have previously applied videogames to the classroom, or their perceptions on how such a thing can be done, and will thus elaborate on the practical uses of game-based learning. Throughout the theory portion of the thesis, we will also explore the documented benefits that videogames have for English language learning. This research is considered pivotal in the discussion of the pedagogical applications of videogames, as the usage of videogames within the classroom would never have become a modern subject of debate without profound amounts of studies documenting their explicit benefits for learning. Thereafter, the methods chosen to answer the research question will be covered. The nature of the interview guide, how the selection was chosen, and the transcriptions of the interviews will be discussed. The subsequent results of the three interviews conducted will be presented and ultimately used as a means explore and to answer the research question. The thesis will conclude with a section dedicated to the conclusions we are able to make in light of the interviews, as well as final thoughts.

2. Theory

This thesis aims to explore the opinions and perceptions of teachers on the use of videogames for the use of English and language learning. Supporting the findings of the interviews will be theories and previous research on the topic of game-based learning and the benefits they may have upon language skills. This theory may serve as a backdrop to the more subjective nature of a qualitative interview, grounding the findings to applicable facts and objectivity. As part of the theory chapter, the thesis will explore how videogames can be used within the classroom, the potential benefits and challenges thereof, and how videogames can be linked to the 2020 curriculum. As a qualitative piece of study, it is also relevant to address issues concerning the subjectivity of the perception of what constitutes a videogame. When discussing how videogames can be incorporated into the classroom, it is important that all

parties involved are aware of what is considered a videogame. Ultimately, the theories presented shall serve to place the conducted interviews in a scientific context that may be further discussed later in the thesis.

2.2 Defining Videogames

To explore the perceptions teachers have on the use of videogames in the classroom, and the potential benefits and challenges thereof, it is imperative to first establish a concrete definition of what a videogame is. Videogames have become a world spanning industry, with thousands of different videogames being released every year. With how many videogames that exist, and with how many different genres that exist within the videogame sphere, it is surprisingly difficult to find a singular definition that they may all fall under. Despite a nubilous definition, most people, even those with little experience with games, will be able to recognize a videogame when they see it. As opposed to a book or a movie, videogames require personal input, and cannot be passively consumed. Most videogames require the player to explore, discover, and master complex concepts and actions (Skaug et al., 2020). Interaction and engagement are therefore important aspects of what defines a videogame.

Salen & Zimmermann attempt to define videogames with "a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (2003, p. 96). This is a definition that ultimately falls short in accounting for the varied nature of videogames. While most videogames do have defined rules, if only due to the limitations of programming, many games do not contain conflict, nor have quantifiable outcomes. Many simulation videogames, such as Harvest Moon, are largely unaccounted for with Salen & Zimmermann's definition. These games are meant to be simulations where the player has complete freedom in how they choose to interact with the digital world presented to them. Harvest Moon is a game where you play as a farmer. Any potential goals within the game, such as buying your own cow, upgrading your house, or getting married, are ultimately goals set by the player themselves. As these games have no inherent goals or objectives, they also lack any defined outcome – they simply end when the player chooses to stop playing. This demonstrates that Salen & Zimmermann's definition is ultimately unsatisfactory.

To appropriately define videogames, it may be necessary to apply a modicum of deliberate vagueness to accommodate for the vast variety of videogame genres that exist. The definition chosen to be used for this thesis is one outlined by Esposito. He defines videogames as "a game which we play thanks to an audiovisual apparatus, and which can be based on a story" (2005, p. 2). This definition serves as a reminder of the broadness of the videogame medium, while highlighting the importance of active interaction through the word "play." It is ultimately the interactive nature of videogames that separates it the most from other types of media. The importance of interactivity in defining videogames is also supported by Skaug et al. While deliberately refraining from offering their own definition, they outline the most defining perimeters of a videogame as interactivity, player agency, immersion, and storytelling (Skaug et al., 2020). Esposito's definition is important for the purposes of this thesis in that it clearly establishes how broad a spectrum videogames cover. Using other definitions that are otherwise too narrow or specific would eliminate important topics on the discussion of pedagogical applications of videogames such as Kahoot!

Videogames can be further divided into three different categories of game types. These are learning games, commercial games, and gamification (Skaug, Staaby & Husøy, 2017).

Learning games are videogames that are designed for educational purposes. These games are often referred to as edutainment, as they seek to educate the gamer as well as provide entertainment. Learning games will often focus on language or numeracy, but may also attempt to explore deeper societal issues (Israelsson, 2020). Oregon Trail, as an example, was a learning game early adopted in American schools to teach pupils about the time-period and the dangers people faced during the journey. These games can often fail to engage the player adequately, however, turning what was meant to be fun into a chore (Israelsson, 2020).

Commercial games, or off the shelf games, are videogames primarily designed for entertainment and player engagement. These games offer better graphics, more immersion, and are typically more interactive than learning games. When discussing the use of videogames within the classroom, we often think about commercial games. This is because it is commercial games that pupils are exposed to on their own time, and that will be most likely to pique their interest. Commercial games are, however, more difficult to incorporate into a lesson than learning games. This necessitates that teachers have some prior knowledge and experience with the commercial game that is to be used (Skaug et al, 2017).

Lastly, gamification refers to the concept of incorporating game-like systems within different contexts. This can mean turning a physical quiz into a videogame where pupils compete for points, or a complete reimagining of the physical classroom. Typically, gamification incorporates reward-based motivation systems where pupils can earn points, levels, or unique powers or privileges from performing well in a lesson. While gamification is often scrutinized for its reliance on extrinsic motivational factors, games like Kahoot! have proven to be well-suited for the classroom (Israelsson, 2020).

2.3 Videogames and the Curriculum

The new curriculum of 2020 serves as the guidelines for how all education in Norwegian schools is to be practiced, and what skills and abilities teachers are to emphasize throughout their lessons. If videogames are to be used within the English classroom, it needs to be justifiable within the confines of the new curriculum. As fate would have it, digital skills have become a prominent part of the curriculum, and many competence aims within the English curriculum can be linked to the use of videogames. As videogames are, by definition, digital, working with videogames can help in developing a pupil's technological skills. The ability to be able to work with digital resources in various ways is another competence aim highlighted by the curriculum that may be linked to videogames. Additionally, videogames are an avenue that can be explored and presented as a cultural form of expression from English-speaking media that can be relevant to the pupil's own interests (Utdanningsdirektoratet, 2020a).

In other cases, the educative application of videogames may require changing the way some people are prepositioned to perceive videogames. While often used solely as a means of entertainment, the primary purpose of using a videogame in the classroom should be as a learning tool. In the context of education, videogames should be seen as a form of cultural expression, on par with other recourses employed by teachers (Skaug et al., 2020). By approaching videogames as literature, a teacher has wide berth to incorporate game-based learning into their lessons.

The curriculum states that after year 10, pupils are to "read, discuss and present content from various types of texts, including self-chosen texts," and "read, interpret and reflect on English-language fiction, including young people's literature" (Utdanningsdirektoratet, 2020a). Intercultural competence has also become an important core value within the curriculum and it highlights the importance of understanding and engaging with different cultural expressions.

[…] A common framework gives and shall give room for diversity, and the pupils must be given insight into how we live together with different perspectives, attitudes and views of life. The experiences the pupils gain in the encounter with different cultural expressions and traditions help them to form their identity. A good society is founded on the ideals of inclusiveness and diversity. (Utdanningsdirektoratet, 2020c).

The need for intercultural competence has drastically increased within our society as the world has become increasingly globalized over the last decades through advancements of communicative technology and ease of movement. The new curriculum has rightly picked up on how important intercultural competence has become for the modern citizen, both in our everyday lives and in professional environments. Interacting with people from other cultures has become an integral part of life that cannot be ignored or avoided.

In this, the second decade of the twenty-first century, culture, cultural differences, and intercultural communication are among the central ingredients of your life. As inhabitants of this post-millennium world, you no longer have a choice about whether to live and communicate with people from many cultures. Your only choice is whether you will learn to do it well (Lustig, Koester & Halualani, 2010, p. 1).

Fictional literature can therefore be said to have never been more important as a means to explore different cultures and identities. Various forms of literature can be a great aid in helping pupils learn about empathy and seeing things from different perspectives. Literary works can help develop intercultural competence through providing pupils information of other cultures and stimulate their motivation in understanding other people (Hecke, 2013). The stories and narratives of videogames can, in the same way as a book, be used as literature to explore cultural expressions and differences between people (Skaug et al., 2020). Videogames have a variety of unique advantages when it comes to immersing the reader in a story and in allowing learners to view topics from different perspectives. When used as

literature for educative purposes, videogames can be a tool to explore societal problems, or differences in culture or religion, that can be used for discussion and reflection within the classroom (Skaug et al., 2020).

Several studies have linked videogames to an increased tolerance for cultural and social differences, and in developing a deepened empathy for other people. In a systematic review of sixty-two studies pertaining to behavior change associated with videogames, Shliakhovchuk & Muñoz found that videogames are beneficial in developing intercultural competence and positive social behaviors in numerous different ways.

Subsequently, this research provides evidence that the use of IVET games and simulations lead to increased pro-social behavior (willingness to help strangers) and treatment of out-group members as if they were in-group. This might be a result of video game allowing players to explore cultural options without reprisal or judgment and engaging in a multitude of cultural identities and experiences in an active way. Increased and intensified empathy and sensitivity towards people different from oneself confirm that realistic in-game environments provide a space where players can be open and vulnerable, question their beliefs, and increase their empathy for the culturally different other (Shliakhovchuk & Muñoz, 2020, p. 51).

Videogames can, in conclusion, be seamlessly integrated into the 2020 Norwegian curriculum and be used as a flexible and motivating tool to work on several of the listed competence aims. Videogames can be used as pieces of fiction to develop literary competence and as a context for literary analysis and discussions (Skaug et al., 2020). Videogames can additionally help develop pupils' intercultural competence by exposing them to different cultures, expressions, and ways of life. By providing a virtual environment where a person may safely explore and interact with cultural and social options, videogames may aid in providing an increased open mindedness and acceptance of others (Shliakhovchuk & Muñoz, 2020).

2.4 Language Learning

As an academic subject, English is irrevocably linked to the comprehension of the language itself. While a multitude of different topics and values are to be taught within the English classroom, it is always firmly anchored in the usage and understanding of the English language. Within the confines of the curriculum, there are five basic skills that are to be incorporated across all subjects. These are reading, writing, numeracy, oral skills, and digital skills (Utdanningsdirektoratet, 2020b). In the English classroom, this means that the activities within a lesson should be linked, in part, to the development of one or several of these basic skills. Teachers should always consider how their planned activities allow pupils to interact with the English language and how beneficial the activities are in developing linguistic comprehension and fluency. When it comes to language learning, videogames have a myriad of well documented benefits.

Frequent exposure to English is one of the best ways of developing an understanding of the language. In the classroom, one of the most central roles for a teacher is to provide pupils with exposure to the language through the use of different tasks and contexts (Al-Zoubi, 2018). However, in Norwegian secondary schools, this exposure would be limited to a mere 227 hours throughout a pupil's academic years. Videogames are, in comparison, a much larger exposure to the English language for the average pupil than that of their regular English education. Upon reaching the age of twenty-one, the average person will have spent a total of 10 000 hours playing videogames (Shliakhovchuk, 2018). This is as true in Norway as it is in other western countries. In 2016, it was uncovered in a survey that 86 % of all Norwegian youths say that they regularly play videogames (Norwegian Media Authority, 2016). It can therefore be safely said that the primary exposure a pupil has to the English language comes not from their formal education, but from videogames. This frequent exposure to English through videogames does, however, clearly manifest in the pupils' academic performance and their achieved grades. In a study investigating the correlations between incidental language learning and the use of videogames, Sylvén and Sundqvist discovered that videogames had a positive effect on language acquisition. The pupils who played videogames for 5 or more hours per week scored consistently higher on all vocabulary measures (Sylvén & Sundqvist, 2012). Incidentally, the pupils themselves also recognize videogames as a large driving factor in their language learning. In a study exploring the

correlations between videogames and academic grades in the English subject, Uuskoski writes that it is not uncommon for pupils to accredit their good English grades to video games and popular culture, rather than the school system (Uuskoski, 2011). With this in mind, it should be important for English teachers to explore the language their pupils learn from videogames. Particularly, teachers should look to develop different methods and strategies that allow for the language learned from videogames to be used within the classroom. This would create a bridge between the extramural English videogames provide and the English provided by the teacher, ultimately boosting both formal and informal language learning.

We have, so far, established that videogames offer an important exposure to the English language. It then becomes necessary to explore how this exposure translates to improved language learning and the development of the five basic skills outlined by the 2020 curriculum. Playing a game necessitates that the player understands the game's objectives and how they can win or progress in the game. Whether the videogames provide this information through text or speech, language comprehension becomes an integral part of participating in the game. Sundqvist highlights how interacting with videogames stimulates language learning implicitly, allowing them to improve their English without necessarily being aware of it themselves. In the study, videogames are presented as one of the most important forms of extramural English.

Learners who play video games have to rely heavily on their language skills in the target language. Furthermore, they need to pay attention at the level of noticing, and they need to produce target language output, often both orally and in writing. Moreover, since lexical and prosodic repetitions are integral features of video games […] it means that players are simultaneously involved in activities which are hypothesized to benefit L2 acquisition. In other words, video games provide opportunities for implicit learning; thus, players become learners, even though they might not be aware of it themselves (Sundqvist, 2009, p. 198).

In this paragraph, Sundqvist notes how videogames require language output through speech and writing, hinting at the communicative and cooperative nature of videogames. While citing that the learners may not be aware of the language skills acquired through videogames, other studies suggest that modern youths often recognize how important videogames have

been for their language learning. In a study exploring how videogames and internet culture may affect youth's English skills, Brevik conducted interviews with a so-called "gamer." The interview shed light on the many ways the teenager would interact with the English language as part of a gaming session.

In this Gamer's account, he used language strategies, such as using different languages for different purposes and also by searching online for information, to stay in the game by understanding and subsequently giving instructions, discussing tactics, analysing, and making inferences—highly sought-after competencies in education and society (Brevik, 2018, p. 7).

Many videogames are dependent upon the ability of players to effectively communicate and cooperate with one another. The Gamer from Brevik's interview notes how he discusses tactics and gives instructions to other players, suggesting that there is a deep social interplay between the gamers. To adequately cooperate with one another, many different communicative skills are combined when gaming: reading instructions or written chats, listening to others, speaking, and writing (Garvoll, 2017). The sum of these testimonies suggest that videogames allow players to interact with the English language through reading, writing, and the use of oral skills. Additionally, as videogames are a digital medium, it will also help in developing digital skills. In total, this accounts for four out of the five basic skills outlined by the curriculum (Utdanningsdirektoratet, 2020b).

2.5 Sociocultural learning

The extramural English that Norwegian youths are exposed to through videogames and internet culture have led to a drastic increase in the English fluency of the average pupil. In general, younger generations are significantly better at the English language now than older generations were at a similar age. While many studies cite exposure, immersion, and increased motivation as causes for this generational difference, a perhaps often neglected factor on the discussion of English learning through videogames is the sociocultural aspect of gaming. Many popular games today are inherently social and cooperative in nature. These are games were you are required to communicate with your team or other players to succeed.

Additionally, the popularity of these games lead to the creation of large and intercultural social groups where you can discuss the games or find people to play with. In Garvoll's interview with pupils that were dubbed *Gamers,* it became apparent that many of them were socially engaged with other players online and communicated with them exclusively in the English language. Engaging and communicating with these groups over platforms like Discord or Skype were attributed as core reasons to why the *Gamer* achieved good academic results in the English subject (Garvoll, 2017). While gaming has traditionally been associated with asocial behavior, the reality is that it is extremely rare for a videogame to be consumed solitarily. Even videogames that are exclusively single player have large online communities where players can meet and talk about the game together, all of which happens predominantly in English. These gaming communities can make up a large portion of a gamer's social network, and allows them to connect with other people with the same interest. This means that the extramural English that videogames provide for pupils are intricately linked to Vygotsky's sociocultural learning theory.

Playing together, be it a physical game or a videogame, is the central pillar of Vygotsky's theories. Sociocultural learning theory emphasizes the importance of social interaction between peers, and between pupil and teacher, to learn new concepts and experience new contexts. Following Vygotskian thought, all learning and language acquisition happens with the help and support of others (Daniels, 2005). When it comes to language learning, the sociocultural theory rings especially true. When developing language comprehension, the interaction with a primary knower is one of the most important factors. This is a person who is already fluent in the language and who is able to guide and steer the learner towards language comprehension. It is also, however, important to interact with fellow learners, as this creates the opportunity to experiment and explore the language in a different context, and enables both learners to support the other. Social interactions with parents, friends, and teachers, ultimately develop shared understandings of concepts and contexts that allow participants to effectively communicate with one another (Rose & Martin, 2012).

Play is able to empower a learner, allowing them to fill a role of authority and expertise otherwise unfamiliar to them. Within a videogame, knowledge of tricks and secrets may put a learner in the role of primary knower, even when interacting with an adult.

In play a child is always above his average age, above his daily behavior; in play it is as
    though he were a head taller than himself. As in the focus of a magnifying glass, play
    contains all developmental tendencies in a condensed form; in play it is as though the
    child were trying to jump above the level of his normal behavior (Vygotsky, as cited
    by Bodrova & Leon, 2015, p. 371).

This establishes videogames as a platform where learners may act and socially engage from a position of authority. By incorporating videogames in the classroom, pupils may be empowered, as their existing knowledge of videogames from recreational play becomes valued and desirable information within an academic, or professional, context. The feeling of mastery and competence in school is intimately linked to motivation and good academic results. Kapp describes how competence is one of the three factors of the Self-Determination Theory, where the intrinsic motivation to perform a task is facilitated by autonomy, competence, and relatedness (Kapp, 2012).

Relatedness is also decisively linked to the social aspects of videogames. Kapp defines relatedness as the experience when a person feels connected to others. When playing a videogame, whether it be an online multiplayer game, or two friends playing together on the couch, there is a clear social component (Kapp, 2012). The internet further allows videogames to be a tool to allow people from all over the world to connect and develop relations with one another (Israelsson, 2020).

From this, it becomes evident that the social platforms created by videogames, where learners are able to socially interact with each other both in and outside the games, are key factors of the extramural English today's youth are exposed to. These are sociocultural environments that allow learners to take on the role of primary knowers as they teach each other tips and tricks from the videogame, while also providing a safe environment to experiment and engage with the English language. Using videogames as a vehicle for social interaction and cooperation correlates to Vygotsky's theories of sociocultural learning and allows learners to develop language skills and fluency in tandem with each other.

2.6 Game-based Learning

Videogames have opened up many new creative opportunities for pupils to learn. Ever since they became popularized, videogames have been thought of as a potential resource in helping pupils explore different topics and develop skills. This type of learning is referred to as game-based learning. In principle, game-based learning is applicable to every academic subject and offers a wide range of options to the teacher. Younger generations, referred to as "digital natives," by Prensky, are particularly absorbed in the world of videogames and digital media (2001). Studies show that pupils are often receptive to the use of videogames in the classroom, and that it creates an increased engagement for learning. For example, videogames offer the opportunity for pupils to live and explore historic events, rather than merely being told about them. The simulations presented through videogames often have similarities to problem-solving strategies in the real world. This means that videogames may be seen as more practical and closer to life than being lectured to by a teacher (Israelsson, 2020).

A great boon for game-based learning is the modern advancements of technology. Portable hardware like laptops, iPads, and phones makes it easier to use videogames in the classroom today than it used to be. In Norway, most pupils have access to either an iPad or a laptop that they are to use in school contexts. Using the internet, pupils are also able to connect and play with each other, even across different classes, schools, or countries (Israelsson, 2020). Game-based learning should therefore be a viable method of learning in most Norwegian classrooms. Additionally, there are several benefits of game-based learning that cannot be replicated by other forms of media. Videogames are notable for allowing pupils to actively explore and engage with a topic, rather than having it explained to them. They allow for motivation and personal satisfaction. They may accommodate for different types of learning and the use of different skills. They foster a sense of mastery. And, lastly, they allow for interactive contexts (Hirumi, 2010).

What exactly a pupil learns from a videogame depends on many factors, but perhaps most importantly how the videogame is used by the teacher. The effects videogames have on vocabulary and language fluency is well documented. Sylvén & Sundqvist note that the incidental exposure to English through videogames have a positive effect on pupils'

vocabulary knowledge. Additionally, social interactions with other players in the games provide scaffolding when engaging with the language (Sylvén & Sundqvist, 2012). If used creatively by a teacher, however, videogames can also teach pupils about important concepts like teamwork, ethics, and responsibility. While not necessarily listed as competence aims within the curriculum, these are still crucial concepts for a pupil's adult life (Hirumi, 2010). By approaching videogames as a narrative context, there are very few limits to what a teacher can achieve through game-based learning. It allows for the pupils to engage with social issues and dilemmas in a variety of contexts and to present their opinions and interpretations through discussion. Pupils also often find it easier to analyze and interpret contexts when dealing with videogames, rather than traditional text (Israelsson, 2020). Game-based learning therefore allows pupils to take an active role in engaging with various topics within a platform of which they are comfortable and familiar. Several learning theories additionally highlight the importance of exactly this comfort. The *affective filter hypothesis,* formulated by Krashen, suggests that anxiety has a large influence on a person's ability to learn. According to the hypothesis, motivation, confidence, and a freedom of anxiety are necessary factors for language acquisition to take place (Uuskoski, 2011). By providing greater autonomy, awards, and encouragement, videogames may provide learners with a less stressful environment that allows them to explore the English language at their own pace. This has shown to reduce anxiety in learners, and motivate them to conduct better language practice (Israelsson, 2020).

Motivation is another important facet of game-based learning. Many studies suggest that videogames may motivate learners to engage and explore topics to a greater extent than traditional teaching methods. Most games are entertaining and offer pupils a feeling of mastery through accomplishments and reward-based structures, and several studies suggest that pupils acquire more language and knowledge when engaging in activities they consider fun (Skaug et al., 2020). Kapp (2012) additionally highlights how the ARCS model developed by John Keller, originally intended as a framework for developing more motivational lectured lessons, is also applicable to game-based learning. The ARCS model is composed of four different factors: Attention, Relevance, Confidence, and Satisfaction (Kapp, 2012).

Game-based learning is highly likely to grab a pupil's attention and make them curious about what is going to be taught in a lesson. Videogames offer pupils perceptive arousal through exciting visuals and graphics, and creates interest by offering a hands-on experience for the player. Variety is also an important facet of maintaining pupil attention over the course of a lesson which videogames can help provide. The second factor, relevance, relates to how relevant the material being taught is to a pupil's current and future needs. This can be stimulated through pointing out connections between the new knowledge being taught and the existing knowledge of the pupils. As many pupils engage with the English language through videogames, it is likely that pupils will consider game-based learning within the English classroom relevant to both their interests and future needs. Confidence is the third factor in the ARCS model, and is primarily fostered within a pupil through the sense of mastery. A pupil should feel they have the ability to succeed and to accomplish the goals expected of them. For teachers, this implies a need of establishing clear and achievable goals for pupils at the start of a lesson, so that the pupils may know what they are working towards. Videogames can also help fostering a sense of mastery within a pupil, as they often involve the completion of several smaller tasks. These smaller milestones build upon each other, creating a natural and comfortable sense of progression and increased mastery as the pupils work. The last factor is satisfaction. It is important for pupils to feel that learning has value, and that their new knowledge and abilities can be applied to real or simulated contexts. Teachers should therefore create opportunities where acquired skills can be used in new or unexpected ways to show pupils the value of what they have learned. This will tap into the intrinsic motivation of the pupils, encouraging them to learn more (Kapp, 2012).

2.7 Motivation

In the world of pedagogy, motivation is seen as one of the cornerstones of learning. Motivation greatly affects the way the pupils' behaviors in the classroom, as well as their ability to learn from any given lesson. Skaalvik defines motivation as the driving force behind the pupil's own efforts to learn (2005). Without an inner motivation to learn, the pupils will be less likely to push themselves to overcome difficulties and challenges they encounter in their schoolwork, which would greatly reduce their ability to improve in any

given subject. The importance of motivation has made it the topic of a great number of studies, which have uncovered many different strategies teachers may employ to improve the motivation of their pupils. In particular, a good learning environment, and positive reinforcement from both teachers and peers, are important factors in nurturing motivations in pupils (Skaalvik & Skaalvik, 1996). The importance of good social relationship within the classroom is also supported by Nordahl, who cites positive teacher-pupil relations as one of the largest influences on a pupil's motivation. "Pupils become motivated and inspired by teachers that respect them, and that try to have a good relationship with them," (Aasen, Nordahl, Mælan, Drugli & Myhr, 2014).

An unmotivated pupil will be more likely to display apathetic behaviors regarding their schoolwork and achieved grades. They will often lack the drive to perform tasks and meaningfully engage with the activities of a school lesson. A low school engagement, and lacking motivation, can be directly linked to poor school outcomes for pupils. Pupils with low motivation are at a higher risk of dropping out of school, receiving worse grades, and a degradation of their own social and mental health (Bond, 2015). A motivated pupil, on the other hand, will be more likely to partake in classroom discussions, answer questions, and do their homework. While it is not reasonable to expect every pupil to be equally motivated, there are always methods teachers can employ to help their pupils along. To help motivate pupils, it is important for teachers to know how motivation is defined, and the different forms thereof. Motivation is typically separated into intrinsic and extrinsic motivation, based on the rationale behind the increased motivation (Ryan & Deci, 2000).

Intrinsic motivation refers to a type of motivation that is largely independent of external factors. It is the desire to do something because the performed activity instils positive feelings or connotations within a person. Reading a book to gain a sense of self-fulfillment is an example of this (Kapp, 2012). Activities that are fun and interesting can often be performed without any promise of reward. Videogames can be seen as an activity frequently performed simply because the activity itself is entertaining. For teachers, it is important to be aware of what stimulates their pupils' inner motivation, and to create lessons that engage with and explore their interests (Ryan & Deci, 2000).

Extrinsic motivation, on the other hand, is primarily concerned with how performing an activity will result in an external benefit. It is a type of motivation where you are motivated

by the resulting rewards, rather than a genuine desire to perform the task. Within the school context, a pupil may be rewarded by their parents for achieving high grades with money or other material goods. The concept of grades is also linked to extrinsic motivation, as many pupils will care more about the grades they receive than the learning process itself. As such, the fear of getting a bad grade, or being scolded by a parent, are also examples of extrinsic motivation (Ryan & Deci, 2000).

It is, however, important to recognize that extrinsic and intrinsic motivations are not mutually exclusive. Motivation is contextual and can change depending on the situation or the mood of the pupil on a day-to-day basis. "External motivation can be changed to the internal; they can exist simultaneously and vary between different times and tasks" (Boström & Bostedt, 2020, p. 44). It is possible for a person to experience extrinsic and intrinsic motivation at the same time, and one is not necessarily better than the other. A pupil may well have the intrinsic motivation to learn about a topic because they find it interesting, while also being extrinsically motivated by a desire to demonstrate their knowledge to their friends. For language learning, both types of motivation are important. Under the right circumstances, teachers have the ability to influence both intrinsic and extrinsic motivation, which would prove a valuable tool for their pupil's learning and social well-being (Daskalovska, Gudeva, & Ivanovska, 2012).

Videogames as a tool for learning have many motivating factors, both intrinsic and extrinsic. Extrinsic motivation, in particular, has become widespread within commercial videogames over the last decade. Game platforms like Steam award players with achievements, points, and collectible currencies for performing different challenges within the games. These challenges are designed as motivators to keep the players playing. Earning the achievements are meant to feel like an accomplishment, and many players may attempt to earn all of them. While seemingly a good motivator, external rewards can also have a negative impact on a person's motivation (Kapp, 2012).

When someone chooses to partake in a game or a videogame, it is often because they themselves wish to do so. It is a voluntary action dictated by your own autonomy, independent of the influence of others. Adding a reward for participating in a game substantially changes the mentality of participation and the power dynamics of the situation. If you wish to receive the reward, it becomes mandatory to participate in the game. In many

cases, the reward will also hinge on the measured quality of one's participation or achievement. What was originally a voluntary activity has become a test where you are evaluated and rewarded for playing along. This has the potential to make participating in a game less fun, but more distressingly, it can also make a person feel manipulated or tricked into performing a given activity (Kapp, 2012).

Another danger with external rewards is the possibility of creating situations where pupils care more about the reward than the activity. If the pupils only care about the reward at the end, they will likely pay less attention to their own learning. Kapp explores multiple ways where external reward systems have negatively impacted the pupils' approach to school tasks. "[…] students who had selected "simpler" problems in an earlier session in which rewards had been offered for correct answers continued later to select less complex problems, even when rewards were no longer available for the correct answer" (Kapp, 2012, p. 94). If only correct answers are rewarded, it is only logical for the pupils to maximize their number of correct answers by choosing easier problems to solve.

However, the dangers involved with extrinsic motivation does not mean it is something to be avoided. Both extrinsic and intrinsic motivation are important for language learning, and the different forms of motivation may interact and synergize with one another.

Research indicates that in some cases extrinsic rewards actually foster intrinsic motivation. In one study focusing on motivation, it was found that performance contingent rewards (found in many games) produced greater intrinsic motivation than the same performance objective and favorable performance feedback without reward. In another study, it was found that performance-contingent rewards increased students' subsequent expression of task enjoyment and free time spent performing the task, as compared with the receipt of an equivalent performance standard and favorable performance feedback (Kapp, 2012, p. 95).

It is evident, then, that the way a teacher decides to implement external reward systems is pivotal to whether it results in good learning. As an example, rewards being performance-contingent would eliminate the possibility of pupils optimizing their rewards by only picking easy questions. For pupils who already have little intrinsic motivation, extrinsic motivation may also serve as a tool to get started with schoolwork (Boström & Bostedt, 2020). This first step may later evolve into a deeper intrinsic motivation for a demotivated pupil.

Videogames can be a great source of learner motivation if applied appropriately to the classroom. It is important to recognize that pupils will respond better to learning things they consider meaningful and practical to their own lives. Additionally, the years spent in secondary school are generally when a pupil's motivation is at its lowest (Wendelborg, Røe, Buland & Hygen, 2018). As we know young people have a strong connection and engagement with videogames on their own time (Shliakhovchuk, 2018), it may be a pivotal bridge in connecting the English learned at school with their own interests – improving motivation. Using videogames as one of the many tools of a teacher's arsenal improves the variety of one's lessons, and caters to the pupils interests. Several studies suggest that the incorporation of videogames in the classroom results in better attitudes towards learning, and that it serves to improve motivation across different learner groups (Kapp, 2012).

2.8 Implicit and Incidental learning

It has been well established that videogames are a focal point in teen culture and that videogames amount to a large portion of the average teen's English exposure. The specifics of this language exposure and how it relates to language acquisition through incidental learning, however, has yet to be adequately presented. Being exposed to a language over time has a substantial effect on language acquisition. In some cases, the effects of systemic language exposure through videogames are so large that they result in pupils who are more proficient in English than their own native language (Brevik, 2016). This relates to the concept of implicit learning, where information and skills are passively absorbed and processed by the practitioner as an inherent byproduct of their activity.

Implicit learning can be defined as "the process of gaining knowledge or skills without clear awareness or the intention to learn them" and "entails that the person is also not conscious of what has been learned" (Francis et al. 2009, p. 60–61). We are always exposed to implicit learning in our everyday lives because of new social situations or experiences that arise. Within the context of schoolwork, however, it is often difficult to distinguish between explicit and implicit learning. A pupil reading an English book can easily thought to be implicit learning, but it is ultimately defined by the pupil's own intention and awareness. If

the pupil is reading the book for the sake of improving their English it would be an example of explicit learning instead (Uuskoski, 2011).

Explicit learning refers to learning that happens through concentrated effort. This relates to tasks or activities performed for the explicit purpose of acquiring new knowledge or skills. For language learning, an oft maligned example would be the memorization of glossaries. Pupils would learn the vocabulary through the mental repetition of words, rather than learning them implicitly through the natural occurrences of the words within genuine text. This is a practice that robs pupils of context, and often leaving pupils at a loss as to how the words can be used within a full sentence (Meara, 1995). Explicit learning can also be explored through more creative means, however, as it is only clearly defined by the intention of the activity. All learning that happens outside of active instruction, be it explicit or implicit, is referred to as incidental learning (Uuskoski, 2011).

As videogames are primarily played outside of the classroom for entertainment purposes, much of the language acquisition involved fall under implicit and incidental learning. By actively engaging with the language through the input and output of speech and text, teenagers are able to develop their English skills without necessarily knowing it (Sundqvist 2009). This implicit learning through videogames is not only beneficial for language learning, however. It has been shown that implicit language stimulus outside of the classroom can motivate language learners, of which there are various reasons. Playing videogames is for many teens a meaningful activity, which makes them more open and receptive to learning and engaging with the language implicitly through the medium. The incidental nature of the language learning also gives teenagers the freedom to self-regulate the amount and the difficulty of the English they are exposed to (Day & Bamford, 2002). This creates a motivating virtual learning environment where the teens are able to learn English incidentally through language that they are happy and comfortable with.

When applying videogames to the classroom, it is perhaps natural to presume that the inherent implicit language learning of videogames must be made explicit. In actuality, videogames are a flexible and adaptive learning tool, and can be used for both explicit and implicit language learning. Videogames such as the Walking Dead offer rich and emotional narratives that can be explored within the classroom. This game in particular allowed the pupils to meaningfully engage with ethical theories and principles through discussing the

decisions you have to make in the game (Skaug et al., 2020). By using videogames as a narrative context, teachers are able to explore and teach a vast array of topics explicitly to their pupils, while also creating a platform for implicit language learning that motivates pupils.

2.9 Kahoot!

Since being released in 2013, Kahoot! has earned its place as a prominent feature of many classrooms and lesson plans. It has become one of the most popular game-based learning platforms, with a monthly user base of 70 million, and is used by approximately 50 % of pupils in US schools (Wang & Tahir, 2020). We also see Kahoot! being used regularly in Norway across all the academic subjects. While academics and educators have long known that motivation, engagement, and concentration are important factors in cultivating good learning environments, it has often proved a challenge to incorporate these elements in the classroom. Keeping pupils engaged, and allowing for interactivity within the lesson, is especially challenging in large classrooms. To account for this, many student response systems were developed in the sixties to allow for interactivity within larger classrooms (Wang & Tahir, 2020). Student response systems are described as systems that allow for interactivity within the classroom through the use of a wireless device that each student has on their person.

A student response system is a wireless response system that provides faculty the means to actively engage students in lecture classes. Faculty members can pose questions at pedagogically strategic moments in class and allows students to respond with a personal response unit, or clicker. Student response systems provide faculty members with an opportunity to integrate new pedagogical applications into lecture classes and create a more engaging experience (Kaleta & Joosten, 2007, p. 2).

Kahoot! is notable for being the first student response system designed as a videogame experience through the use of game-based learning theories and extrinsic and intrinsic motivational systems (Wang & Tahir, 2020). By taking advantage of modern technology like laptops and mobile phones, Kahoot! allows all pupils to individually interact and engage with

the subject material of a lesson. The game functions in many ways as a digital quiz where pupils are presented with questions they need to answer on their phones or laptop. Points are earned by answering correctly, but additional points are rewarded by the speed of which you answered. This means that the pupils must pay close attention so that they may answer as fast as possible to earn the most points. At the end of the game, participants are ranked based on their accumulated points and the winning players are displayed on a leaderboard. This leaderboard functions as a social component to the videogame, creating a wider context to the questions the pupils answered individually. A high position on the leaderboard provides bragging rights and social capital within the classroom, and serves as a motivator to want to play the game again (Kapp, 2012).

Kahoot! has proved to have a significant beneficial effect on learner motivation, concentration, and classroom dynamics. The videogame allows pupils to take a break from traditional classroom activities, making a lesson less monotonous. For teachers, Kahoot! allows for the formative assessment of pupils at the end of a lesson, or to break up their lecture with a recap of a topic (Wang & Tahir, 2020). It is also important to highlight Kahoot!'s ease of use and the implications it has as a tool for the teacher. Kahoot! allows teachers to access a massive library of existing quizzes that have been created by other users. These quizzes may range from any topic, be they academic or otherwise, which makes it highly likely there will always be several quizzes that are relevant to a planned lesson. This has proved to be an essential resource for teachers, as they can quickly find quizzes that may serve to promote pupil engagement and motivation in their classrooms. Kahoot! is also easy to learn, providing teachers a means to incorporate game-based learning in their lesson without requiring familiarity with the videogame medium. Wang & Tahir (2020) uncovered several positives that teachers expressed about using Kahoot! in the classroom:

Positive findings include higher motivation of teachers, ease of use, a motivating tool, support teachers' instructive work in class, can assess students' knowledge in real-time, increases student motivation, stimulate students to speak their point of view in class, can wake up students, increase class participation, and reduce teacher's workload (p. 13).

For these reasons, teachers generally display a positive attitude towards Kahoot! and many choose to incorporate it in the classroom. This has made Kahoot! one of the most popular videogames to use within school settings, and may explain its rise to prominence.

2.10 Challenges

Applying videogames to the English classroom may also present a number of challenges. It is important for teachers and officials alike to be aware of these challenges to ensure that videogames can be used as effective tools within the educative sphere. Skaug emphasizes the importance of teacher competence and experience in the field of videogames for effective game-based learning. Many teachers are aware that videogames are fun, but an activity being entertaining does not directly translate to the acquisition of new skills and knowledge for the pupils. The teacher must incorporate videogames in such a way that actively encourages and enforces learning without compromising the fun and excitement that videogames represent. The learning goals of a lesson must also be measurable and quantifiable – the teacher must be able to confirm that learning has taken place at the end of a lesson (Skaug et al., 2020). This means that it is not enough to simply have your pupils play a game in class. The videogames must be applied in pedagogical and educative ways to effectively explore a topic, goal, or theme of an academic lesson. Videogames must therefore be seen by the teacher as a tool for learning, as opposed to a reward for their pupils.

Merely seeing videogames as a reward, or as a shortcut for increased motivation, is a pitfall that may result in a reduction of knowledge acquisition and learner motivation. If pupils are allowed to play a videogame at the end of a lesson as a reward for good performance, they may develop a dependence on reward structures for future work. If the reward is taken away, the pupil will regress in behavior and performance as it was only spurred by the promise of a reward in the first place. A dependency on reward structures will also, over time, necessitate that the reward progressively grows or changes to sustain the learner's interest (Kapp, 2012). Using videogames as a reward for good performance also demands an increase of the teacher's surveillance and evaluation of a pupil's performance during a lesson. Rewarding good performance necessitates the quantifiability of good performance, and visibly divides the classroom into the rewarded and the unrewarded. It is important to be aware that not

receiving a reward may negatively impact the motivation of a pupil that is already struggling, and that an unequitable distribution of rewards may lead to bitterness and hostility within the classroom's sociocultural environment. The increase of surveillance and evaluation that such reward structures require of the teacher are, additionally, factors that have shown to undermine the intrinsic motivation of learners (Kapp, 2012). It is then evident that videogames should not be used primarily as a reward of pupils. When game-based learning is appropriately applied to the classroom, videogames are a tool for effective learning, rather than a result of effective learning.

It is therefore important for teachers to know how to appropriately incorporate videogames in the classroom, and be aware of the challenges thereof, to facilitate effective game-based learning. Despite this, there are currently no guarantees that any given teacher will possess this knowledge. Little to no attention is given to game-based learning within Norwegian universities for teacher education, meaning that Norwegian teachers have no strong theoretical foundation in the pedagogical applications of videogames. A teacher must be intricately familiar with a videogame before considering incorporating it to the classroom (Skaug et al., 2020). Due to the lack of official education on game-based learning, this familiarity must often be developed by the teacher on their own time.

2.11 Summary

This thesis seeks to investigate the expressed opinions of Norwegian teachers on the use of videogames in the English classroom. When discussing the use of videogames in a pedagogical context, it is important to first establish a clear understanding of what a videogame is. There have been many attempts to produce a universally precise definition of what a videogame is, but the broadness of the medium makes many definitions fall short. Most academics agree, however, that the concepts of interactivity and player engagement are the central factors that separate videogames the most from other media such as books and movies (Skaug et all., 2020). For the purposes of this thesis, we have chosen to use the following definition of a videogame: "a game which we play thanks to an audiovisual apparatus, and which can be based on a story" (Esposito, 2005, p. 2). The broadness of the definition serves as a reminder of the diversity and breadth of the videogame medium. This

has been an important aspect in creating awareness on the use of Kahoot! and other game-based learning methods commonly used in the classroom.

Videogames are typically further divided into three different categories. These are learning games, commercial games, and the concept of gamification. Learning games are often centered around the education of the player, either through presenting them with tasks to develop and challenge skills, or to present narratives and contexts meant to enlighten the player about a theme or topic. In these games, entertainment and player engagement are often an afterthought compared to the material it intends to teach. Because of this, many pupils may find learning games to be boring, or to be a chore to play through. Commercial games are larger, more ambitious videogames developed by professional videogame studios. These games heavily emphasize entertainment, interactivity, and player engagement. When talking about videogames in casual conversation, it is often commercial games we refer to. As it is commercial games that children and teenagers play at home, they account for a large portion of the English language pupils are exposed to. Incorporating commercial games in the classroom, however, is often thought to be difficult, as many of the most popular videogames cannot be immediately connected to the curriculum in the same way as learning games. Lastly is gamification, which refers to a subset of videogames created by incorporating game-based systems and mechanics into new and different contexts. This may refer to videogames like Kahoot! where a traditional multiple-choice test on paper has been transformed into an interactive digital experience where participants earn points and compete against each other (Skaug, Staaby & Husøy, 2017).

There are several skills and learning methods that may connect videogames and game-based learning to the 2020 curriculum. By playing a videogame, learners engage and explore the English language in several different ways that help develop their linguistic skills. When engaging in a videogame, learners are expected to both process language input and produce language output. The implicit language learning today's youth are exposed to have a large effect on their ability to read, write, speak, and comprehend the English language (Sundqvist, 2009). Furthermore, videogames have been shown to be an effective tool in exploring and developing important moral and ethical skills. By using videogames as narrative contexts, learners may engage with cultures and peoples that are different from themselves, and allow them to develop an understanding and empathy for others (Shliakhovchuk & Muñoz, 2020).

The narrative potential of videogames allows teachers to educate learners on a multitude of complex subject. They open up for engagement and discussion in the classroom, and creates opportunities for pupils to see things from different perspectives. Younger generations are additionally more confident and familiar with the videogame medium, making it easier for them to conduct a literary analysis or engage in discussions on complex topics (Israelsson, 2020).

Motivation often takes center stage when discussing the use of videogames in the classroom. Videogames excite pupils, and allow for creative and engaging ways of learning. Many intrinsic and extrinsic motivational factors are incorporated into the videogame medium. The entertainment and excitement of videogames provide a natural intrinsic desire and curiosity to engage with them, and reward-based systems like points and achievements offer extrinsic motivation to keep playing. It is, however, important for teachers to be aware of the associated risks of reward-based motivational systems. If an activity is performed solely based on the promise of a reward, learners may develop a dependency on external motivators. In such a case, learner behavior will regress if the reward is taken away, or if the perceived value of the reward is reduced (Kapp, 2012). Videogames should therefore be incorporated in the classroom not as a reward, but as a legitimate educative resource. The videogames used by a teacher should be chosen with specific learning goals in mind, and the learning achieved should be quantifiable by the teacher at the end of a lesson (Skaug et al., 2020).

Kahoot! has become an important resource for many teachers, and is one of the most prominent videogames used in the modern classroom. Being an example of gamification, Kahoot! incorporates several game-based systems and motivational theories to digitalize the traditional multiple-choice paper tests. In the game, players compete with each other by answering questions that appear on the screen. Players earn points by answering the questions correctly and quickly, and are ultimately ranked on a leaderboard. The ease of use, and the vast library of premade quizzes, has made Kahoot! popular with teachers. For pupils, Kahoot! provides the opportunity to take a break from the traditional lectures and do something fun. Breaking up lectures with a Kahoot! has shown to increase learner motivation, and makes it easier to concentrate during lessons (Wang & Tahir, 2020).

3. Method

This chapter will focus on the methods chosen to satisfy the research question of the thesis. Theories on interviews and the qualitative method will be briefly discussed, along with the rationale behind why these methods were chosen. The most focus, however, will be given the process of how the research and interviews of this thesis was carried out. This will include the formulation of the interview guide, the selection of teachers that were interviewed, and the ethical and moral considerations necessary in conducting a study.

3.2 The Qualitative Method

When choosing how to conduct a study, it is important to consider what information you are after. By using a qualitative method, you will be able to thoroughly delve into the perceptions, views, and opinions different people have on specific topics. The qualitative method is distinguished by the ability of getting inside people's heads. As opposed to the quantitative method, which is more concerned with facts and statistics, the qualitative method revels in the subjectivity of individual's perceived reality (Silverman, 2021). To explore subjective views and opinions, it can be advantageous to directly interact with the selection. The qualitative method is therefore often centered around personal interviews and observations, although it can also be done through writing or recordings.

The qualitative method is also heavily linked to the concept of phenomenology. Dating back to the 1900s by Edmund Husserl, phenomenology is concerned with the understanding of social phenomena from the subjective perspectives of individuals, and to describe the world as experienced by the subjects. Phenomenology emphasizes the importance of a person's perceived reality, and the thoughts, feelings, and experiences they have with the phenomena. (Brinkmann & Kvale, 2014).

As the study's research question revolves around the subjective thoughts and opinions of teachers, the method of qualitative interviews was chosen. Using interviews as a research method can be advantageous in several ways. By having a conversation face to face, the interviewer will be able to pick up details and visual cues they would not be able to see

through writing. Exaggerated inflections and tone of voice can be important in truly understanding what is being said. Interviews are also perhaps the best method to actively partake in another person's thoughts and opinions. You are offered the flexibility of asking follow-up questions, to clarify misunderstandings, or have them repeat information (Bjørndal, 2013). As to receive the most detailed answers and first-hand experiences from teachers, as well as have each interview be structured similarly, it was prudent to choose a semi-structured interview method. Semi-structured interviews make use of interview guides – a premade list of questions that you wish to ask the respondent. It also, however, leaves room for the subject to make additional comments, elaborations, or give examples beyond the specific questions that were asked. (Postholm & Jacobsen, 2018). The interviewer will also be able to ask follow-up questions not included in the interview guide, which allows for a freer and more open conversation. There will always be relevant questions or bits of information that were not considered when the interview guide was initially written, and the semi-structured method allows for flexibility in gathering these spontaneous pieces of data (Krogtoft & Sjøvoll, 2018).

3.3 Selection

For the selection of this study, several English teachers working at Norwegian schools were sent mails with relevant information of the study, and an inquiry if they were interested in participating. All the teachers in question were previously beknown through shared history. Out of the six teachers contacted, three were able and willing to participate. All three of the interviewed teachers resided in Norway at the time the interviews were conducted and worked with the English subject. There were no requirements for the selection to have previous knowledge or experience on the topic of videogames or game-based learning.

When conducting a study, it is important to keep its scope and your own possible limitations in mind. If we were to attempt to gain a full and complete understanding of how all Norwegian teachers feel about using videogames for English language learning, then it would

necessitate a grand and elaborate study where the voice of every teacher in the country is represented. Such a thing is not possible within the scope of this study, and measures were instead put in place to ensure that the limited selection was as unbiased, and as representative of a larger body of language educators, as possible. Were previous experience with videogames a requirement for participating in the study, it would likely skew the selection to teachers that are preemptively more receptive to the concept of game-based learning. This would negatively impact the conclusions we could decipher from the resulting interviews, which would put the credibility of the study into question.

The age of the interviewed teachers is another factor that could falsely skew the findings of the conducted study. In 2021, 79.2 % of all Norwegian teachers were above the age of thirty (Statistisk sentralbyrå, 2021). As we know that videogames have become a large part of teenage culture in recent years (Lenhart et al. 2008), it is likely that younger teachers would be more likely to express positive views concerning the use of game-based learning than their more veteran colleagues. While the ages of the interviewed teachers will remain anonymous for this study, age demographics is a concern that has been taken into consideration. It is a firm belief that the ages of the different interviewed teachers are, overall, representative of the Norwegian teacher body at large, and that the subsequent findings from the interviews are not skewed or impacted by any uneven representation of age demographics.

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3.4 Interview guide

A semi-structured interview, while allowing a certain room for flexibility and improvisation, is still dependent on having an interview guide. This is a prewritten guide that ensures that the interview follows a deliberate structure, and that you will get answers that are relevant to the study (Høgheim, 2020). The primary purpose of an interview guide is to make it easier for someone conducting an interview to stay on topic. It will otherwise be possible for the interviewer, or the interview object, to unintentionally derail the conversation, or spend more time than necessary on an unrelated tangent.

It is important to keep the questions in an interview guide clear and concise, and to make sure that they ultimately serve to answer the study's research question. It is also important to

practice delicacy when formulating questions. You must consider whether some questions can be difficult or uncomfortable to answer honestly, and how far you can delve into specific details. Finally, the questions should also be broad enough to account for the individuality of a person's opinions and experiences, including controversial ones (Krogtoft & Sjøvoll, 2018).

Typically, one would open an interview with a couple broader, more general questions, before delving into the primary topic the interview. In the interviews conducted for this study, the opening question was regarding the teachers' own teaching practice. This was primarily intended to gauge what factors they find important when teaching English, and what didactic approaches they like use within the classroom. The topic then transitioned to discuss how integrated digital media is in their lessons, and whether or not they have used videogames in the English classroom before. It is also important to establish possible reasons as to why teachers may have a positive or negative disposition towards game-based learning. Questions that explore the teachers' personal relationship and experiences with videogames were therefore also relevant to the conducted study.

3.5 Trial Interview

An interview guide is intended to help make the interview more structured, flow more smoothly, and ensure that relevant questions are answered. Being such a crucial part of conducting a successful interview, it is important that the quality of your interview guide is put to the test before the real interviews are to take place. The qualitative method, being more focused on in depth thoughts and discussions, is particularly prone to having conversations derail into irrelevance, making a test run all the more beneficial. The person test interviewed should be of equal qualification as the intended selection, to ensure that they are to some degree capable of answering your questions. A test interview will also allow you to practice leading the conversation, and to stress test any recording devices or other technical apparatus crucial to the interviews (Krogtoft & Sjøvoll, 2018).

To assess the quality of the interview guide of this thesis, a fellow student volunteered to partake in an interview. This student has had some experience within the English classroom, and regularly plays videogames on their own time. A couple of times through the interview, it became evident that some of the questions could be seen as too vague, and the student would need more information to be able to give a satisfactory answer. This discovery eventually led to the preparation of several subtopics and follow-up questions that could be asked depending on the answers the interviewed person gives. The topic of Kahoot! became an important subtopic both for the interviews and the thesis overall. When asked if they feel that videogames are often used in Norwegian schools, the student's initial answer was no. This answer changed when Kahoot! was brought up in a subsequent question, as they felt that Kahoot! was very commonly seen in Norwegian classrooms across all academic subjects. It became evident through the test interview that Kahoot! is a videogame that many people do not necessarily recognize as a videogame. This had some very crucial implications regarding this study, as well as the study conducted by the Norwegian Media Authority in 2016. It can therefore be said that test interview proved itself imperative in the development of this thesis.

3.6 Transcription

An interview is ultimately a method of collecting information. Whether it be through audio recordings, a video recording, or written notes, it is imperative that the information provided is documented for future use. Documenting the information gained throughout an interview is important for several reasons, but chiefly to address the danger of quoting a subject inaccurately. Relying on memory and written notes alone leaves more room for human error, where you risk either misrepresenting the interviewee or forgetting minute, but important, details of the conversation. Interviews are therefore commonly conducted with the use of an audio recorder, which also allows the interviewer to focus squarely on the conversation, rather being distracted by having to scribble down notes. This allows the interviewer to go back and relisten to the interview, paying heed to the tone, pauses, and inflections of the interviewed person (Brinkmann, Kvale, 2014).

For these reasons, it was decided that the interviews of this study would be documented through audio recordings that were do be deleted upon the completion of the thesis. Once the interviews were complete, the audio recordings were used to produce written transcriptions of the conversations. It is important to keep the written transcriptions as linguistically similar as possible to the interviewee's oral speech. This is to preserve any hidden meanings or innuendos that can be communicated vocally but could otherwise be lost in a written format.

While the interviews and their subsequent transcriptions are in the Norwegian language, extracts taken from the interviews will be translated to English as they appear in this paper. With that follows the responsibility of accurately translating both the words and the intent of the interviewed person. It is also important to note that there will never be a single, perfect transformation from the oral to the written form. All transcriptions are ultimately theoretical constructs created within the frame of the assumptions and interpretations of the transcriber (Brinkmann, Kvale, 2014).

3.7 Reliability and validity

Reliability and validity are important aspects to consider when conducting any form of study. Steps must be taken to ensure that the conclusions you draw from your research are reliable, or the quality of your thesis will come into question (Krogtoft & Sjøvoll, 2018). A study's reliability is judged in part on whether its results are replicable. If a third party is able to replicate your study and come to the same conclusion as you, then the results of the study are likely reliable. It is therefore important to properly document your methodology, the conditions of the study, and all relevant data gathered. The data presented must also be reliable and accurate, and should thoroughly scrutinized for discrepancies (Høgheim, 2020). Minimizing the risk of human error within your conducted study is another way to increase its reliability. Measuring data through digital or analytical tools lessens the chance of mistakes being made.

In a qualitative study centered around interviews, the topic of reliability can be a sensitive one. The study's primary goal is concerned with exploring the subjective perspectives of individuals, link them to previously conducted research, and through this form a clearer picture of a wider demographic. Because we are working with the perspectives of individual human beings, it would be impossible to accurate replicate the study to test its reliability. Where someone to attempt to replicate the conducted interviews, even were they the same people interviewed, the resulting answers could prove to be differing. A person's thoughts and perspectives are always changing and evolving through the new contexts and events we experience. The perspectives a person expresses on a given topic can thus change radically over both short and long periods of time (Skott, 2001).

Transcriptions of interviews raises another question about reliability. Brinkmann & Kvale (2014), discuss how the transcription of the same interview can vary greatly depending on the person transcribing it. A transcription is ultimately an interpretation of the transcriber, and the resulting transcription will bear different characteristics based on what the transcriber decides to focus on. When two psychologists were asked to transcribe the same audio recording, one attempted to transcribe the audio verbatim, including pauses and mispronunciations. The other transcribed only what was clear and distinct. Other discrepancies can also occur due to bad audio quality, or the transcribers having differing opinions on how a statement should be interpreted (Brinkmann & Kvale, 2014). It is therefore likely that the transcriptions of the interviews conducted as part of this study would not be perfectly replicable.

The validity of a study is based on the accuracy of the presented material, methods of research, and conclusions, and whether these serve to adequately provide an answer the paper's research question (Krogtoft & Sjøvoll, 2018). Validity also correlates to whether a body of research can correlate and be applicable to a larger context outside of the conducted study. For the purposes of this thesis, we can separate the concept of validity into two different sections: internal validity and external validity.

Internal validity examines the manner the study was conducted, and whether the resulting answers drawn from it can be considered trustworthy and productive in the answering of the research question (Andrade, 2018). The research and methods used as part of the study are scrutinized, and to what extent the theories are appropriate to the reality we are analyzing n (Postholm & Jacobsen, 2018). A good way of evaluating one's internal validity is to analyze

the potential biases internally present within your study. Taking steps to avoid errors or biases from occurring within your selection and analysis processes should be considered a priority. In this study, steps were taken to ensure that the selection of interviewed teachers was as representative as possible to the larger teacher body. This was achieved by eliminating the requirements of any prior knowledge of videogames or game-based learning, as well as ensuring that the interviewed teachers covered a spectrum of ages. The details of the selection process are further elaborated in the Selection section of the thesis.

External validity, on the other hand, relates to the study's compatibility and applicability to the world outside the confines of which the study was conducted. In other words, it examines the findings of the study, and to what extent they can be applied to other, generalized, contexts (Andrade, 2018). In qualitative studies, especially ones using interviews as a method, the external validity will be centered around whether the findings will be representative of a larger population (Krogtoft & Sjøvoll, 2018). This study only interviewed three separate teachers, and while the findings can only be considered truly applicable to the individuals in question, the method of selection ensured a certain randomization of interviewees. Randomization becomes an important part of a qualitative study's external validity. The aim of randomization is to create groups that are comparable with respect to any known or unknown factors (Egger, 2001). If the group you are interviewing was randomly selected, then the group is representative of the population, and so the results of the interview can be generalized to the population the selection was taken from (Andrade, 2018). In this regard, the findings of this study have a high external validity.

3.8 Quality of the Study

"If you wish to make an apple pie from scratch you must first invent the universe" (Malone, 1980). While seemingly a bizarre statement, the core of the quote relates to how everything we create is dependent on creations of the past. How the modern age is built upon layer and layer of previous innovation and progress. This is also the case for studies and research. To create new studies, we are always dependent upon studies previously conducted. The quality of one's study hinges in many ways upon how it can be linked to existing theory and

research, and upon how the researcher is able to justify their research methods (Postholm & Jacobsen, 2018).

This study's purpose originated in a desire to investigate the findings of the Norwegian Media Authority's study conducted in 2016, which suggested that videogames are very seldomly used within the classroom. As the original study was primarily focused on the perspective of pupils through a quantitative method, it felt appropriate that further research would be made through a qualitative dive into the teacher perspective. Using semi structured interviews was the chosen method to achieve this, as it would allow the teachers to go in-depth about their thoughts and opinions on the usage of videogames and game-based learning. While the small sample size of the study can be seen as a limitation, the additional use of previous research and studies may serve to paint a more general and applicable picture of the reality studied.

3.9 Ethical Principles

As a researcher, you are responsible that your study is conducted morally, ethically, an aligned with the code of law. This responsibility extends to the treatment of your interviewed selection, and how their personal information is handled. When conducting a study, there are four major fields that are traditionally discussed that form an ethical guideline for researchers: informed consent, confidentiality, consequences, and the role of the researcher (Brinkmann & Kvale, 2014). The responsibility that these rights are respected and upheld throughout the conducted study falls ultimately on the researcher and their associated institutions.

Informed consent implies that the researcher provides sufficient information to the participants about what their participation in the study will entail. The information needs to be detailed enough for the participant to be able to make an informed decision if they are comfortable joining the project, without feeling pressured to do so (Postholm & Jacobsen, 2018). Individual autonomy is a key aspect of informed consent. A participant should not feel obligated to partake in the study out of beneficence or to be polite, and they should always be given the opportunity to withdraw from the study at any time (Brinkmann & Kvale, 2014).

Confidentially refers to agreements with participants about what may be done with the data that is collected as a result of their participation (Kaiser, 2012). Most commonly, this implies that any personal information that can be used by third parties to identify the interviewed person are not disclosed as part of the thesis (Brinkmann & Kvale, 2014). This also links to how private information is stored, and what is done with it once the study has concluded. Anonymity is a key part of confidentiality, and what personal information that should be included in the study, such as age, gender, profession, and workplace, should be established as a part of obtaining an informed consent.

The consequences of a qualitative study relate to the possible harm or danger a participant can be exposed to by partaking in the study, as well as the expected benefits their participation will ultimately have (Brinkmann & Kvale, 2014). In the case of interviews, the largest danger lies with the information they choose to share, and how this information is processed by the researcher. The openness of a semi structured interview may influence the participants to disclose information they may later regret. It is also possible for that their statements are used to paint any larger group that the participant represents in a negative light. From an ethical perspective, the benefits for the participant, along with the importance of the knowledge you are compiling, should outweigh the potential risks you are exposing your selection to (Brinkmann & Kvale, 2014).

Lastly is the matter of the ethical role of the researcher. As many choices and decisions take place throughout the course of a scientific study, the ethics and morality of the individual researcher is critical to the quality of the research. The ethical role of a researcher should be to be as transparent as possible, and only publish findings that are, to the best of their knowledge, accurate and ethical in presentation (Brinkmann & Kvale, 2014). It is also important that the researcher never wrongly emphasize qualities of the findings due to personal bias. The realities of the collected data cannot be changed, altered, or in any way manipulated to serve an agenda of the researcher (Postholm & Jacobsen, 2018).

To acquire participants for this research project, a number of teachers were sent documents containing detailed information about the study and what their participation would entail. The teachers were informed through the document how their personal information would be stored, and how their anonymity would be respected in the finalized thesis. The document also included descriptions of the potential consequences participating in the study would have

for the teachers, such as time commitment, and the general topics they would be interviewed about. As a whole, the information sent to the teachers was intended to ensure that they were able to make an informed decision about partaking in the study.

This research study has been approved by the Norwegian Centre for Research Data, abbreviated to NSD. This entails that the study is within the guidelines of NSD's ethical principles, and in accordance with Norwegian law. The interviews of this study were recorded through the use of NSD's mobile app Diktafon. Audio recordings taken with this app are uploaded and stored to NSD's webpage and can only be accessed by the means of the researcher's log in information. This ensures that the audio from the recordings, which could be used to identify the interviewees, is safely stored, and cannot be accessed by any third parties. Once the research study and the finalized thesis have been completed, the stored audio is to be permanently deleted from NSD's database.

3.10 Summary

This chapter has presented the type of research method that was chosen to answer the thesis' research question, and the rationale behind the decision. To explore teachers' opinions and perceptions on the use of videogames within the English classroom, it was decided to take in use semi structured interviews. When dealing with the subjective perceptions of individuals, interviews is a good method for allowing in-depth discussions and follow-up questions. It allows for flexibility, and for the interviewees to fully elaborate their thoughts. Over the course of the research study, three different teachers from three different schools were interviewed in this manner.

To preserve the validity of the results of the interviews, several steps were taken. As the thesis is concerned with the perceptions of Norwegian teachers, it became important that the limited selection to be interviewed was as representative as possible to the larger teacher population of the country. To achieve this, the principle of randomization was taken in use. By eliminating the need of any prior knowledge or experience in regard to videogames or game-based learning, as well as any age requirements, the selection effectively becomes a random assortment of English teachers in Norway. This randomization makes it so the

thoughts and opinions of the interviewed teachers can to a larger extent be generalized and applied to other teachers working in Norway.

When conducting qualitative interviews, it is also important to keep a number of ethical issues in mind. The selection to be interviewed have a right to be comprehensively informed about what their participation will entail, and how the researcher will process, store, and potentially present the data gathered throughout the research period. The interviewed teachers in this study received a document with comprehensive information about the study that they were to read before agreeing to participate. This information included the purpose of the study, how long the interviews were expected to take, how the information would be stored, and how their anonymity would be respected. In this study, all personal information of the selection, such as name, age, gender, and location are kept wholly anonymous.

In the next chapter, the findings of the interviews conducted will be presented. The interviews will be presented independently, and through extracts that highlight the most relevant information for the purposes of this thesis. The extracts presented will have been translated to English by the researcher, as the original interviews were held in the Norwegian language.

4 Findings

This chapter will be dedicated to presenting the findings that were uncovered as result of the conducted interviews. The original interviews were held in the Norwegian language, and the quotes and snippets presented in this chapter have been translated to English by the researcher. The findings from the interviews are structured in the order of which the interviews were held, presenting one teacher at a time. No personal information that may be used to identify the participating parties of this thesis will be revealed. For the sake of upholding anonymity, the interviewed teachers have been assigned fictionalized and gender-neutral names that will be used when presented their perceptions and opinions. In the order of which they appear, these are: Kim, Harper, and Frankie.

Teacher 1 – Kim

Kim describes themselves as a teacher primarily concerned with creating lessons based on concrete learning aims from the curriculum. They do not have much personal experience with videogames, but is aware that videogames are something their pupils are interested in. The school they work at has recently adopted the use of school laptops, which has lead to an increased use of digital resources in their lessons. Kim cites several ways that the laptops are used in their lessons.

Kim: "[…] It can be writing, writing programs, internet, homework, and some games. […] I haven't used that [games] so often."

While Kim does not have significant experience with videogames, they acknowledge that videogames are something that may motivate pupils, especially on the topic of the English language. Kim believes that videogames have a positive effect on learner's language skills.

Kim: "Those who are interested in gaming, […] well, they become motivated to figure out how to progress in a game, for example. […] You also notice that they have to communicate a bit themselves."

Kim additionally lists literacy, vocabulary, and being able to express themselves as key skills that videogames may help facilitate in a pupil. While Kim initially expressed that they do not use videogames often in their lessons, they admitted to frequently use Kahoot! when asked by the researcher. Kim additionally states that Kahoot! is something that is used by many of the teachers at their school, across all subjects.

Kim: "I'm not sure how often, but I think it [Kahoot!] is generally something that is used across the board. I use it for a lot of things, myself. For example, we once read, together, a Roald Dahl book in English. […] and then, there was an English Kahoot! about that book, of course. […] There's so much that's there, so you often avoid a lot of work."

It is clear that Kahoot! has become an important pedagogical tool for Kim, and that it is actively used in their lessons. Having access to a large library of existing Kahoots! that other

users have created is cited as the largest benefit of the videogame. This may save a lot of work and time for teachers, as they can be quickly and seamlessly applied to the classroom.

Kim has additionally some experience with using Wordle in their English lessons. Wordle is a videogame reminiscent of hang-man, where you are given six opportunities to correctly guess a random or curated word. When guessing a word, individual letters will be highlighted to give the player hints that guide them to the correct word. Letters that are included in the correct word and are in the correct spot will be highlighted in green, while letters that are included in the correct word but are in the wrong spot will be highlighted in yellow. This can be a fun activity at the end of a lesson, and Kim expresses pupils will often ask if they can play the game. Using an app, teachers are able to create their own Wordles with custom words, which may allow there to be a connection between the curated word and the topics of a lesson.

When discussing the use of other videogames than Kahoot! in the classroom, Kim expresses worry that using commercial games in the classroom may rob pupils of their enjoyment of these games.

Kim: "[…] but I'm a little worried that it can take away from the motivation of playing, You may find games interesting, and that that may be a little ruined if I were to suggest that, yeah, now tell us what you have done in […] write a diary about what you have done in the game. It's not certain that that's as motivating as the playing itself."

This may be a valid concern to have. We know that videogames are exciting and fun to play for the pupils, and using videogames in the classroom is often intended to channel some of that fun and excitement into a school setting. Pupils may often associate school with boring work, however, and integrating commercial videogames into the classroom may serve to make those videogames appear boring, rather than make the schoolwork appear fun.

Kim additionally shared many thoughts on the challenge of incorporating videogames in the classroom. While Kim recognizes that videogames are beneficial for English language learning, and that game-based learning may help motivate pupils, a large challenge is the competence and the time available for the teacher. Kim does not have much personal experience with videogames, and would find it difficult and time consuming to find a videogame to use in a lesson. Additionally, Kim has never been taught about how to use

videogames in the classroom, and found it difficult to find good resources on how they may be used.

Kim: "[…] but when I studied English, I was taught to use text in the lessons. And there are different types of text, but we didn't touch upon games. […] Different poems, short stories, books, movies, movie clips, and things like that. […] I would need time to make a lesson plan around it [videogames], first and foremost. So, there's a bit of a time aspect and stuff. […] earlier this spring, because I have a pupil who struggles at school, I thought I could find some free games online with some sort of learning […] But I ended up spending a huge amount of time trying to find something that could be engaging, and with some learning, but it was really difficult. […] It takes a very long time. Then I also tried to see if there were any articles about good games that could be used, but there weren't really anything that I could use there."

These issues all point to the fact that teachers are not sufficiently taught about game-based learning during their years of study. Kim is not given time at work to make lesson plans, which makes it difficult to incorporate new material and new ways of teaching in their lessons. Teachers who do not already have experience with videogames would be required to do significant amounts of research on their own time, which for many would not be possible. This ultimately creates an environment where teachers are incentivized to recycle their old material and lessons year after year. For teachers, this may be experienced as frustrating, as it may stifle the implementation of new learning theories. Kim expressed that they are overall positive about game-based learning, and that they would like to use videogames in the classroom, but lacks the competence and confidence to do so. They suggest that teachers should be taught or given tips about how to appropriately use videogames as educative tools.

Kim: "I think that, if we could set aside time for it, in a way. Like a joint session where we could learn about a game, or something like that, to be able to use it in lessons would be fun. […] Yeah, and that you could get some tips on how you could use it, so that you don't have to spend so much energy on making a lesson plan on your own."

Overall, Kim displays a positive attitude towards using videogames in the English classroom, but feels that they lack the time and resources needed to figure out how they may incorporate commercial games in a lesson. Kim points out that they were not taught about the pedagogical applications of videogames when they attended university, and that they are not

given enough time at work to do their own research on the topic. Kahoot!, on the other hand, is a videogame that is often used by Kim. They find Kahoot! easy and quick to use, allowing them to spend less time on creating quizzes or other interactive components when planning a lesson. As there is an innumerable amount of quizzes available, Kim is able to use Kahoot! when teaching many different topics. It is important to note that, while Kim has used Kahoot! in the classroom for many years, they did not realize that Kahoot! is a videogame until the fact was pointed out by the researcher.

Teacher 2 – Harper

Harper identifies themselves as a teacher who is very concerned with the autonomy of their pupils. Their lessons are often learner-centered, and they prefer creating opportunities for the pupils to engage and explore topics than to hold lectures. It is important for Harper that pupils have the means to find their own answers independently of the teacher. Groupwork, cooperation, and social play are important principles in Harper's classroom. Harper also uses digital resources actively in the classroom, and finds digital competence to be an important skill for pupils to learn. Harper lists several ways they have used digital resources in the classroom, including the use of videogames.

Harper: "[…] in English [classroom] I really like video recordings, for example. There was a really good program, that I can't remember the name of, where you make comics, in a way. […] Very often I'll record the reading homework as an audio file, in addition to just writing down that you are to read chapter 4. […] And videogames, games are extremely engaging. And a lot of those pedagogical games in the past were, like, so boring that it's difficult to define them as videogames, but you really are able to do anything. I have had people make strong verbs in Minecraft, in a way, and that's more fun."

Harper has significant experience with videogames, and has actively played games since childhood. Videogames have had positive effects on Harper's own English language learning, and they are confident that videogames make pupils better at communicating and

understanding English. Harper goes on to suggest that, for some people, videogames may play a significantly larger role in English language learning than their years at school.

Harper: "[…] I always did well at school [English subject] and stuff, but videogames have helped in, at least, sustaining it. When you both have to speak English with those you're playing with and write in English then, yeah, I think it has had an important role. And for certain people I know it has been extremely important. There are people I know that are adults that… all the English they have learned they have learned from videogames."

This corresponds to several studies discussed and presented in this paper. Uuskoski (2011), in particular, also notes how videogames may have a larger impact on language learning than formal education for some learners. This suggests that Harper has a good understanding of how language may develop through the use of the videogame medium. Their own experience with playing videogames also makes it easier for Harper to be able to use videogames effectively and purposefully in the classroom. Harper expresses a positive attitude towards game-based learning, and goes on to describe how important videogames can be for an English lesson.

Harper: "[…] I like Minecraft a lot. […] Minecraft can be used, in my opinion, in an extreme number of different ways. It enhances vocabulary just by playing it, in a way. You have to survive the first night, in survival [mode], and then you would have to understand words like 'door,' and 'wood,' and 'axe,' and… so there's an enormous vocabulary if you think about all the things that can be built. […] it really is about creating lessons in a way that may bolster and build inner motivation. That's when you really learn things. And if what you're doing reminds you a little about what you think is fun, then that will be much faster. You'll get a lot more [learning] for free."

Harper additionally states that they believe videogames are something their pupils are interested in and actively engage with on their own time. By incorporating elements that pupils find fun, Harper experiences that pupils acquire knowledge faster and become more motivated.

Harper discusses many ways videogames may help in developing English language skills, but they also express that videogames can be important tools in other subjects taught at school.

Interdisciplinarity is important to Harper, and they believe that videogames may be used for projects and presentations that may serve to connect different school subjects with each other.

Harper: "[…] with the new curriculum, things are a lot more rooted in interdisciplinarity too. Teachers don't really have the option to just close the door and be in their classroom with their pupils anymore. You have to [practice interdisciplinarity]. And then Minecraft really offers a lot of opportunities there. If you're a natural science teacher who's on the ball, then you can do a lot. Social studies teachers, math teachers, everyone. You can make a Minecraft project that can be connected to most subjects, I think."

This raises a compelling point on the use of videogames. Interdisciplinary skills, and creating intuitive bridges between academic subjects, has become an important facet of the new curriculum. Teachers are expected to work together across disciplinary subjects to create lessons and projects that help pupils apply different types of knowledge and skills to interdisciplinary contexts. During the interview, several possibilities, such as building historically accurate structures and presenting them in English, were discussed.

Minecraft is evidently a useful tool within Harper's classroom, and one that Harper knows how to pedagogically incorporate in a number of different ways. Variety is an important aspect of motivational theory, however, and variety in the videogames used in class is no different. Other videogames like Kahoot! are therefore also actively used by Harper. They describe Kahoot! as a motivational learning tool that their pupils want to use often. While some teachers prefer to search for and use the existing quizzes on Kahoot!, Harper emphasizes that the quality of the quiz is important. The premade quizzes may often serve to test generalized knowledge on a topic, but rarely will they be a personalized fit to your classroom. Harper likes to use Kahoot! as a way to repeat or remind their pupils of previously held lessons – meaning the quizzes often need to be more specific. To ensure that the pupils are learning something from the activity, Harper usually creates their own quizzes that link to the topic they are working with.

Harper: "I think Kahoot! is great, but it shouldn't be used as a shortcut for the teacher. If you are to guarantee that there's some learning in it, and not just a reflex, then the questions have to be good. […] You can often find some good ones [quizzes] on specific things, at least concerning history. It isn't that difficult to find a good Kahoot!

about World War 1, for example. But […] it's very rare that I just take a chapter from the book and just do what's written there in my English lessons. The Kahoot! should try to include things that may serve as repetition of the lessons I've had […] so this often means that I have to make them myself."

When asked about the challenges that may be involved with incorporating videogames in the classroom, Harper primarily refers to the competence of the teacher. The teacher needs to know what videogames are appropriate to use in the classroom and how this may be done. In this, Harper equates videogames to any other learning tool – it requires knowledge and premeditation to be used well. Teachers should incorporate videogames in the classroom only when it makes sense to do so, and if it may serve to facilitate learning. Harper therefore perceives it as important for teachers to learn and to be educated on the topic, and to keep an open mind on new methods of teaching.

Harper: "[…] If you have a good and well anchored pedagogical thought behind it then I don't see any specific challenges. However, if you let a whole classroom of struggling English pupils play DOTA to see if you get any English out of it, then it's obvious that that would just be gaming. […] School time and free time shouldn't be the exact same thing. You have to make sure that there's substance in it. […] That can be a challenge if you as a teacher aren't familiar enough with it yourself, but that's how it is with all resources, really. […] If you are just putting on some movie that your class wants to watch, and then hope that they will learn something from it, then that's also a pointless waste of time."

Overall, Harper is exceedingly positive to the use of videogames in the English classroom. They additionally experience that videogames are commonly used as an educative resource at the school they work at. This especially pertains to Kahoot! which is used by most of Harper's coworkers across all academic subjects. To close out the interview, Harper was asked if they believe that the pedagogical use of videogames and game-based learning will become more prevalent in the future. While some learning theories may come and go, Harper believes that game-based learning is here to stay. Videogames have had a tremendous increase in popularity over the last decades, and there are currently no signs of it slowing down. Harper believes that it is important to engage with a learner's interests, and that videogames in the classroom will become increasingly relevant as a result.

Harper: "[…] Kahoot!, for example, again, that has kind of become prominent. So even the
most conservative of teachers can probably muster themselves to make a Kahoot!
because they can see that it is engaging. […] A school's duty is to educate the pupils
that are at all times walking through those doors, and then we have to adapt to that
group of pupils."

Teacher 3 – Frankie

Frankie describes themselves as a traditional teacher that is very concerned with teaching
pupils correct English, first and foremost. Practicing writing, speaking, and correct grammar
is important in Frankie's classroom. They emphasize that they like to work a lot with texts
and pieces of literature, as well as having the pupils present texts they have written
themselves in front of the class. This allows pupils to develop and work with both their
written and oral skills at the same time. Frankie does not use digital resources very often in
the classroom. They suggest that digital resources, like laptops, may rob pupils of certain
learning experiences when engaging with the language, and may trick them to believe they
are better at English than they are in reality.

Frankie: "[…] I feel that the pupils are fooled into believing that they are better than they are
by… because they use the computer for everything. […] Normally when they're
going to write, I'll hand out notebooks and pencils […] They have to write the
shortest texts by hand, because I feel that you learn so much more by doing that than
by sitting and tapping on the computer, cause then they won't catch their own errors.
[…] you turn on auto-correct, right, and then it's much easier."

Frankie brings up a valid point when it comes to writing on a laptop. Often, writing programs
such as Word will recognize and correct grammatical errors and typos automatically before
the pupil may realize their mistake. As an example, Frankie points out how many pupils may
forget to capitalize 'I' when writing English by hand, because they are so used to their
laptops doing it for them.

Frankie has some personal experience with videogames, but not in recent years. When it
comes to videogames in the classroom, Frankie's school has a dedicated gaming room with

multiple computers in it. The games pupils are allowed to play in the gaming room are primarily learning games where players are to follow instructions or explore historical events. Being given access to the gaming room has been previously used as a reward for pupils at the end of lessons if they have done a good job.

Frankie: "There's both reading and instructions [in the games], verbal instructions. Some of it is in English, and we have also used that as a reward. Last year, relating to work effort, and that kind of thing, in English specialization class where we were two [teachers]. When you are two teachers then it's a lot easier, because you can just say 'okay, you have worked well, and if you want to go to the gaming room then you are allowed to.'

In spite of having a gaming room, Frankie does not feel that videogames are commonly used at the school they work at. The games in question are not properly incorporated into the teaching, but used as a reward that pupils may play with for a couple of minutes near the end of a lesson. Additionally, Frankie expresses that the learning games available in the gaming room are not engaging enough for the pupils, and that many of the pupils find them boring. For videogames to be a motivating tool for learning, you have to use the right kind of videogame that may catch a pupil's attention.

Frankie: "[…] I can't know what others use it [the gaming room] for, but I really haven't heard… there really aren't that many that go down there and use it actively. And you have to remember that the pupils themselves aren't happy with the games there. […] Last year, there were a couple that were like 'no, I can't be bothered with this. The games are really boring so I'm coming back' and then he rather sat down and read a book, right? So, you really have to hit, I think. It's really important to hit with the games, otherwise it will just be a mess."

Although there has been little success with the gaming room and the use of learning games, Frankie does on occasion incorporate Kahoot! in their lessons, and that is something they think works well. In their English lessons, Frankie has used Kahoot! as an alternative means of practicing vocabulary and glossaries. They express that doing this creates more motivation and engagement in the classroom, compared to traditional glossary memorization.

Frankie: "I haven't used it [Kahoot!] that often in the context of English, but when I have

      used it in English it has often been in connection to glossaries. […] It's pretty basic,

      really. Four alternatives for what a word might mean in Norwegian, or 'what's the

      correct [word] in English to use in this context?' […] It has been well received. It

      offered a different way to do glossaries, right? If you have them learn new words, and

      you show up with paper and ten blank sheets, or with Norwegian words on the left

      side and have them fill in the English words by hand… They don't think that's as

      fun."

It cannot be said that videogames or game-based learning are prominent features of Frankie's classroom, although it is clear that they have experimented with it on occasion. During the interview, however, Frankie expressed that they are in principle positive to the use of videogames in the classroom. Frankie recognizes that there are clear linguistic benefits of playing videogames, and that the English competence that pupils demonstrate today are much higher than earlier generations. Frankie believes that this change is a direct result of the popularity of videogames and the English exposure they provide to pupils.

Frankie: "[…] the way they communicate in English is completely different now than it was

      in 1997. It has become much better - much better. And there's no doubt that this is

      because of videogames and all sorts of apps and social platforms and all those things.

      It has helped the pupils enormously. […] The ones who are the best at English today

      are often those who game a bit, and that are very active on social platforms and use

      their phones and all those other things a lot, and at the same time they have an interest

      in learning correct English."

This shows that Frankie is very well aware that videogames have a positive impact on language learning. When discussing the use of videogames in the classroom, however, it is important to recognize that it is just one of many tools available to a teacher. As English teachers, the most important thing is to teach pupils how to communicate and express themselves. The means and the tools used to achieve this goal during lessons are ultimately up to the teacher. For Frankie, videogames are tools that they know work for language learning, but they do not have the knowledge or the experience to feel confident in using it themselves. Frankie was never taught how to use videogames in pedagogical ways during their formal education, and they feel much safer and more comfortable when using the tools

familiar to them. Frankie believes that in the future, as younger generations enter the pool of educators, videogames will become more prominent as tools of learning.

Frankie: "I hope you're left with the impression that I am positive to it, and especially positive to it being something that benefits pupils. It's just that I'm old and don't feel confident in using it myself. […] With some more training, then… and if I became more confident in what we're doing, and knew that this was something I could justify purely pedagogically, which you know you can, […] then I think it would turn out great. […] when newer and younger forces, who have caught on about this being beneficial, enter the profession, then it's going to be used more and more."

It must therefore be said that Frankie ultimately expresses a positive attitude towards game-based learning. The challenges discussed as part of the interview were primarily directed towards the competence of the teacher, and how much training they have received on the topic. It will never be reasonable to expect every teacher to approach lessons with the same tools and the same methods. While videogames are in principle merely one such tool, it is important to recognize that many teachers are, at present, effectively robbed of the opportunity of using game-based learning in their classrooms. Teachers like Frankie recognize the benefits and the potential of this learning method, but the lack of formal education on game-based learning makes them feel unqualified in attempting its use. Without game-based learning being a part of university curricula, a dichotomy is created between teachers who have previous experience with videogames and teachers who do not. As we know that younger teachers are more likely to be familiar with the videogame medium, it is indeed likely that game-based learning will become more prominent in the future, as Frankie suggests. Any change in pedagogical practice, however, should not be dependent on social factors of individual teachers, such as previous knowledge pertaining to game-based learning. This necessitates that all teachers are offered training on the pedagogical use of videogames as part of their education.

4.2 Summary

This chapter has detailed the perceptions that Norwegian teachers express on the use of videogames within the English classroom. The conducted interviews and the findings thereof were ultimately fruitful in answering the research question of this thesis. The interviewed teachers were of the mind that videogames are beneficial in the development of English language fluency, and that pupils who play games often are more likely to display higher levels of English competence. On the topic of incorporating videogames into the classroom, however, several challenges were presented. Prominently, it is important for teachers and educators to be qualified and competent in the use of game-based learning. What videogames to use, how to use them, and what they will teach, are questions that several teachers may lack the answers to. This creates a large barrier of entry for educators who may wish to adapt videogames into their lessons. As any educative tool, videogames must be applied in the classroom with purpose. Teachers should have clear learning goals for the lesson and methods to assess a pupil's learning. Lacking a formal education on game-based learning, many teachers would be required to do their own research if they were to experiment with videogames as pedagogical tools. This may ultimately create a teacher body that are, in principle, positive to game-based learning, but feel that they do not have the knowledge to put it into use.

Kahoot! has become a prominent part of Norwegian classrooms, and is likely the most used videogame in educative contexts. All the interviewed teachers had experiences with using the game, and cited that Kahoot! was often used at their schools across all academic subjects. Kahoot! as an educative tool address many of the concerns the teachers had about game-based learning through its ease of use. It is not necessary for teachers to have prior experience with videogames, or prior knowledge on the use of game-based learning, to readily create or use a Kahoot! in their lessons. Enabling teachers to incorporate the documented positive effects of game-based learning inside their classroom without requiring prior knowledge from the teacher may explain the rise in popularity of Kahoot!

For the purposes of future discussion, the findings from the interviews will be categorized in three main topics: perceptions, usage, and concerns. The next chapter of the thesis will discuss these three topics in light of previously presented theory and research.

5 Discussion

The intent of this thesis is to explore the perceptions and opinions that Norwegians teachers express on the topic of using videogames inside the English classroom. Through the three conducted interviews, we can formulate a clearer picture of teachers' attitude towards game-based learning and the pedagogical applications of the videogame medium. This chapter will discuss the findings of the interviews, and how the expressed thoughts and opinions of educators correlate with scientific research. This discussion and analysis of the interview findings will ultimately serve to answer the following research question:

"What views do Norwegian teachers express about the pedagogical applications of videogames within the English classroom?"

To answer this, the findings will be separated into three main topic areas. These are perceptions, usage, and concerns. The perception part of the discussion will relate to the teachers' expressed perceptions on game-based learning and the use of videogames. This includes whether videogames are beneficial for language acquisition, if it serves to facilitate motivation in learners, and ultimately whether game-based learning is something that should be used in the classroom at all. The usage section will be dedicated to discussing how videogames have or may be used by the interviewed teachers within a classroom context. Lastly, we will address the challenges and concerns expressed by the interviewed selection on the use of videogames in the classroom. These topics combined will serve to form a cohesive understanding of the views expressed by Norwegian teachers on the pedagogical applications of videogames for English learning, satisfying the research question of the thesis.

5.2 Teacher Perceptions on Game-Based Learning

Sundqvist asserts that the implicit language acquisition that takes place when engaging in a videogame has a pronounced effect on a pupil's academic results. Pupils who frequently play videogames will on average achieve higher grades in the English subject (2012). Videogames will often require an active engagement with the English language through both text and speech, allowing learners to implicitly develop their language fluency through the act of play (Sundqvist, 2009). Through the conducted interview, it became clear that many Norwegian teachers share the same opinion as Sundqvist. Frankie notes how pupils have become increasingly fluent in the English language over the last decades, coinciding with the rise in popularity of videogames and videogame culture. Videogames have become the largest exposure that pupils have to the English language. By the age of twenty-one, the average person will have spent 10 000 hours playing videogames, handily eclipsing the allotted hours for English education at school (Shliakhovchuk, 2018). All of the interviewed teachers expressed that their pupils were interested in videogames, and that the pupils played videogames almost exclusively in English. This corresponds with research conducted on the videogame habits of Norwegian youths, estimating that about 86 % of all pupils regularly play videogames (Norwegian Media Authority, 2016). While a majority of pupils play videogames, some will play more often than others. Frankie expresses that their best pupils in English are consistently the ones who spend the most time playing videogames. This link between gaming and academic results should place videogames and game-based learning as highly relevant topics for English teachers and the pedagogical sphere.

The interviews suggest that Norwegian teachers consider videogames a valuable tool in learning English vocabulary and how to communicate with others. Harper notes how understanding English words is an integral part of playing any game. Be it conscious or not, pupils will learn words integral to the game they are playing, such as "axe" or "wood" when playing Minecraft. Similarly, videogames that involve cooperation between players will help in developing fluency and communication skills. Kim and Harper both express that videogames often facilitate English communication between players, be it through text or speech. Social interaction is imperative in the context of language acquisition. By

communicating in English with each other in a game, English learners are able to support and bounce off each other within a safe environment (Israelsson, 2020). For many gamers, videogames provide social platforms where they can connect and befriend people with shared interests (Garvoll, 2017). This creates large opportunities for language learning that gamers may take advantage of. During the interview, Harper noted how, for some people, the implicit language acquisition from videogames have been more important for their English skills than their formal education. Similar sentiments have appeared in studies, where learners have attributed their English learning to videogames, rather than the school system (Uuskoski, 2011).

Motivation was a reoccurring topic throughout the interviews. All three of the interviewed teachers expressed that videogames are fun and exciting, and may help in boosting a pupil's motivation. Frankie noted how videogames could help in offering variety to a lesson, citing their use of Kahoot! Their pupils would find Kahoot! a more motivating method of practicing glossaries than the traditional pen and paper. Harper, on the other hand, expressed that videogames allow pupils to learn at the same time as they can have fun. Enjoyment is a large factor in facilitating inner motivation, and Harper believes pupils learn better when engaging in a fun activity. We know that intrinsic motivation has a large impact on a pupil's ability to learn. A motivated pupil will put more effort into their work, and acquire knowledge at an accelerated rate. Additionally, when learning is made fun, the need for extrinsic motivation such as rewards are lessened (Kapp, 2012). Kim expressed that videogames may make learners motivated to figure out how to progress in the game. Often, figuring out how to proceed in a game will involve engaging with the English language through communicating with other players or processing verbal or written instructions (Brevik, 2018). It is, however, important that the right type of videogame is used. Frankie experienced that the learning games available at their school's gaming room did not motivate their pupils. Learning games are primarily concerned with teaching the player explicit skills or knowledge, and less attention is given to fun and engagement (Israelsson, 2020). Harper expresses that it is important that the videogames are fun, and that the traditional learning games often fall short in motivating pupils. While learning games may still have the ability to motivate, it is to a lesser degree than of commercial games.

The motivational factors of game-based learning are well documented. As a tool for teachers, videogames offer the opportunity for teachers to create new and exciting contexts for learning, and provide a deeper variety in their lessons (Skaug et al., 2020). Additionally, videogames offer a range of opportunities for pupils to implicitly engage with the English language in a safe and motivating environment (Sundqvist, 2009). The interviewed teachers displayed an overall good understanding of the current research into game-based learning, and acknowledged the potential benefits thereof. This suggests that Norwegian teachers stay updated on pedagogical studies and new methods of teaching. By recognizing the beneficial effects videogames have on English language acquisition and the motivational factors of play, the interviewed teachers overall expressed a positive attitude towards game-based learning. Importantly, both Harper and Frankie believe that game-based learning is an emerging teaching method that will become more wildly used in the near future. This is a claim that can be substantiated by several studies. Prensky refers to the younger generations as "digital natives," they have grown up with videogames and have a great familiarity with the medium (2001). Additionally, youths are often aware of the impact videogames and digital media have had on their English language skills (Brevik, 2018). These factors combined may suggest that, when digital natives enter the field of teaching, they will to a greater extent be able and willing to incorporate videogames into their lessons.

5.3 Teacher Usage of Videogames in the Classroom

All three of the interviewed teachers have used videogames as part of their lessons, albeit in different ways. Kim has had experiences with using a videogame called Wordle, where pupils will try to correctly guess a secret word. Harper actively uses Minecraft in their lessons, and believes it to be a valuable tool in creating varied lessons and school projects. Frankie has attempted the use of videogames as a reward-system, where pupils may be allowed to play in the gaming room if they work effectively during a lesson. A unifying factor across all three teachers, however, was the use of Kahoot! All interviewed teachers have significant experiences with Kahoot! and cite it as a universally used videogame within their schools across all the academic subjects. This correlates to several studies exploring the use of Kahoot! in classroom settings. It has become a wildly employed videogame, and has

generally earned acceptance within the pedagogical sphere. It is estimated that about half of all American pupils regularly use Kahoot! at their schools (Wang & Tahir, 2020).

Kim cites having used a videogame called Wordle in their lessons. Wordle is another example of gamification, where a game that has been traditionally played on the whiteboard, hangman, has been reimagined in a videogame form. In the game, players are to guess a randomly generated five letter word, using hints provided by the game to reach the correct answer. Additionally, players are incentivized to compare how many attempts they needed to correctly guess the word – functioning as a point system. Using Wordle in the classroom may be beneficial in developing the vocabulary of pupils, and something Kim experiences as fun and motivating for their pupils. It would often be the pupils themselves who asked Kim if they could play Wordle at the end of a lesson. In contrast to a Kahoot!, which can take fifteen to twenty minutes, Wordles may be completed in a few minutes. When applied to the classroom, Wordle may be used as a student response system. By taking breaks at strategic moments during a lecture, Wordle may create short moments of pupil engagement where they guess a word connected to the topic they are working with. As a tool, student response systems allow for increased engagement in larger classrooms, and may aid in the motivation and concentration of the pupils (Kaleta & Joosten, 2007).

Minecraft is a videogame that was often used in Harper's classroom. Throughout the interview, it became clear that Harper knew how to actively work with Minecraft in ways that facilitate learning. The implicit language acquisition that pupils experience when engaging in Minecraft was also something Harper discussed. You are constantly absorbing language input when engaging with a videogame. In the case of Minecraft, Harper notes how the game may enhance a player's vocabulary when learning how to use different tools and harvesting different types of materials. We know that the implicit language learning from videogames have a large impact on language learning (Sundqvist, 2009), and that videogames provide motivating environments in which language learning can take place in fun and comfortable contexts (Day & Bamford, 2002). By using Minecraft in creative ways, one can incorporate this implicit language learning while simultaneously exploring concrete school topics. During the interview, it was discussed how Minecraft may be used in school projects, especially regarding the concept of interdisciplinarity. Harper believes that Minecraft could be used as a tool in just about any school subject. English is ultimately a flexible subject to teach, and a

wide range of topics and teaching methods can be used as long as it promotes the usage of the language. This makes the English subject especially suited for interdisciplinary skills and incorporating other school subjects into the lessons. Using Minecraft, it would be possible to incorporate social studies and religious studies by having the pupils work together to build historically accurate structures of religious significance, such as Norway's stave churches. At the end of the project, pupils may present their buildings for the rest of the class in the English language. This is a way to work with videogames that is in line with the theories of game-based learning. Minecraft is used as a tool that allows pupils to meaningfully interact with the subject being taught. It would also create opportunities for Harper to supervise, guide, and assess their pupils throughout the school project, which are crucial components of game-based learning (Skaug et al., 2020). It became clear from the interview that Harper had given significant thought on how Minecraft may be used in the classroom, and incorporated it in their teaching to great effect.

Frankie's school has attempted to incorporate videogames in pedagogical contexts by creating a gaming room. This is a room with approximately fifteen computers in it with a range of videogames installed. However, Frankie experienced that these videogames failed to motivate and interest pupils. Several studies on game-based learning may help in answering why. Firstly, the games available in the gaming room are learning games that must be approved and installed by a school administrator. It should not be assumed that learning games are devoid of motivating factors, or that they are unfit for the classroom, but there needs to be a substance behind their use. Secondly, the gaming room, and the videogames themselves, were not meaningfully incorporated into the lessons or the learning of the pupils. Rather, the gaming room was used as a potential reward to make pupils work harder during the actual lessons. If pupils had done well, they would be allowed to go to the gaming room and play for the last ten to fifteen minutes of a lesson. They would play these games on their lonesome, and with nothing to connect the games to what they have worked with during the lesson. In short, nothing seems to have been done to use the videogames available as educative tools. For videogames to facilitate learning, it is necessary for the teacher to incorporate the game in ways that promote discussion, engagement, and exploration of different themes and topics. The videogame must be used as an active means of learning, where pupils may benefit from set learning goals and teacher supervision (Skaug et al., 2020).

As Harper expressed in their interview, it is not enough to simply make pupils play a videogame in the classroom and hope that it may instill some semblance of learning – the learning must be quantifiable. Additionally, the mere act of playing a videogame is not guaranteed to be motivating for the pupils (Skaug et al., 2020). Frankie experienced that the pupils were unhappy with the learning games that were available in the gaming room. As these games were primarily aimed at teaching pupils about different topics, such as historical wars, pupils would often find them boring. A contributing factor of this may be the videogame's lack of context and relevance to the pupils. For a pupil to be motivated, it is important that they perceive their tasks as meaningful and relevant (Kapp, 2012). The videogames available in the gaming room were not linked to current chapters or topics that the pupils were working with in class. Any knowledge that the learning games in question were meant to instill could therefore be perceived as irrelevant and useless information to the pupils. This again highlights the importance of how videogames are perceived by teachers. It is unlikely that a teacher would have their pupils watch a movie at the end of a lesson that is completely unrelated to the learning goals of the pupils. Teachers must perceive videogames as an educative resource the same way they view a book, movie, or piece of music. Using videogames as contexts for learning opens innumerable amounts of topics and themes that may be explored. Videogames are not rigid tools, and allow for creative and varied ways of learning if used correctly (Skaug et al., 2020).

It must also be said that using videogames solely as a reward system comes with inherent risks. In the event that the gaming room had been sufficient in motivating the pupils, it may have instilled a dependency on extrinsic rewards. Pupils could end up caring more about the promise of rewards than their own learning. Studies suggest that pupils who are solely motivated by rewards will only do the bare minimum that is required to be rewarded (Kapp, 2012). It almost goes without saying that there will not always be enough time at the end of a lesson for pupils to use the gaming room in this way. If the pupils develop a reward dependency, they may feel manipulated or betrayed if a reward is not received. Additionally, a familiarity with the videogames available in the gaming room will, over time, reduce the perceived value of the reward. You can only play the same games so many times until they stop being enticing. This would necessitate an incremental heightening of the reward, giving pupils access to more exciting games or allocating more and more time within the gaming room (Kapp, 2012). Ultimately, all studies point to the fact that videogames should not be

used as rewards at the end of a lesson. If videogames are to be used, they should be incorporated as part of the lesson and as a tool to explore and facilitate learning (Skaug et al., 2020).

Lastly, all the interviewed teachers expressed that they use Kahoot! in their classrooms on a regular basis. Even when using the same tool, however, the teachers' methods varied. Kim used Kahoot! to quickly find existing quizzes on topics they are working with in class. They found the videogame to be a useful tool in motivating pupils, while also saving time when planning for lessons. Harper used Kahoot! to create their own quizzes, carefully curated to the pupils and the lessons they have had. This allows the used quizzes to be more relevant to specific topics and discussions that have taken place in class, and serves as a tool for repetition. Frankie used Kahoot! as an alternate means of practicing vocabulary and glossaries. Pupils found this to be a more motivating and engaging learning method than the traditional pen and paper. Overall, the interviewed teachers all expressed that Kahoot! is a valuable tool in enhancing pupil motivation and facilitating interactivity within the classroom. They additionally stated that the videogame is frequently used by a majority of teachers at their schools, across all academic subjects. This is a finding that may have important implications for previous and future research on the topic of game-based learning and the use of videogames in the classroom.

When conducting research on the videogame medium, it is important to operate with a clear definition of what a videogame is. Defining videogames, however, is a deceptively difficult task. The wide range of videogame genres that exist make many attempted definitions fall short in accounting for all possibilities. Videogames are therefore often described by defining features instead, such as interactivity, player agency, immersion, and storytelling (Skaug et al., 2020.) The difficulty of clearly defining what a videogame is becomes apparent on the topic of Kahoot! It became clear from the interviews that, although teachers may have extensive experience using Kahoot! in the classroom, it is not certain that they have realized that Kahoot! is a videogame. This thesis uses Esposito's definition of what constitutes a videogame, which reads: "a game which we play thanks to an audiovisual apparatus, and which can be based on a story" (2005, p. 2). This is a definition that sufficiently accommodates the variety found within the world of videogames, and a definition that Kahoot! fits squarely into. In casual conversation, however, we often exclusively think of

commercial videogames when discussing the topic. A study conducted by the Norwegian Media Authority suggests that only 8 % of Norwegian youth experience the use of videogames within their classrooms (2016). Based on what we know from the conducted interviews, this number is likely erroneous. Kahoot! is a videogame that is used by a majority of teachers in Norwegian schools across all academic subjects. As we experienced, however, it is possible for teachers not to realize that Kahoot! as a videogame. If such a mistake can be made by a teacher, it is likely that similar mistakes can be made by pupils. In such a case, the usage of videogames within Norwegian classrooms will be underreported. This may have negative consequences on the resources allocated to research game-based learning, and stifle opportunities for other games than Kahoot! to enter the pedagogical spotlight.

5.4 Teacher Concerns on the use of Videogames

In the conducted interviews, the teachers' perceived challenges and concerns on the use of videogames in the English classroom were discussed. Overwhelmingly, the competence and the amount of experience individual teachers may have in relation to game-based learning were cited as large obstacles to be addressed. Although many teachers may be aware of the positive effects videogames have on English language skills, they do not necessarily have the required knowledge on how videogames may be used for learning. A multitude of studies presented in this thesis have highlighted the importance of teacher competence in the field of game-based learning. Knowing what videogames are appropriate for the classroom, how these games may be worked with, and ultimately what this would help teach your pupils, are all crucial in planning a successful lesson. This necessitates a degree of familiarity with the medium, which, at present, is not guaranteed.

In principle, videogames should be no different from other tools used in the classroom, such as a book, movie, or comic (Skaug et al., 2020). Kim expressed in the interview, however, that while they had received education on how to pedagogically use a multitude of different types of text during their years at university, videogames had never been addressed. Similarly, Frankie had never been taught about how videogames may be used in the classroom. Both teachers, as a result, felt significantly more comfortable working with tools familiar to them. Kim additionally expressed that it was difficult to do their own research on

videogames to figure out ways to motivate struggling pupils. Teachers are not given enough time at work to research new methods of teaching that may be incorporated into their lessons. Additionally, studies on game-based learning from a teacher perspective is lacking. Many studies highlight how videogames may boost a pupil's learning and motivation, especially so regarding the implicit English language learning pupils are exposed to through the medium (Sundqvist, 2009). However, there has been little research done about how teachers choose to incorporate videogames into the classroom, and what decisions they make to ensure their pupils are learning from it (Skaug et al., 2020). Kim spent significant amounts of time attempting to research game-based learning, and to find videogames that may be suitable for their pupil, but ultimately could not find enough relevant studies on the topic. With the little time teachers have for planning their lessons, it should be important that relevant research is readily available to them. This seems to be a prevalent issue for both Kim and Frankie. If teachers are not given sufficient education on new methods of learning, and there are difficulties in doing said research on your lonesome, teachers are incentivized to only use tools that are already familiar to them. Kim and Frankie both expressed a desire to learn more about the pedagogical usage of videogames, and said that they would be willing to attempt game-based learning if sufficient training had been provided by the schools they work at. This heavily points to universities failing to provide teachers sufficient means to put videogames to pedagogical use.

On the topic of motivation, Kim expressed a concern that introducing videogames to the classroom may serve to lessen a pupil's enjoyment of playing the game. By changing the context in which the videogame is consumed, you may also change the learner's perception on the activity. It is not impossible that taking videogames that pupils play in their free time into a school setting may serve to lessen the entertainment of the game, rather than heighten the entertainment of a lesson. When pupils play videogames at home, they do so on their own volition. Freedom of choice can be an important aspect of enjoyment and motivation when performing a task. By having pupils play the same game during a lesson, the activity of play is recontextualized. It is now a mandatory action, and one in which your performance is assessed. This elimination of autonomy may render playing a game less enjoyable (Kapp, 2012). It is important to note, however, that the way a pupil interacts with a videogame should be wildly different at school than at home. When incorporating videogames into a lesson, it is often not meaningful to simply have the pupils play the game on their own. At

school, playing a videogame is not just about enjoyment, but about the fulfilment of explicit tasks and learning goals (Skaug et al., 2020). Because the methods and purpose of which the media is consumed differs so wildly from an educative and recreational context, it is unlikely that using videogames in the classroom would negatively impact a pupil's enjoyment of videogames at home. This is compounded by the large variety of videogames that exist, and that often the videogames used within the classroom will not be the same videogames that the pupils play on their own time. Using Minecraft as a tool to construct historical buildings in a school project is unlikely to change a pupil's perception that playing a game like Fortnite with their friends at home is fun. This does, however, necessitate that the teacher clearly separates videogames at school from videogames at home.

In the interview, Kim uses a theoretical example where a pupil who has an interest in videogames at home is told to write diary entries in English about what they have done in the game. This would be a problematic task to give a pupil, as you are attaching schoolwork to a recreational activity outside of school. By blurring the lines between videogames at school and videogames at home, you are at a much greater risk of ruining a pupil's enjoyment of a game. What was an activity the pupil performed willingly has become a mandatory action they will be assessed on (Kapp, 2012). In the worst case, this would rob the pupil's enjoyment of recreational videogames to the extent that they would stop playing the game entirely to get away from the associated work. To avoid such scenarios, most studies on game-based learning suggest that videogames at school must be clearly differentiated from videogames at home. When using a videogame for pedagogical purposes, the interaction with the videogame must take place within a lesson so that the teacher may provide meaningful guidance and supervision (Skaug et al., 2020). The teacher's perception of videogames as an educative tool is once again at the center of discussion. When working with a movie, it is likely that the teacher would have the pupils watch the movie in the classroom before asking them to write about it. Similarly, it is likely that pupils would first read a short story in class before being asked to analyze it. With game-based learning, the same principles are at play. Any writing task, then, must concern a videogame that has already been introduced and engaged with within the classroom (Skaug et al., 2020). Teachers must be aware of the importance and the integrity of recreational activities, and clearly differentiate work and play.

6 Conclusion

By using the qualitative method and semi-structured interviews, this has attempted to answer the following research question:

"What views do Norwegian teachers express about the pedagogical applications of videogames within the English classroom?"

Through interviewing three different teachers working at three different schools in Norway, we have ultimately developed a clear picture on the topic of game-based learning within Norwegian schools and a satisfactory answer to the research question.

Videogames have emerged as a prominent and central feature of teenage culture. In much of the western world, the majority of youths play videogames on a daily basis. In Norway, approximately 86 % of school pupils identify themselves as regularly playing videogames (Norwegian Media Authority, 2016). As videogames are predominantly in English, the media's rise in popularity has had an immense effect on the English language skills of modern youth. Pupils today display significantly higher competence at understanding and communicating in English than prior generations. This may be directly linked to the increased exposure to the English language that videogames and the surrounding internet culture facilitates. We know that the implicit language learning pupils are exposed to through the act of playing a game can have a significant impact on their English and communication skills. When playing a game, learners are exposed to large amounts of English input that must be sufficiently understood to progress in the videogame. Often, videogames will additionally require language output from the learners themselves through text or speech (Sundqvist, 2009). This exposure ultimately translates to language acquisition – pupils implicitly learn how to understand and communicate in the English language. Studies show that pupils who regularly play videogames achieve higher grades in the English subject, proving the academic significance of this implicit exposure (Sylvén & Sundqvist, 2012). These findings are supported by English teachers working in Norway. The teachers interviewed as part of this thesis overwhelmingly expressed that the English communication skills of pupils have drastically increased over the last decades, coinciding with the rise in popularity of

videogames. They additionally stated that the best performers in the English subject are often those who play the most videogames at home. The connection between videogames and English language acquisition is therefore undisputed. As a result, we may safely say that Norwegian teachers are aware that playing videogames at home is beneficial in developing English language skills.

Incorporating videogames inside the classroom, however, is a more complicated topic. While we know that playing videogames develop linguistic skills, it is not good enough to simply have your pupils play a game on their own for an entire lesson. Theories of game-based learning emphasize that videogames in the classroom should be used as educative tools that facilitate learning. As an educative resource, a videogame should be perceived by a teacher the same way they perceive a book or a movie (Skaug et al., 2020). This means that there needs to be associated work and clear learning goals attached to any videogame that is to be consumed within the classroom. Teachers must consider if there is educative substance behind their use of a videogame, and if the learning acquired is quantifiable. In many ways, this requires a certain level of competence and familiarity with videogames from the teacher. This has been recognized as the single largest obstacle that Norwegian teachers experience on the topic of game-based learning.

While many English teachers in Norway are aware that videogames benefit language learning, they may find themselves lacking the knowledge and the confidence to attempt their use. The interviewed teachers expressed that they had never received any education or training on how videogames may be pedagogically applied to the classroom during their years at university. This leaves a large gap in competence between teachers who have acquired videogame experience on their own time and the teachers who have not. Additionally, attempting to research game-based learning on their own is experienced as difficult for teachers. While there are substantial amounts of research documenting the positive effects that videogames may have for language acquisition and learner motivation, there is a relative drought of studies showcasing specific examples of how this may be done (Skaug et al., 2020). An interviewed teacher expressed that, even after having spent a significant amount of time searching online, they could not find any good studies on what videogames may be suitable for the classroom and how they may be used by the teacher. This may be experienced as frustrating for teachers who are aware that videogames offer new and

valuable methods of teaching. Without having received any training from their formal education, and the substantial amount of time required to do their own research on game-based learning, Norwegian teachers may feel that they are stuck with the methods already familiar to them. Two out of the three interviewed teachers expressed that, while they believe that using videogames in the classroom would benefit their pupils, they feel that they lack the competence required to do so.

All the interviewed teachers had, however, some previous experience with attempting to use videogames in their teaching. Kim had on numerous occasions played a game called Wordle with their pupils. This is a videogame where players are to correctly guess a secret English word using hints provided by the game. Kim expressed that this had been a fun and motivating way to explore English vocabulary. Harper had extensive experience with Minecraft, and expressed that their pupils benefit greatly from its use. Using Minecraft as an educative tool would allow Harper's pupils to explore different themes and topics within a fun and motivating environment (Shliakhovchuk & Muñoz, 2020). The interview with Harper especially highlighted how the videogame could be used in interdisciplinary lessons where pupils may use Minecraft to build and explore historical structures and contexts. Frankie had attempted to use the school's gaming room as a reward system to make pupils work harder during a lesson. The learning games available in the gaming room, however, were considered boring by the pupils. There had additionally not been enough done to sufficiently connect the topics of a lesson to the videogames played in the gaming room. The various topics that the learning games were meant to teach would therefore not be relevant to what the pupils were currently working with. A lack of perceived relevance may have an exceedingly negative impact on a pupil's motivation to perform a task (Kapp, 2012). The fact that all interviewed teachers had, in different ways, attempted to use videogames in the classroom, however, suggests a clear perception that videogames have a belonging within educative contexts. The teachers additionally expressed that game-based learning within the classroom is likely to become more prominent in the future, as more awareness and competence in the field is developed.

A testament to videogames' belonging within the school system is Kahoot! This is a videogame that all three interviewed teachers regularly used in their classrooms. They additionally all cited that the game was wildly used at the different schools they work at,

suggesting that the vast majority of Norwegian teachers have experience with the videogame. The prominence of Kahoot! within classrooms is a worldwide phenomenon, and approximately half of all American pupils regularly use it at school (Wang & Tahir, 2020). The popularity of Kahoot! can perhaps be explained by referencing back to the challenges that the interviewed teachers discussed on the use of videogames in the classroom. Kahoot! is an easy tool to learn for teachers that does not require any previous knowledge or experience with videogames. Additionally, teachers have no difficulty in understanding how Kahoot! can be used within the classroom. As Kahoot! offers a wide range of existing quizzes for teachers to use, as well as offering the opportunity to create their own quizzes, Kahoot! allows teachers to save time and effort when planning their lessons. Ultimately, this suggests that Kahoot! allows teachers to access many of the learning benefits of using videogames in the classroom without requiring the significant time investment of developing lessons with commercial videogames in mind. As many teachers are not sufficiently taught about game-based learning during their years at university, the shortcut provided by Kahoot! has proven a seductive one.

In conclusion, the views that Norwegian teachers express about the pedagogical applications of videogames within the English classroom may be divided into three main points. Firstly, teachers express that videogames are beneficial in developing and acquiring English language skills. They acknowledge that the substantial amount of English exposure that modern youths are exposed to through videogames directly correlate to the observed generational shift in English competence. Pupils are significantly better at communicating in English today than twenty years prior. They additionally acknowledge that the linguistic impact videogames have on pupils translate to better academic results. Pupils who regularly play videogames are more likely to achieve high grades in the English subject (Sylvén & Sundqvist, 2012). Secondly, while Norwegian teachers recognize the benefits of using videogames in the classroom, many may feel insecure in making the attempt. Universities have largely failed to provide sufficient education on the use of videogames in the classroom, leaving many teachers questioning how game-based learning may be applied. This has created a situation where, despite being receptive to game-based learning, teachers have not been given the means to confidently experiment with the method. Lastly, while many teachers may lack the confidence to use commercial videogames in the classroom, Kahoot! is a videogame that is regularly used by most Norwegian teachers. Teachers express that Kahoot! is a helpful tool

that boosts motivation and engagement within the classroom, and that it may often work better than more traditional learning methods such as practicing vocabulary with glossaries.

With these points in mind, we can conclude that Norwegian teachers express an overall positive attitude towards the use of videogames in the English classroom. They recognize the benefits this method may have for pupils, and believe videogames will become more regularly used within school settings in the future. The findings additionally suggest that videogames already have a significant presence within Norwegian schools, but that a lack of familiarity with game-based learning prevents many teachers from venturing beyond their comfort zone of Kahoot!

6.2 Implications of the study

The findings of this study suggest that Norwegian teachers are overall receptive to the idea of incorporating videogames into the English classroom. However, the lack of formal education on game-based learning leaves many without the knowledge of how this may be done. This has created a competence gap between teachers who are already familiar with videogames and the teachers who do not have significant personal experience with the media. The latter group will be at an increasing disadvantage as videogames become more prominent within popular culture. This ultimately suggests that game-based learning must be given more attention within academia, and that teachers should be sufficiently educated on the topic during their time at university.

Additionally, the study highlights the importance of creating greater awareness of the videogame medium when discussing its pedagogical use. Videogames cover a wide span of media, and it is difficult to cover its breadth succinctly. The difficulty in clearly defining videogames may have important implications when conducting studies on the topic. While all three of the interviewed teachers regularly used Kahoot! in the classroom, some did not realize that Kahoot! is a videogame until it was pointed out by the researcher. Failing to identify the nature of the tools used in the classroom may have dire consequences. In a survey conducted by the Norwegian Media Authority, only 8 % of the Norwegian youths answered that they have used videogames during lessons at school (2016). The findings of this thesis suggest that this number is likely erroneous, and a result of the respondents not recognizing

Kahoot! as a videogame. Without operating with a clear definition of what constitutes a videogame, there is an evident danger that the use of videogames within Norwegian schools may be underreported. A greater awareness on the videogame medium is therefore important when discussing its pedagogical use.

6.2 Future research

By interviewing three different teachers from three different Norwegian schools, and eliminating the need of any prior knowledge on game-based learning or the videogame medium, the findings of the study may be generalized. As the selection of teachers were effectively the result of randomization, their perspectives are to a greater extent representative of the larger teacher body (Andrade, 2018). The conducted interviews suggest that many Norwegian teachers are not certain how commercial videogames may be incorporated into the classroom. Additionally, little research has been done on how teachers choose to incorporate videogames in the classroom in ways that ensure learning (Skaug et al., 2020). This suggests that there is, at present, not enough research that meticulously delves into the pedagogical applications of specific commercial videogames. Documenting the various use cases of concrete videogames and how they facilitate learning could provide teachers an important resource when planning their lessons, and make it easier for insecure teachers to make attempts at game-based learning.

This thesis has additionally served to highlight the importance of clearly defining the subject of research. While many studies have attempted to clearly define videogames, they often fall short in accounting for every possibility (Salen & Zimmermann, 2003). For the purposes of this thesis, videogames have been defined as "a game which we play thanks to an audiovisual apparatus, and which can be based on a story" (Esposito, 2005, p. 2). This has been a useful definition to clearly establish that Kahoot! is a videogame. Future studies, however, may strive to more succinctly define videogames for universal academic usage. Unifying research on videogames and game-based learning with a commonly accepted definition may serve to eliminate uncertainty and confusion within the field.

Overall, it is clear that the incorporation of videogames within the classroom is a topic that requires future research. While videogames based on the principles of gamification like

Kahoot! have found themselves a home within the school context, many teachers still find it difficult to use commercial videogames in their lessons. The teacher prediction that commercial videogames will see more use within the classroom in the future hinges on game-based learning being given more academic attention. Norwegian teachers are dependent on having access to sufficient research that may serve to guide and justify their usage of the videogame medium. If such research is provided, then we have every reason to believe that videogames will become an essential educative tool in the future.

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Appendix 1

Vil du delta i forskningsprosjektet «Norske læreres syn på bruk av videospill i engelskundervisning»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvilke formeninger lærere har om å bruke videospill i engelskundervisning på ungdomstrinnet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med masteroppgaven er å få en overordnet forståelse om hva norske pedagoger mener videospill kan brukes til i forbindelse med engelskundervisning. Videospill har blitt en viktig del av mange unges liv, og er en stor kilde til eksponering av det engelske språk. I en undersøkelse gjort av medietilsynet i 2016, opplyser 86 % av Norges tenåringer at de spiller spill regelmessig, men at bare 8 % av norske tenåringer opplever at videospill blir brukt i skolen. Masteroppgaven ønsker å utforske læreres tanker rundt pedagogisk bruk av videospill, og finne forklaringer på hvorfor det er henholdsvis lite brukt i norske skoler.

Problemstillinger som skal analyseres i masteroppgaven:
-Hvordan kan videospill bli brukt til å styrke elevers engelskferdigheter?
-Hva slags utfordringer står man ovenfor ved å inkorporere videospill i undervisningen?
-Til hvilken grad er norske lærere kjent med videospill og videospill pedagogikk?

Hvem er ansvarlig for forskningsprosjektet?
Høgskolen i Innlandet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du har blitt spurt om å delta i dette forskningsprosjektet fordi du enten jobber eller har jobbet som engelsklærer i norske skoler. Forskningsprosjektet ønsker å intervjue tre forskjellige engelsklærere fra tre forskjellige norske skoler.

Hva innebærer det for deg å delta?
Deltagelse i forskningsprosjektet innebærer å ta del i et intervju som kan ta opp til ca. 90 minutter. Intervjuet vil ta fokus i din lærerpraksis, samt dine tanker og eventuelle erfaringer med pedagogisk bruk av videospill, og hvordan dette kan gagne engelskferdigheter til barn og unge. Intervjuene vil bli innspilt digitalt. Ingen personlige opplysninger om deg eller skolen/skolene du har jobbet på vil bli inkludert i masteroppgaven.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Dine personopplysninger vil være tilgjengelige for utøver og veileder av prosjektet fram til prosjektslutt. Opptakene fra intervjuene vil bli lagret gjennom maskinvare godkjent av Høgskolen i Innlandet.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i september, 2022.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
Høgskolen i Innlandet ved Petter Hagen Karlsen: petter.karlsen@inn.no
Vårt personvernombud: Usman Asghar: usman.asghar@inn.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Petter Hagen Karlsen   Sigurd Jansen
(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[Norske læreres syn på bruk av videospill i engelskundervisning]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju

(Signert av prosjektdeltaker, dato)

Inland Norway University

Appendix 2

Intervjuguide

Bakgrunn:

- Hvordan vil du beskrive din egen lærerpraksis?
- Tar du ofte i bruk digitale hjelpemidler i din undervisning?
    - Brukes Kahoot?
- Har du noen personlige erfaringer eller forhold med videospill?

Oppfatninger rundt videospill:

- Tror du at spill på fritiden kan hjelpe barn og unges engelskferdigheter?
- Opplever du at videospill er noe elevene dine er opptatt av?
- Har du noen tanker om hvordan videospill kan inkorporeres inn i en engelskundervisning?
- Hva slags utfordringer ser du med å bruke videospill i klasserommet?
- Opplever du at videospill blir brukt som en pedagogisk ressurs på din egen arbeidsplass?

Avslutning:

- Er du noe du enda har på hjerte rundt tematikken videospill i skolen?