



**Høgskolen  
i Innlandet**

Hanne Fjellhaug

Facilitation of oral skills through game-based learning

How can teachers in Norwegian Primary Schools facilitate the use of oral skills through game-based learning in the English classroom?

Master thesis

2023

Faculty of Education and Pedagogy

## Abstract

This master thesis investigates how game-based learning can facilitate students' use of oral skills. The methods used to collect data was teacher interviews and a questionnaire. The overarching research focus of this thesis was to explore how teachers at Norwegian Primary Schools could facilitate the students' oral skills through game-based learning, and two sub-questions were developed. Firstly, the research investigated how an implementation of a game-based learning approach can be done, and secondly, how teacher experience and engage with a game-based learning to learning English, with focus on oral skills. Previous research argues that there is a lot to learn from in games, that the willingness to communicate increase with the use of games in the English classroom, as well as the importance of using games in the classroom and the effect of different games. The result of the research indicates that lessons with games generally enhance more facilitation of oral skills among students, through interaction and communication with others. Games create active and participating students, who create their own conversations by using their oral skills. The organisation of game-based learning could be done either as a one whole group, in smaller groups to support the social aspect of learning, which facilitate oral skills in the classroom.

## Sammendrag

Denne masteroppgaven undersøker hvordan bruk av spillbasert undervisning kan legge til rette for elevens bruk av muntlige ferdigheter i engelsktimene. Intervju av lærere og spørreskjema ble brukt for å samle inn data. Fokuset for oppgaven var å utforske hvordan lærere på norske barneskoler kan legge til rette for elevenes bruk av muntlige ferdigheter. Hvordan lærere kan implementere spillbasert læring i klasserommet og lærerne sine erfaringer med spillbasert læring med tanke på muntlige ferdigheter ble brukt som underspørsmål i forskningen. Tidligere forskning viser at spill bidrar til mye læring, at villigheten til å kommunisere øker når man bruker spill i engelskundervisning, og at bruken av spill har positiv effekt på elevenes læring når det kommer til engelsk og kommunikasjon på det engelske språket. Resultatene viser at elevene bruker muntlige ferdigheter i timer med spill og at bruken av spill legger til rette for muntlige ferdigheter gjennom kommunikasjon og interaksjon med andre. Videre viser studien at spill gjør at elevene blir aktiv og deltagende, og at de bruker sine muntlige ferdigheter til å lage sine egne samtaler. Organisasjonen av spillbasert læring legger til rette for bruk av muntlig ferdigheter når elevene enten spiller som en klasse eller i mindre grupper, da dette er en sosial arena og elevene er i samhandling med hverandre.

## Preface

I would like to thank the participants that made this master thesis possible. Your commitment to share experiences and thoughts are highly appreciated. In addition, I would also express a thank you to my supervisor, Petter Hagen Karlsen, who has been providing me with constructive suggestions and useful guidance throughout the process, while staying supportive and patient. Finally, a big thank you to my fellow students for fun and insightful conversations throughout the process.

Inland Norway University of Applied Sciences

May 2023

Hanne Fjellhaug

# Table of content

<b>Abstract</b> .....	<b>i</b>
<b>Sammendrag</b> .....	<b>ii</b>
<b>Preface</b> .....	<b>iii</b>
<b>Table of content</b> .....	<b>iv</b>
<b>1. Introduction</b> .....	<b>1</b>
1.1. <i>Background</i> .....	2
1.2. <i>Games, game-based learning and gamification</i> .....	3
1.3. <i>Research question and the purpose of the project</i> .....	4
1.4. <i>Chapter summary and thesis structure</i> .....	5
<b>2. Game-based learning as a teaching practice: A theoretical framework</b> .....	<b>7</b>
2.1. <i>Games and learning</i> .....	7
2.2. <i>Games, the classroom and the curriculum</i> .....	12
2.3. <i>Games and oral skills</i> .....	16
2.4. <i>Chapter summary</i> .....	19
<b>3. Previous research</b> .....	<b>21</b>
3.1. <i>Chapter summary</i> .....	24
<b>4. Methodology</b> .....	<b>25</b>
4.1. <i>Participants and data collection</i> .....	26
4.1.1. <i>Interviews</i> .....	27
4.1.2. <i>Questionnaire</i> .....	28
4.2. <i>Data preparation</i> .....	30
4.3. <i>Data analysis</i> .....	31
4.4. <i>Trustworthiness and transparency</i> .....	33
4.5. <i>Ethical considerations</i> .....	34
4.6. <i>Chapter summary</i> .....	35
<b>5. Analysis and discussion</b> .....	<b>37</b>
5.1. <i>The implementation of game-based learning in the English classroom to facilitate oral skills</i> .....	37

5.1.1.	Game-based learning vs. non-game-based learning .....	38
5.1.2.	Benefits and challenges experienced by teachers .....	41
5.1.3.	Game-based learning organisation .....	46
5.2.	<i>How teachers engage with and experience a game-based learning approach to learning English with emphasise on oral skills</i> .....	50
5.2.1.	The interpretation of oral skills .....	50
5.2.2.	The effect of educational and commercial games in the English classroom .....	52
5.3.	<i>Chapter summary</i> .....	58
<b>6.</b>	<b>Conclusion</b> .....	<b>60</b>
6.1.	<i>Limitations of this study</i> .....	64
6.2.	<i>Further research</i> .....	64
<b>7.</b>	<b>References</b> .....	<b>65</b>
	<b>Appendix 1- NSD Evaluation</b> .....	<b>70</b>
	<b>Appendix 2- Information and consent form</b> .....	<b>73</b>
	<b>Appendix 3- Interview guide</b> .....	<b>76</b>
	<b>Appendix 4- Questionnaire</b> .....	<b>78</b>

# 1. Introduction

The purpose of this master thesis is to investigate how students in primary school use their oral skills when using games in the English classroom, where the aim is to investigate how game-based learning facilitates students' use of oral skills. In today's world, with globalisation and expanding technology, our society has become smaller, and the teaching aids available has increased. Wu, Chen & Huang (2014) explains how the

[...] impact of technology and globalization has accelerated English into a powerful language and tool to communicate from field to field, many learners have found that their traditional English learning at school didn't prepare them for real world use of the language (p. 210).

The ability to speak and use the English language is perhaps more important than ever, as you are likely to meet and communicate with people from other countries in the future. Developing oral skills at an early age therefore becomes paramount. Previous research has explored the effects of using games as tools for learning. For example, Brevik (2019) did a study on the outliers after a reading test in English on high school students, where gamers seemed to do better when reading English than in their mother tongue of Norwegian. However, there is still a research gap when it comes to combining oral skills among Norwegian Primary School students and using games in the classroom. Thus, the findings of the Brevik's (2019) study triggered the curiosity towards the use of communication and oral skills in the English classroom while students engage with games.

The methods that were used to collect data were teacher interviews as primary data, supplemented by a questionnaire as secondary data (See Chapter 4). The English classroom is an arena where "the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background" (Ministry of Education and Research, 2019, p. 2). The path to successful communication could vary substantially between humans, seeing that we differ widely in the way we learn. Despite of the differences in learning strategies and learning capabilities, the English subject "shall prepare the pupils for an education and societal and working life that requires English language competence in reading, writing and oral communication" (Ministry of Education and Research, 2019, p. 2). Games is for many young children today a big part of their life, and building on students' interests could arguably be beneficial (Gee, 2007; Prensky, 2003; Squire, 2011, cited

in Plass, Homer, Mayer & Kinzer, 2019; Brevik, 2019). The range of different games is countless, and the accessibility greater than before, and therefore it would be interesting to investigate how games can be used to teach children the English language, and more specifically, to communicate in English, in line with the curriculum.

In this introduction chapter the background for this study is explained in section 1.1. followed by an introduction of games, game-based learning and gamification in section 1.2. Section 1.3. outline the research design and research question, before the structure of this thesis is explained in section 1.4.

### 1.1. Background

In the Renewed curriculum, LK 20, the emphasis on oral skills and communication is more present than in previously curricula. Students are supposed to lay the foundation for communicating with others and understand different communication patterns (Ministry of Education and Research, 2019, p. 2). In addition, the core element called communication refers to creating meaning through language. Simultaneously, the basic skills remain highly relevant to the English subject in Norway. The competence aims are concerned with authentic language (see Section 2.3.), listen to, participate in dialogues, spontaneous conversations, talk about different content of various types of texts and explore patterns, words and expressions (Ministry of Education and Research, 2019, p. 3-7). LK20 consists of fewer but broader competence aims, which grants more freedom to teachers in interpreting and working toward them. English as a course from year 1 has been compulsory in Norwegian primary school for over 20 years (Myklevold & Bjørke, 2018), and the use of English outside school is increasing rapidly and quickly becoming ubiquitous in Norwegian's everyday lives, which in turn contributes to students' extramural English (see Section 2.2.; see Chapter 3). The importance of learning and being able to speak English is perhaps more important than before, considering how globalisation influence our travel habits, the technology development (see Section 1.1.), and for future studies where English academic articles become more and more common, as well as workplaces collaborating and working across countries and communicating using the English language as *lingua franca*.

The use of the Norwegian language in English lessons has been, and still is, a common practice (Brevik & Rindal, 2020), even though communication in and exposure to the target language is essential when it comes to language learning (Brevik & Rindal, 2020; Crichton, 2009). The use of textbooks is still dominating the English classroom (Drew, Oostdam & van Toorenburg,



2007; Hestetraet, 2012), and the use of textbooks and workbooks is argued to be hindering the ability to develop language skills (Birketveit & Rugesæter, 2015), and thus, not creating an interactive classroom, which is arguably necessary or at the very least helpful for communication skills to develop. Through games students get to actively participate in interactive modes of learning that might include communication with team members, or opposite team (see Chapter 2). The claim here is not that using games will automatically make all students speak and learn English, but that games contains valuable knowledge and learning for students, that can be used later in life. Farber (2015, p. 20) explains how there is over half a century of research regarding games and learning, and yet there are still barriers to adapting and implementing this approach in the classroom. One of the aspects that has been given attention in Farber's (2015) research, is the "disconnect" between game developers and classroom implementation. He explains this further by saying that "textbooks and educational websites continue to refer to review quizzes as games" (Farber, 2015, p. 20). Co-founder of Filament Games, Dan White (as quoted in Farber, 2015, p. 20) explained that "There are too many interactives that try to pass themselves off as learning games; they are really dressed up flashcards". This could lead to confusion among teachers about which games to implement in their teaching. Moreover, it triggers questions of what a game is, and how we can define it, which will be explained in the following section.

## 1.2. Games, game-based learning and gamification

This section covers the basics of games, game-based learning and gamification in order to give readers an introduction into the world of games and central concepts related to this field and this thesis, which is highly relevant in this thesis where games and game-based learning are fundamental.

There are several definitions of what a game is, some more complex than others. Gee's definition is simple, stating that games "are just well-designed problem-solving spaces with feedback and clear outcomes, and that is the most essential thing for real, deep, and consequential learning" (2013, p. 3). A more complex definition by Salen and Zimmerman reads, "players engage in an artificial conflict, defined by rules that results in a quantifiable outcome" (as quoted in Farber, 2015, p. 29). Games in this thesis will, based on the definitions above, be treated as an activity where players engage in well-designed problem-solving challenges, where rules function as guidelines to reach an outcome to generate learning (see Section 2.1). The students will meet some sort of challenge, depending on what game that is being used, there are rules to follow, there is a need to interact with each other or with the game,

they get feedback, to help them reach an outcome. Their oral skills can be developed and used when presenting the challenge to each other, read or explain rules to the other players, give feedback to each other and through interaction (see Section 2.3 for a discussion).

In the world of games, we can distinguish between two different types of games to use in the classroom. The first type is educational games, where the primary goal is education, and not necessarily enjoyment (De Grove, Van Looy & Mechant, 2011, p. 2). Educational games are primarily made for learning purposes, whereas commercial games, are made for enjoyment and available for everyone (Rüth & Kaspar, 2021). Whether to use educational games or commercial games, or both, will be discussed later in the thesis (see Section 1.2; see Section 5.2.2.), but it has been argued that educational games are usually not as interactive nor engaging as commercial games (Whitton 2014, p. 25).

Another feature linked to games in the classroom is to distinguish between game-based learning and gamification. Game-based learning involves the use of games to facilitate learning and engagement among students, balancing content and gaming and its application to the real world (Cozar-Gutierrez & Saez-Lopez, 2016, p. 2). Gamification on the other hand, is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems” (Kapp, 2012, p. 10). The difference between these two concepts is therefore that game-based learning is an approach, a process or practice of learning, using games, whereas gamification is only using game elements in a non-game context (see Section 2.2).

### 1.3. Research question and the purpose of the project

The purpose of this study is to investigate how the students use their oral skills when engaging with games in the English classroom or more precisely, the aim is to investigate how game-based learning facilitates students’ use of oral skills. The main research question is:

How can teachers in Norwegian Primary Schools facilitate the use of oral skills through game-based learning in the English classroom?

The research question concerns both how a game-based learning approach can be implemented, and additionally how teachers experience and engage with a game-based approach to learning English, with focus on the students’ oral skills. In order to answer the main question, two sub-questions have been proposed:

1. How can a game-based learning approach be implemented in the English primary school classroom to facilitate oral skills?
2. How do teachers engage with and experience a game-based approach to learning English with focus on oral skills?

In order to answer these questions, this study will research how a game-based learning approach can be implemented in the English primary school classroom, and how teachers engage with and experience a game-based approach to learning English. The thesis will focus on the basic skill *oral skills*, defined as “creating meaning through listening, talking and engaging in conversation” in the curriculum (Ministry of Education and Research, 2019, p. 4). When discussing oral skills throughout the thesis, this is the definition that will be applied. Oral skills are the main focus of this thesis, but other skills such as writing and reading skills will be briefly discussed in general related to game-based learning in the classroom.

As mentioned in the introduction (see Section 1), good games include important principles for learning, and how these can be used on multiple platforms. Good games, according to Gee (2013, pp. 15-16), are games that illuminate how the human mind works, simulate experiences, and create worlds where the new, meaningful experiences, with the potential to make people smarter and more thoughtful. Collaboration games where students are expected to work together towards a common goal, or go into a role to get different perspectives and get a better understanding of how to use their skills could be beneficial and examples of good games that simulates experiences. Individual games could in addition be good games if they let the student experience different perspectives and create a learning opportunity where they gain information in an authentic situation. Thus, good games can inspire learning, development and allows opportunities across different platforms to arise. There are several important and interesting aspects within this topic, such as the impact of games in the classroom in general and pupil’s perspective on games in the classroom, but this study will be limited to how teachers choose, use and implement games in the classroom, to facilitate the use of oral skills among their students. Note that the purpose of this thesis is not to test oral skills or the improvement of oral skills among students.

#### 1.4. Chapter summary and thesis structure

This thesis focuses on how teachers can use game-based learning to facilitate students’ oral skills in the English classroom in primary schools. It seeks to investigate how teachers use game-based learning, and how they perceive their students’ oral skills in the classroom when

implementing games as a learning activity. To investigate this, one main research question has been developed, broken down into two sub-questions (See section 1.3.). Teacher interviews will be the primary data for this study, complemented by secondary data from a questionnaire (see Chapter 4). A theoretical framework building on Gee's principles, will be outlined in chapter 2 and previous research related to games in the English Foreign Language (EFL) classroom will be presented in chapter 3. Chapter 4 consists of the methodology used in this research, a description of the data collection process as well as the trustworthiness of this study. The findings are reported in chapter 5, followed by a discussion about the findings in the same chapter. The thesis will then be summarized, and the research question will be reviewed. At the end of each chapter, a short summary will be provided.

## 2. Game-based learning as a teaching practice: A theoretical framework

This chapter is structured in three sections to form the theoretical framework that builds on both games in the classroom and oral skills. Throughout the different sections, principles of learning by Gee will operate as a foundation, and Vygotsky's sociocultural learning theory will be central. Section 2.1. contains definitions of games, tied to game-based learning and gamification, before discussing how games can contribute to learning in general. Section 2.2. covers a more thorough discussion based on games in the classroom and what can be identified in relation to games in the curriculum and how using games can be correlated to the curriculum in general. Section 2.3. will define oral skills in relation to the curriculum and other relevant research done in the field. Section 2.3. will also present what games can offer in relation to oral skills in the English classroom.

### 2.1. Games and learning

According to Gozcu and Caganaga (2016), "games are one of the most important components in EFL classrooms" (p. 127), and by paying attention to good computer games and video games, it has been argued that school learning can be made better (Gee, 2013). As stated in chapter 1.3., good games show how the human mind works, simulate experiences, and create worlds where the new, meaningful experiences, with the potential to facilitate learning and thought. To identify how games can be used for these purposes, is a central aspect in this thesis. Games in the classroom is not a new invention, and the research done in the field has expanded in the recent decade. Research has shown that there are advantages associated with the use of games in the classroom and with language learning (see Chapter 3). Researchers are not necessarily stating that one should use all the game technologies in school, even though it is strongly advocated, but rather apply the principles of learning that "good game designers have hit on, whether or not we use a game as carrier of these principles" (Gee, 2013, p. 22). Gee's research therefore emphasises the opportunity that games provide, and that there is much to learn from how games are designed. Further, he claims that

The purpose of games as learning (and other game-like forms of learning) should be to make every learner a proactive, collaborative, reflective, critical, create, and innovative problem solver; a producer with technology and not just a consumer; and a fully engaged participant and not just a spectator in civil life and the public sphere. (Gee, 2013, p. 1)

Even though Gee's point is that it is not necessarily the game itself that creates learning, but the elements it entails and the processes one engages in, other researchers have demonstrated the usefulness of using games in relation to language learning (see Chapter 3). It has been argued that playing games outside school contributes to students' proficiency in English (Brevik, 2019; see Chapter 3), and based on the previous research in the field, games could be implemented in school to serve the same purpose; to increase students' proficiency in the English language. The learning principles developed by Gee is built on what good games (see Section 1.3.) can teach us, whether we use the whole game or just elements of it, also known as game-based learning and gamification respectively (see Section 1.2.). This will be further discussed in the next section.

A definition of games from Gee (2013) and Salen and Zimmerman (as quoted in Farber, 2015) was presented in chapter 1.2, where Gee's definition involved clear outcome, and well-designed problem-solving, which can be related to artificial conflict from Salen and Zimmerman's, as artificial conflict means some sort of simulation of a problem that needs to be solved. Focusing on the characteristics of games, Mayer (2014, as quoted in Plass, et.al., 2020), explained that games are

[...] "rule based, following clearly defined rules of play; they are responsive, enabling player actions and providing system feedback and responses; they are challenging, often including an element of chance; the progress within a game is usually cumulative, reflecting previous actions; and finally, games are inviting, motivating the player to engage". (p. 3)

The definition presented by Mayer includes several of the same aspects as other definitions, such as challenging, rule based and feedback. The characteristics of games can be further expanded upon. McGonigal (cited in Farber, 2015, p. 29) identified four common characteristics or components of games, which are goals, rules, a feedback system and voluntary participation. Kapp (2012) added the concept of emotional reaction to Salen and Zimmerman's definition (see Section 1.3.) and argued that "a game is a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction" (p. 7). There thus seems to be quite a few similarities between the different scholars' definitions. In this thesis, games will be treated as an activity where players engage in well-designed problem-solving challenges, where rules function as guidelines to reach an outcome to generate learning, based on all the definitions

presented above. As this research is investigating the use of games in the classroom, the social aspect of games will be further explored.

Games can be seen as social activity, and sociocultural theorists are concerned with how we can better understand learning and development by studying the interaction between individuals and the surroundings (Lillejord, 2013, p. 182, my translation). The sociocultural learning theory is not only concerned with the social aspects of learning, but the collaboration between how humans obtain knowledge and the social setting that learning happens in. In Vygotsky's sociocultural perspective, it is central that humans learn when they work with knowledge in a social setting (Lillejord, 2013, p. 178, my translation). Thus, students must contribute to discussions and be active participants in their own learning, in a collaborative classroom. This perspective on learning is shared by Gee (2013), who forefronts active participants, or active agents as a learning principle in game-based learning, which is highly relatable to the sociocultural theory where students need to be actively involved in the learning process. The active participants principle suggested by Gee (2013) involve what the players do matters, and that by performing an action in the game trigger some reaction from the game, encouraging the players to act again. Through games students are given the opportunity to be active agents and not just passive recipients in their own learning process, and allow them to be active producers of learning, and not only consumers of what the teacher or educator is telling them. The use of games allows students to make decisions based on their own thoughts and experiences, creating an incentive to be more active and take responsibility for their own learning, which again will possibly reflect their motivation. Motivated students use the knowledge they have and increase their effort and try to solve problems in different ways, creating a sense of responsibility, and are more motivated towards the goal or purpose of doing a particular task or activity (Manger, 2013, p. 133). Despite this, motivation alone is not enough as a reason for using games, as we cannot guarantee motivation among the students, but a contributor in the process (Skaug, Husøy, Staaby & Nøsen, 2020).

Human activity, dialog and interaction between humans is central in sociocultural perspective on learning (Lillejord, 2013, p. 178, my translation). This is highly relatable to practising and developing students' oral skills in the classroom. Discussions, dialog, and interaction are crucial elements in language learning, and allow students to use, develop and practice their oral skills, regardless of where this dialog or conversation is happening, both inside the classroom and outside the classroom, also known as extramural English. In order to guide and support students in their progress of learning in general, we need to be aware of their competence and their level,

to establish what they achieve on their own, and what they achieve with help. Vygotsky (1978) introduced the concept zone of proximal development (ZPD) and explained how the ZPD is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 101). In other words, what learners can do by themselves is less than what they can do with guidance. As they progress, with guidance, they will become more adapt at solving problems, and will need less and less guidance, until they can solve the problem independently, thus reaching a new zone of development. The same is true of games, and Vygotsky (1978) explained how “In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself” (p. 117). This statement reveals that during play, students actually operate above their normal level, which suggests that the use of games in the classroom should be encouraged as the students behave and work above their level.

It has been argued by several researchers that the use of games in the classroom could be beneficial for present and future learning. Luk (2013, p. 352) supports Vygotsky’s view on play and explains that play is an important activity, both in pre-school childhood, as this is the arena which children are socialized into the adult world, but also during their later years of schooling, because “through play, children collaborate with other children and perform beyond their current abilities in a zone of proximal development”. Gee (2013) explains how learners need to be challenged, but also that the task is doable, and gaining feedback in order to let learners know what progress they are making is a principle he calls pleasantly frustrating (p. 29). Using games and working together with other students in class can therefore assist students in expanding their ZPD while guiding each other and reach new levels together. The students can build on each other’s strengths, and collectively move closer to the goal or purpose of the game. Plass, et.al. (2020) explained how games “are intended to provide students with shared experiences that can be used for later learning activities, such as class discussions or problem-solving activities outside the game” (p. 5). Further, Luk (2013, p. 352) continued to argue that play is “believed to have linked the development of inner speech and high mental functions such as problem-solving”, and by practising and going through repeated cycles of something, allows us to develop a sense of expertise, but more often than not, we experience that eventually it will be challenging again. Gee (2013, p. 30) supports this view, and explain how we are moving from level to level, and that while games let learners experience expertise, schools usually do not. Lastly, it is argued that students develop self-confidence, which contributes to



independent learning and transferable skills through games (Pavey, 2021). Humans need to be challenged, but within our limits; we must perceive the task or goal as doable or achievable. If a certain task is too difficult or too easy, the motivation for doing the task dwindles. If it is too hard, motivation also falters.

The motivation for doing a certain task is also related to the amount of information we are given, which is one of the game aspects that teachers need to be aware of when implementing games in the classroom, as too much instruction and advice, could possibly disrupt the flow of the game and the motivation towards the activity (Pavey, 2021). If humans are given too much information, out of context and before we can see how it applies in actual situations, we tend to use less verbal information and things make less sense to us. If the information is given “just in time” and “on demand”, meaning we can put it to use and when we feel that we need it, we learn more (Gee, 2013, pp. 30-31). A game manual or a science textbook are examples of where we can get a bit overwhelmed by all the information given and the motivation and engagement can decrease significantly. Consequently, after playing the game, or doing an experiment, text and manuals make more sense and feel more lucid (Gee, 2013). The key to tackle this particular issue is giving bits of information throughout, on demand, as the information has relevance and is important in order to move on or progress in the game or experiment. We are thus applying the knowledge instead of just remembering it, and this leads to learning and understanding. There is a paradox in this process. As Gee (2013) puts it, “people don’t like practicing skills out of context over and over again, since they find such skills practice meaningless, but, without lots of skill practice, they cannot really get any good at what they are trying to learn” (p. 33). Students are not necessarily learning to play a game, but to practice academic skills important in relation to everyday situations and conversations. By using games students are allowed to practice their skill in a meaningful way, and according to Gee “people learn and practice skills best when they see a set of related skills as a strategy to accomplish goals they want to accomplish” (2013, p. 33).

The authenticity of a situation therefore plays a role, and students need to see the value of a particular task (see Section 2.3.). Through games, students can hence use their skills from playing games outside the classroom and other extramural activities (See chapter 3), and incorporate those skills into the classroom. An important aspect to mention here is system thinking, and we learn skills, strategies and ideas best when we “see how they fit into an overall larger system to which they give meaning” (Gee, 2013, p. 34). The complex, high-tech, global world we live in today, consists of numerous systems that interact with each other, and Gee

continues to argue that when students fail to “have a feeling for the whole system which they are studying, when students fail to see it as a set of complex interactions and relationships, each fact and isolated element they memorise for their tests is meaningless” (2013, p. 35). Teachers therefore need to help students to see the connections and highlight the systems, piece by piece, before putting it all together. Students’ creativity is challenged while playing games, and students get to explore different ways or solutions to a certain problem, which allows for more creativity and allows students to attack challenges in different ways. Through variation, students get to explore different styles of learning, allowing them to discover and learn the favoured learning style, as well as to try out new ones without fear (Gee, 2013).

## 2.2. Games, the classroom and the curriculum

In Section 1.2, the concept of game-based learning was defined and distinguished from gamification, in order to clarify the difference between the two concepts. As the research question for this thesis concerns a game-based learning approach to teaching, this will be discussed further. The most common descriptions of game-based learning emphasise that “it is a type of game play with defined learning outcomes” (Pavey, 2021, p. 1). Seen from a teaching and learning perspective, students can be guided to understand different concepts or processes through games, and game-based learning can help students practice several skills, such as “communication, oracy, team building and working, creativity and problem solving” (Pavey, 2021, p. 15). One’s understanding and interpretation of game-based learning can vary, and two different views will be presented in the following.

The first interpretation is based on content and supporting “the culture of high-stakes assessment and rote learning” (Gee, as quoted in Farber, 2015, p. 10). This interpretation can be illustrated by a game where students must solve a math problem in order to be able to a certain action. The second interpretation, which will be most prominent in this thesis, is concerned with presenting authentic problems for students, in order to make them collaborate when solving the problem, reason out together, and encourage them to use several approaches. An illustration of this second interpretation can be to have a conversation about “physical concepts such as velocity in the slingshot game Angry Birds can promote higher-level discussions” (Gee, as quoted in Farber, 2015, p. 10). The first interpretation is a representation of the skill-and-drill approach that will be discussed later in this section, where the aim is “only” to remember, or being able to solve a certain problem, without any reflection on what you did or how you found the answer.

As mentioned above, the second interpretation is forefronted in this thesis, as it encourages discussions on problem-solving, and enhance complex and critical thinking, closely tied to the core curriculum where “reflection and critical thinking are part of developing attitudes and ethical judgement” (Ministry of Education and Research, 2017, p. 13). To practice game-based learning by this second interpretation, teachers encourage students to develop good judgement, use oral skills for communication, and other skills such as problem-solving and in-depth learning to understand the connections. These connections can be tied to semiotic domains, which is explained by Gee (2003) as “any set of practises that recruit one or more modalities (e.g., oral or written language, images, equations, symbols, sounds, gestures, graphs, artifacts, etc.) to communicate distinctive types of meanings” (p. 18). As discussed previously, students can be active agents through the process of playing games, and by taking an active part in the learning process we can learn new semiotic domains that let us experience the world differently and possibly help to see the world in new ways. The new semiotic domains can also develop the understanding of social practices related to different social groups and prepare for future learning. Using games in the classroom can therefore help students to connect the skills they already have to new situations and build on these skills in the future, connected to how the core curriculum describes how the room for in-depth learning is important, as it support students in developing understanding, which can be applied in familiar and unfamiliar contexts (Ministry of Education and Research, 2017, p. 13). The concept of deep learning has also been explained by Gee, explicitly in relation to games, and what makes game deep “is that players are exercising their learning muscles, though often without knowing it and without having to pay overt attention to the matter” (2013, p. 21). Skaug et.al. (2020) also explains how games can transfer our actions into meaningful contexts, which can be used for reflections and conversations, in any subject. For this reason, games can contribute to students overall learning, by combining several skills in one activity, including oral skills, which are transferrable into other subjects and different situations. Lastly, the games we choose to implement in the classroom, needs to build on what the curriculum and competence aims express, in order to create a correlation between using a game and the curriculum for the subject (Skaug, et.al. 2020).

As Brevik (2019) proposed, extramural English contributes in a positive way to students’ English language learning (see Chapter 3). The English classroom is therefore a great space to create a bridge between what students do at school and what they do in their spare time. The common view among the older generation that the use of games is “a waste of time” (Gee,

2003, p. 19), should be challenged, as games provide several beneficial learning opportunities in the classroom (see Chapter 3; see also Sections 2.1, 2.2., & 2.3.). During his research on game-based learning, Farber (2015) discussed the approach with Ehrlich, learning designer at the Institute of Play, and what needed to be done to make game-based learning integration more widespread. Ehrlich believed that teachers simply need to see how engaged students become (Farber, 2015, p. 4), and that in reality, it only takes one successful experience, for one teacher to see how it transforms learning. Ehrlich explains how “we have teachers coming in sceptical; they see games as a waste of time and they need to just hit standards. After one successful experience, they turn around” (Farber, 2015, p. 4). Yet, the current trend for skill-and-drill, scripted instruction and standardized multiple-choice teaching in school has been argued to hinder the implantation of games and what games can offer, and the need for a change in structure and nature of formal schooling would be necessary (Gee, 2013). The potential pitfalls for teachers when implementing games in the classroom could be a contributor to the view of games being a waste of time. As Pavey (2021) suggests, the aspect of time could influence how the games work in the classroom, as demotivation among students can increase if teachers do not play or understand the game themselves, which again will reflect their ability to be game administrator, and their abilities “designing pre-and post-activities to transfer knowledge from the game to topics students need to learn” (p. 137). A suggestion influenced by Farber (2015), Gee (2013) and Pavey (2021), would be for teachers to alter their allocated planning time and invest in gaming, as they do with other resources, such as textbooks that are brought into the classroom. This suggestion is also supporting the shift in school practice explained above and what Ehrlich explained about teachers needing to see the engagement among the students to see the value of games.

The resistance against using games in the classroom could have its origins from these old, traditional teaching practices, which are still present in today’s teaching. Teaching practices that are used in schools is associated with attitudes towards learning and knowledge, and activities that are “only” entertaining without learning in a sense that it can be tied to a specific field, e.g., history, physics, etc., is meaningless play (Gee, 2003). Conversely, new ways of teaching, for example game-based teaching, can contribute to learning oral skills in a different way, instead of the standard textbook approach, combined with the other current trends described above. As discussed in Section 2.1, games could promote social action between students, and generate meaningful learning possibilities through debates and practising of skills related to “ways of thinking, talking, valuing, acting, and often, writing and reading” (Gee,

2003, p. 21). These skills are coincide with those promoted in LK20, where the relevance and central values stated in the English curriculum entails how English “shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication pattern” (Ministry of Education and Research, 2019, p. 2), as well as the definition of oral skills which is to create “meaning through listening, talking and engaging in conversation (Ministry of Education and Research, 2019, p. 4). While playing certain games, students would need to communicate with others, by listening, talking and engaging with each other, and students could through roleplay games develop different perspectives on ways of living, thinking and communication patterns. Based on the above information, the facilitation of oral skills can be related to the use of games as an activity in the English classroom.

Educational and commercial games were presented in Section 1.2 as the two main types of games one could distinguish between in the classroom. Both of these types can fall into another couple of game categories, namely board games and digital games. Through board games students can practise several skills, such as counting, identifying colour, hand-eye coordination, but they are also “generally highly structured and involve the use of several pieces (or artefacts) to “physically manipulate”” (Smith, 2006, p. 419). Furthermore, Smith (2006) argues that the “discourse within a board game is more likely to be comprehensible and meaning easier to predict” (p. 419). Board games can therefore give an opportunity to create authentic situations for students, where they would use their L2 language in discussions with others, and this could be related to what Mardon, Wiebe, Dansereau and Tombrowski (2020, p. 40) labelled “soft skills”, where they included communication, listening, empathy, leadership, teamwork, time management and creative problem solving. These soft skills are highly relatable to oral skills, and the use of board games can be used to practice a range of different skills, and the aim can be adapted to fit various learning outcomes the students may have. The flexibility game presents create potential associated with using games in the classroom.

As discussed in Chapter 1, English has become a nearly ubiquitous language on the world stage through the rapid development of technology and globalisation. This technological growth has also influenced the different resources available in schools and provided access to a wide variety of English speakers. Digital games use more complex technology, and in this genre of games we include “computer programs and apps for smart devices and video-based games (Pavey, 2021, p. 45). It is now common for teaching resources to have digital support as a supplement to textbooks and workbooks, different music apps can be used to create music, and several games are related to different subjects in school. Digital skills in the curriculum also states that

students should be able to “use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English” (Ministry of Education and Research, 2019, p. 4). The use of digital games can be used with a sociocultural view on learning where students work together or individually. Despite the organisational aspect of using digital games, students need to have access to the required programs, and the ability to navigate the digital world and the skills is necessary too. To encounter the English language in different areas could assist in broaden students view of when and where they can use the English language and the skills they have. The whole idea with using games in general as a learning tool is not to make everything fun and exciting, although this is a bonus that often comes with gaming, but to suggest different approaches to facilitating learning in the English classroom and create an awareness that the use of games has potential and not just “a waste of time”, which hopefully inspires a shift in the education structure.

### 2.3. Games and oral skills

As mentioned in section 2.1. and 2.2., games can be a useful way of working with oral skills due to the opportunities it provides, such as active participants, discussions, dialogs, interaction, problem solving, self-confidence and authenticity. Oral skills, as it is defined in the curriculum, refers to “create meaning through listening, talking and engaging in conversation” (Ministry of Education and Research, 2019, p. 4). This definition of oral skills includes more than just speaking, as fundamental communication skills also include the ability to listen and engaging in conversations. The oral skills in English should be gradually developed, in different formal and informal situations. The listening part of the definition may often receive lower priority, but without it, we would not be able to take part in negotiation for example, as this requires good listening and speaking skills (Skulstad, 2020). As mentioned in Section 1.1., the use of the Norwegian language is a common practice in English lessons, even though the use of the target language and exposure to the target language is beneficial for language learning (Brevik & Rindal, 2020). In the English classroom, the teacher needs to be good facilitators, designers and evaluators of activities which aim to develop oral skills, and Skulstad (2020) explains how the first step here is to “raise teachers’ awareness about the nature of spoken discourse and some of the mechanisms involved in spoken interaction” (pp. 95-96). This does not mean that English teachers need to speak perfect English, but to use the language themselves and be good role models for how the language is used and practice these components of the language themselves.

The view of oral skills in the English classroom has previously focused on certain issues. Traditionally, the “issues of pronunciation, intonation, use of appropriate grammar, vocabulary and formulaic expressions” (Chvala, 2012, p. 233) has been the focus, and Chvala (2012) suggests that a broader understanding of oral skills in English should be considered. The broader understanding includes the development of student’s ability “[...] to use English in a variety of oral genres with a variative of communicative goals” (Chvala, 2012, p. 234). Oral skills are therefore more than pronunciation and intonation, and the language produced should also be applicable within a various of genres and situations.

Burner et.al. (2019) explains how “communicative skills are developed in meaningful and authentic situations where students are involved and participate actively” (p. 19). As mentioned in Section 2.1, Gee emphasised that students need to be active participants in their own learning, and this is true for developing communicative skills too. The communication that happens through games when it is used in social construction, can be experienced as authentic and meaningful for the students, and therefore contribute to their language learning as they see the relevance of communicating with others. Skulstad (2020) emphasised that real communication with a purpose and a function is a central idea within the term Communicative Language Teaching (CLT), and presented three principles that can be used as an underlying learning theory of CLT:

1. The communication principle: activities that involve real communication promote learning.
2. The task principle: activities in which language is used for carrying out meaningful tasks promote learning.
3. The meaningfulness principle: language that is meaningful to the learner supports the learning process.

(Richards & Rogers, as quoted in Skulstad, 2020, p. 55).

Using games in the classroom enables students to work with all the three principles above. Real communication happens when students are given the opportunity to actually use the language and convey their own language, in comparison to reading questions and answers from a textbook or changing the tense of a verb (Skulstad, 2020). While engaging with games, students need to produce communication themselves, and there is not a pre-set conversation prepared for them, which will encourage real oral communication. The task principle reflects activities where students are required to use English as an instrument, and some games includes problem-solving or other elements that require cognitive skills from students. The tasks given through

games can be seen as meaningful for the students as they need to solve it to reach the goal or to solve the mission. The meaningfulness principle involves the engagement of students and describes how language that is meaningful for the students influence the learning process. Active agents, as Gee proposed, is contributing to good learning and they are taking an active part in the process and not just being consumers. It is also argued that games could be seen as a fun way to learn and develop skills and build on the students interests in a different way than other materials can do (Gee, 2007; Prensky, 2003; Squire, 2011, cited in Plass, et.al., 2019). Building on students' interests, could create meaningful and authentic language for them, as games is something many learners encounters outside the classroom as well.

As mentioned above, the concept of authenticity is central when it comes to learning and is explicitly mentioned in the curriculum. The curriculum includes authentic situations and authentic texts, and the principle of authenticity, which is central in CLT. Three aspects of authenticity are proposed by Skulstad (2020), where authentic texts “are treated as text that has originally been developed for some other purpose than language learning” (p. 59), which is highly relatable to the text encounter in commercial games. The text in games is primarily made for the purpose of getting through or understand the game or to tell a story or give instructions. Furthermore, the language students “encounter should be authentic in the sense that they could come across this type of language in real settings outside the classroom” (Skulstad, 2020, p. 59). The language produced by students while engaging with games could be viewed as something useful, whether it is playing a board game, a role-play or other game-related activities based on the fact that the communication done in all these situations would also be applicable outside the classroom. Lastly, authentic tasks are tasks that people actually perform in real life, and the communication created while playing games could be transferrable to real life situations.

As Skulstad (2020) explains, an important part of developing oral skills is activities that are grounded in students' motivation and that there is real communication going on, as opposed to “simply practicing dialogues in the textbook” (p. 110) and suggests various types of card games and board games for developing oral skills, adapted to the level of age and proficiency for the students. The dialog that is ongoing while playing games is more authentic and an opportunity to use real language rather than simply reading a conversation from the textbook. Even though the main focus on this thesis is not motivation, it plays an important role in the development of oral skills. Both the internal and external motivation influence the students, and more motivated



students create more active students, who are more willing to use their oral skills to become competent speakers of the English language.

Finally, I move into what defines good oral skills. According to Rindal (2019) the goal is for “learners to communicate in the target language with an emphasis on appropriateness; in order to communicate, learners need to use language forms appropriate to context, purpose, and the languages and cultures of their audience or other participants in linguistic interactions” (p. 37). A part of the development of oral skills among students is therefore to teach them skills related to how to express different emotions related to different scenarios, such as politeness, authority, friendliness and irony. Through games, students could experience different emotional reactions in a simulated context, and practice on how to deal with these together with other students.

The student’s ability to recognise breakdowns in communication and dealing with these is also a skill that can be worked on with the use of games, meaning the skills that are correlated with what you do when you are looking for a particular word and experience misunderstandings. The use of games allows students to work on these skills in a safe environment where errors are allowed, and perhaps encouraged (Pavey, 2021). In relation to appropriateness, human’s attitudes influence how we use language, and therefore students need to be able to be introduced to various activities and scenarios where they can practice their language appropriateness in order to communicate effectively. Some attention should also be directed to the concept of fluency, as fluency is not just being able to speak correctly and quickly. Rather, fluency means that students can maintain and restore communication, including turn-taking in conversation, adjusting their speech tempo and being able to clarify (Rindal, 2019, p. 49). Games have the potential to enhance fluency as students are given an opportunity to use the English language in a different way than raising their hand to answer a question, reading from a textbook or having a presentation about a topic. The process of playing a game could incorporate several of the components of fluency, such as turn-taking in conversation, adjust speech tempo and the ability to clarify. In addition, games have the potential for cooperation and using own words. Reading a textbook where someone has already written what the students are going to say, certainly do not give the same opportunities for the students.

#### 2.4. Chapter summary

This chapter introduced readers to the relationship between games and learning, where the aim was to show how the use of games can contribute to learning. Several principles of learning by Gee were introduced, supported by the sociocultural theory and ZPD proposed by Vygotsky.

The principles build the foundation for the theoretical framework, supported by other researchers in the field of games and communication. The attention then was drawn towards the classroom, and the theory was first directed to game-based learning and the contributions this approach gives to the classroom, where Gee still was a dominant source. Extramural English was discussed and the benefits it provides to learning, both inside and outside the classroom. Some attention was brought to the issue of resistance among teachers to use games in the classroom, connected to the traditional teaching practices. A section on board games and digital games were included with the purpose of giving the reader an introduction to the valuable aspects by using these games have in the classroom. Lastly, the chapter discussed games in relation to oral skills, as this is highly transferable to the research question in this thesis. Entries from the curriculum was presented and considered, together with other researchers' opinion on oral skills. Principles of CLT was introduced, and assessed against the use of games, and the concept of authenticity was explained. The attention towards good oral skills were presented at the end of the chapter, where appropriateness and fluency were central. The next chapter will present and discuss previous research in the field of games and language learning context.

### 3. Previous research

This chapter will present previous research done in the field of games and communication. The selected research was chosen based on certain criteria, tied to the purpose of the research, game type used and how the research was conducted. The included research investigate games in relation to some aspect of communication and ability to use oral skills, except Brevik (2019), which was chosen based on the location and the results. The previous research present below involves a mix of board games and digital games, and different aspects of communication that was studied.

Liu, Vadivel, Rezvani and Namaziandost (2021) investigated the role of games in promoting students' willingness to communicate and their teachers' attitude toward it. The study was done in an English institution in Iran, where the participants where aged between 18-35, and thus, older than the students discussed in this thesis. The intention of the study was to understand whether games can trigger students' willingness to learn by playing games in class and the effectiveness of using games in teaching English, which is highly relevant for this thesis. They divided a group of English as a Foreign Language (EFL) learners into two groups, one control group and one experimental group, and gave them a questionnaire before and after dividing them. The experimental group received games as their language lessons and classes, whereas the control group did not. They also developed a questionnaire to teachers to investigate their attitudes towards playing games in language classes. Their results show that games should be perceived as elements of the process of teaching, as playing games increase learners' willingness to communicate and motivate them to talk more in class, share information and experience more (Liu, et.al., 2021, p. 5). They conclude that "if English language is practices with the help of games, the achievement of the learners can be higher than that from traditional education" (Liu, et.al., 2021, p. 9). Based on their findings, a more student-active learning environment leads to the students taking more responsibility for their own learning.

A similar study was done by Gozcu and Caganaga (2016), with the aim of finding out how games are important and effective when used in EFL classrooms. The study was done in Cyprus, and the participants where in their early twenties, an older group of participants compared to the students discussed in this thesis. Gozcu and Caganaga' study is relevant because they investigate the importance of games in EFL classrooms. They based their study on the game Twister, and the collection of data was done through semi-structured interviews and observation. Their findings include that games contribute to motivating factors; the feeling of fun and satisfaction, experiencing lower anxiety and stress and preventing from

memorization (p. 133). Using games create a fun and satisfying environment, with high motivation for learning a language, and the role of games cause a decrease in anxiety of using the target language (p. 134). Both Liu (et.al. 2021) and Gozcu and Caganaga (2016) found in their respective studies that by using games the students were more active and they experienced students who were more motivated.

Wu, Chen and Huang (2014) explored a similar topic in their study from Taiwan. They studied the use of digital board games for genuine communication in EFL classrooms, and had ninety-six participants from a Taiwanese high school. The intention with the study was to investigate whether communicative skills and intrinsic motivation could be improved by seeing relevant context and receiving adequate practice through gaming. They divided the participants randomly into three different groups: ordinary instruction group, board-game language-learning group and digital board game language learning group. Their results showed that students who learned language with a digital task-collaborative board game platform, digital learning playground, achieved significantly better communication ability in comparison with those who learned in an ordinary teaching and non-digital board game adaptive language teaching. They also claim that “digital learning playground was also helpful to the students in encouraging them speaking by playing and learning with sufficient context-relevant immersions and efficient game instruction management” (Wu, et.al., 2014, p. 224). Wu et.al. (2014) findings highlight that a digital learning playground achieved better communication ability in comparison to non-digital board games, while Gozcu and Caganaga (2016), that used non-digital board game, claimed that motivational factors were increased through the use of board games.

Another study done on board games, is Luk’s (2013) study on how language use and language development can be promoted through engaging students in different participation roles in board games. The study was done in Hong Kong, and a group of grade 4 primary students learning English as a second language (L2) participated in games. The intention of the study was to investigate how different forms of participation mediate students’ interactive practices in games (p. 353). Vygotsky’s sociocultural theory is central in Luk’s (2013, p. 354) paper, and Luk use this theory to explain how language learning are facilitated by cultural artefacts or tools, and with board games the game boards, dices, cards, visual images, symbols and icons are all constitute the semiotic tools. The games used in the study is commercially designed games and include card games. The participants worked in groups rather than individually to allow for collective scaffolding (p. 355) (see Section 2.1.). Luk (2013) used video-recordings and transcribed the conversations to gather the data. The findings from the study show that the

students' participation in the game activity was mediated by physical and symbolic tools, but also by their consciousness of the changing role-relationship, which supports the importance of participation for language development (p. 365). The findings point at the different communication that happens when students enter different roles, depending on which role they have. Further, the result indicated that engaged students, in both the player and facilitator roles, allowed students to take more responsibility in their L2 language learning, similar to Liu et.al. (2021), where active participants also took more responsibility towards their language learning.

Smith (2006) also did a study on the talk during board game play, and investigated what happens when bilingual learners come together to play a board game, with focus on the interactive context in which the learning of English as a second or additional language (L2). Smith also combine sociocultural theory as a foundation, and includes symbolic tools and signs, similar to Luk (2013). In Smith's (2006) study, four schools across the UK were chosen as participants, where 18 small groups of primary aged pupils, seven to ten years old, were video recorded playing board games (pp. 421-422). In this study the participants were in primary school, similar to the age group in this thesis, whereas the participants in other studies have been older, which makes it interesting for this thesis. Board games were used as they can easily and authentically be incorporated into the UK classroom, and the discourse within a board game is more likely to be comprehensible and meanings easier to predict (Smith, 2006, p. 419). Similarly, board games should be just as easily incorporated in the Norwegian English classroom. The results of the study showed that "playing the type of board game (...), is an accessible and supportive context for bilingual pupils in which to learn English and learn through the medium of English" (Smith, 2006, p. 433). The results also reveal the power of collective scaffolding in an L2 learner's gradual appropriation of an L2 linguistic form, supporting Vygotskys' ZPD (See section 2.1.). It also argues that careful observation of such participation can reveal insightful information about pupils' L2 language learning as a process, which is a highly valuable insight for teachers. Smith (2006, p. 434) concludes that in order to support bilingual pupils' learning of English, developing activities which acknowledge the inescapably powerful role of language and through which it is possible to capture the dynamic process of learning "in action" is important.

In the Norwegian context, Brevik (2019) investigated a group of outliers that were good L2 readers, but poor first language (L1) readers. The study concerned 21 teenagers aged 16-17 years that scored better in English than Norwegian. Brevik's study collected both quantitative and qualitative data, through reading test, survey, logs, focus groups and interviews. Through

her findings, she identified three different profiles: the gamer, the surfer and the social media user. They all acknowledged their extramural English as the main reason for their better English reading proficiency, and that they used English for multimodal reading in online games, reading novels and cartoons, reading news, watching and listening to English on different media. The gamer profile is of interest for this thesis, and they report that they use English to skim the instructions, read in depth, and participate in oral and written chat with other players. Even though this study was based on reading skills in L2 and L1, the study is relevant due to the different profiles identified, and their extramural English as the main reason of their English language knowledge, where gaming is a big part of why students' English proficiency has developed.

### 3.1. Chapter summary

The studies presented in this chapter all involve different types of games used in the EFL classroom, and the studies are done in different parts of the world, namely Iran, Cyprus, Taiwan, Hong Kong, The United Kingdom and Norway. The age group of participants have ranged from primary school, which is similar to this thesis, and up to the age of 35. The studies had different focus of interests, where Liu et.al. (2021) argued that games increased students' willingness to communicate and Gozcu and Caganaga (2016) claimed that games contribute to motivating factors and caused a decrease in anxiety of using target language. Further, Wu et.al. (2014) experienced that the use of games achieved significantly better communication abilities among students and Luk (2013) emphasised that students were active and participating and communicated according to the role they had in the games they were involved with. Smith's (2006) research argued that games is an accessible and supportive context to learn English and creating interactive situations, and Brevik's (2019) results showed that gamers extramural activities contribute to their English skills. The previous studies presented in this chapter are all relevant in regard to their investigation towards the use of games, but they lack a combination of a primary school setting, oral skills focus and a Norwegian context, which is the central aspects in this thesis. Thus, this thesis will contribute to games in EFL classroom research with a focus on oral skills in Norwegian primary schools while using games. The next chapter will describe the methods and approaches taken in order to investigate these aspects in the EFL classroom.

## 4. Methodology

The current chapter describes the procedures undertaken to collect data for this project, as well as describes the project's participants, and trustworthiness. The aim is not to measure progress in oral skills through games, but to investigate how teachers implement a game-based learning approach, as well as how teachers engage with and experience a game-based approach to learning/teaching English.

This thesis seeks to answer the overarching research question, which is *How can teachers in Norwegian Primary Schools facilitate the use of oral skills through game-based learning in the English classroom?* And two sub-questions have been proposed, namely *How can a game-based learning approach be implemented in the English primary school classroom?* and *How do teachers engage with and experience a game-based approach to learning English oral skills?* As these questions show, the focus of this thesis lies within the use of games in the English classroom, and how students' oral skills come to light and can be facilitated through game-based approaches. In order to answer these questions, this study applies a qualitative approach. A qualitative approach was chosen based on its ability to “examine people's experiences in detail (...), and [to] allow you to identify issues from the perspective of your study participants and understand the meanings and interpretations that they give to behaviour, events or objects” (Hennink, Hutter & Bailey, 2020, pp. 38-39).

In order to get the information needed to answer the research question, interviews were conducted, as they would provide data on “phenomena, explain behaviour and beliefs, identify processes and understand the context of people's experiences” (Hennink, et.al., 2020, p. 50), which is the purpose of a qualitative approach and in addition, an appropriate way to collect data in teachers experience and engagement with games and the facilitation of oral skills. The main method for this thesis is therefore interviews, and the data collected through interviews operates as the main data (see Section 4.2.1). As secondary data, or supplementary data, a decision about including a questionnaire was made (see Section 4.2.2). The decision to include a questionnaire was based on the desire to get more data on the use of games in English classrooms, how teachers implemented games, and their experience with games in the classroom. The interviews give more in depth and descriptive data related to games and oral skills, whereas the data from the questionnaire give an overview of teacher's thoughts on the use of games related to oral skills. The use of the qualitative method usually involves few informants, but allows for a more in-depth investigation, and thus, the findings in this study

would be challenging to transfer to the entire population, meaning all English teacher, but is meant as inspiration for the teaching practices among English teachers.

#### 4.1. Participants and data collection

As this study focuses on English teachers' use of games and oral skills, I contacted schools to recruit respondents. The participants for this study were recruited through the researcher's personal network and through contacting primary schools nearby, and they were informed about the purpose of the study and given a consent form to ensure voluntary, informed consent of participation. The participants were chosen based on one main criterion, namely that they were teaching subject English in primary schools. Even though credit in English would be preferred, it not a criterion in this thesis' selection process.

The participants for the interviews (see Section 4.1.1.) were two females and two males. The teachers are referred to with randomised ordered numbers, meaning that teacher 1 for example is not necessarily the first who got interviewed. Numbering the teachers is done to make it easier to keep track of them and makes it easier to know who has what background when presenting results. Teacher 1 and teacher 4 has credits in the English subject, whereas teacher 2 and teacher 3 does not. As this was not a criterion to participate in the study, it was expected to possibly get participants without credit. Teacher 1 has completed a 5-year master's degree in education, whereas teachers 2,3,4 has the 4-year primary school education. The years of teaching experience range from 4-9 years. Teacher 1 has 7 years of teaching experience without approved education, and 1 year with completed education. Teacher 2 has 9 years of teaching experience, teacher 3 has 7 years whereas teacher 4 has 4 years of teaching experience. The four interviews were done in person and at the participants workplace.

As secondary data, a questionnaire was developed to reach more English teachers and get a broader understanding of their thoughts and opinions about using games in the English classroom and how students' oral skills are facilitated (see Section 4.1.2.). The criteria for being able to answer the questionnaire was to teach English at a primary school. The questionnaire was anonymous. They were given information about the project and the purpose of gathering this data by e-mail, with an attached link to the questionnaire. The questionnaire was sent out to 16 different schools in Norway, and the information and link was also posted on an English teacher's group on Facebook in order to reach a larger number of teachers.



#### 4.1.1. Interviews

The purpose of interviewing teachers in this thesis was to gain knowledge related to teacher's implementation, engagement, and experience with games in the English classroom and how they facilitate students' oral skills through game-based approaches. Interviews are beneficial in order to get both descriptive and in-depth information about how people experience different perspectives on certain topics or aspects (Dalen, 2008, p. 15), and they are especially suited for gaining insight into the informants' own feelings, experiences and thoughts (Dalen, 2008, p. 15). The preferred structure in this thesis was a semi-structured interview, which had pre-set topics that had to be covered, but also allowed for follow-up questions on interesting or important aspects that the informant put forward. As the interviews were semi-structured, an interview guide was developed in order to structure the interview (see Appendix 3). The research question for this thesis was the starting point for developing questions, and topics and concepts were formed into categories and questions. An interview guide was evaluated as beneficial as a reminder of important topics and to help me stay on topic with what the research was investigating, while it allowed for better preparation and made it more efficient as questions could be added or removed, depending on the answers given by the participants (Boeije, 2010, p. 69). The structure of the interview guide consisted of general questions in the beginning to get the participants talking, and more topic-focused questions and in-depth questions toward the end.

The interviews were done in Norwegian, as this felt more natural and removed the possible limitation associated with answering in English. Essential information could be left out if the interviews were done in English. The interviews were done in person, and an introduction of the project, the purpose and information about the participants rights were given to the participants at the start of the interview. The recording started after the participant had consented to the interview. As mentioned, the interviews started with a few general questions about the participants background in school, their typical English lesson, central aspects to focus on in the English subject and the overall experience of student's oral skills. These questions worked as an opening for the interview, to get the participant comfortable and gradually start thinking about the topics for this research. The transition to focused questions mostly came naturally, based on questions and topics we already talked about, but sometimes the transition was a little forced from the interviewer, due to the lack of interviewing skills. In these situations, it was beneficial to have the interview guide as support, in order to get the

interview back on track. Despite this, it did not seem like the participants were affected by my lack of experience.

The focus questions drew the attention deeper into the planning and organisation of English lessons, adding oral skills and the participants individual opinions on these aspects. The aspect of games was then brought up, and how the use of games can be used to meet the curriculums definition of oral skills. Game experiences and types of games used in the classroom were discussed, and follow-up questions were asked to gain further insight into the topic. A highly relevant question to ask the participants in this thesis was *How do you as a teacher use games in the classroom/how do the implantation of games work? Can you give an example?* This question gives valuable information that is directly correlated to the aim of this research. Following this question was one inquiring about how games facilitate oral skills: *How do you experience the students' oral skills in lessons with games?* The purpose of this question is to tie the use of games to oral skills, another highly relevant aspect of this thesis. In both examples, follow-up questions were asked to get an elaboration on thoughts, experiences and feelings related to games and oral skills. When the interview came to an end, the participants were asked if they had any additional information that they wanted to add, or if they had any questions. Before stopping the recording, an appreciation and thank you was directed to the participants. The recording of the interviews was then transcribed, to be able to code and systemize the information and details from the interview, forming the basis of the findings and point of discussion in this thesis (See Chapter 5). The interviews ranged from a length of 31 minutes to 45 minutes, and the difference here could be more follow-up questions or more talkative participants.

#### 4.1.2. Questionnaire

The questionnaire that was distributed to English teachers was a 20-item online questionnaire using Nettskjema. The first question was interested in the frequency of the use of games in the English subject, followed by 18 Likert-scaled items where the participants were required to answer to what degree they agreed or disagreed with a given statement (see Appendix 4). The scale ranged from strongly disagree to strongly agree, with a neither disagree nor agree option in the middle. The reason for creating items with pre-coded answers was to make it easy for the participants to answer, as well as make the collection of data simpler. On the opposite side, pre-coded items do not allow for other information to be included, which is a limitation with the questionnaire for this thesis. The last question was an open-ended question that was concerned with how the participants defined oral skills. The questionnaire also included two voluntary

questions at the very end, where the participants could give examples of how they use games in the classroom, and the option of including other appropriate information that they saw relevant. In total, the questionnaire consisted of twenty obligatory questions or items and two optional questions. Considering that the questionnaire consisted of both pre-coded items and open-ended questions, the structure of the questionnaire was semi-structured (Johannessen, Tufte & Christoffersen, 2016, p. 261).

The structure of the questionnaire was organized into four categories, depending on what the proceeding items were focusing on. The first category was *games and oral skills* and included general items related to the frequency of using games and the importance of oral skills in the English subject, followed by the next category, *the use of listening, talking and engaging in conversation in English*, related to oral skills based on the definition in LK20. The category *the use of commercial and educational games*, focused on the use of commercial and educational games, and the participant's experience by using those games related to the students learning, whether it was positive, negative or neutral. The last category, *the use of oral skills*, included items related to the students' use of their oral skills in lessons where games were used, compared with lessons with no games, and the participants experience related to the accessibility of finding games to use in the classroom.

The questionnaire was distributed through a link that was send to different primary schools in Norway, and the development of the questionnaire originated from the research question for this thesis, where the research question functioned as an overarching framework, then was broken down and divided into different categories. The items were created with the purpose of giving answers to the research question, and therefore interested in information related to oral skills and the use of games in the classroom. The questions and items were made as concrete as possible, leaving as little room for confusion as possible (Johannessen, etl.al., 2016, p. 260). Throughout the process of creating the questionnaire, the items that were chosen to be included were related to the research and understandable for the participants, in order to increase the chance for more accurate answers, as vague or difficult items can make it more challenging to answer for participants.

To ensure that items were understandable and not prone to ambiguity, a pilot was done after the first draft of the questionnaire. The experience from the pilot was taken into consideration, leading to changes , such as adding a short answer question of how teachers interpret oral skills as the pilot identified this flaw. In addition, the order of the items was rearranged after getting feedback related to similar topic questions being away from each other. The changes from the

pilot were taken care of before distributing it out to primary schools in Norway. No direct communication was made with the different primary schools nor any of the participants, the only contact was an e-mail with information about the research and the link to the questionnaire that was sent to principals.

Despite distributing the questionnaire to 16 different schools and posting the information and link on an English teacher's group on Facebook, the final number of respondents was 15 teachers, which makes it a smaller sample size than hoped for. The response time among the participants ranged from 3 minutes to 26 minutes, indicating that the time spent on answering the questionnaire varied greatly. An important aspect to have in mind is that based on the fact that the questionnaire was not timed, the participants were free to spend as much or as little time as they wished. The decision to use a questionnaire to collect additional data was based on the effectiveness of a questionnaire, as it is a useful approach to use when an overview of social relations in a population or a group of people is of interest (Dalland, 2007, p. 205). The purpose of including a questionnaire in this thesis, was to gather additional information about the use of games in English classroom from a broad range of subject English teachers, and about how teachers experience and implement games. The questionnaire allowed for quick but useful information about the topic. Dalland (2007) explains how a questionnaire that is sent through a link and where the participants answer without any interaction with the researcher as "post interview" (p. 206). The post interview approach is also beneficial as it is less time consuming for both the researcher and the respondents (Dalland, 2007, p. 208). The post interview approach was preferred for this research based on these elements, and also because it allows the responders to answer when they have time, permit responders to spend as much time as they need answering the questions, as well as allowing for absolute anonymity.

#### 4.2. Data preparation

The data collected through interviews and questionnaire is generally known as "raw" data, and the data was processed in order to make these raw data ready for analysis. The interviews were recorded and then transcribed in order to be able to work with the data. By recording the interviews, it allowed for focus on the actual interview, and not be occupied with taking notes. It also allows for all the data to be collected, and not having to choose what to take notes on and what to not. During the transcription, the data is being altered, because non-verbal behaviour is not present. In addition, during the preparation of data, all information that can identify participants is taken out, in order to uphold the confidentiality. The participants are assigned with a neutral non-identifiable name in the transcription of the recordings. The

transcription was done in Microsoft Word, but the transcription tool did not work as I wished it did, as it was often deviation from what the interview object has said and what was transcribed. The solution to this issue was solved with putting the recording to 0.5 speed and writing consequently. Throughout the process of transcribing, I continuously evaluated how to make the transcription valuable for the project. I altered sentences that appeared unfinished and difficult to understand, in order to make the transcription as professional and useful as possible, and as proposed by Brinkmann and Kvale (2015), the assessment on whether or not to transcribe letter-perfect depend on what the transcription are used for. My evaluation was that I did not need letter-perfect transcription, as small words such as “eh” does not bring additional meaning to my research. After transcribing the recordings, the data is analysed and sorted into categories with similar topics.

As a questionnaire is a different approach than interview, the data preparation was done differently. The questionnaire provided percentages according to how many participants that answered a particular option, which prepared the necessary data for me. The overview of how the different participants had answered was presented in an appropriate matter, in addition, it also allowed to examine further what each participant had answered, admitting the possibility of comparing different parts against other participants to look for patterns or outliers.

### 4.3. Data analysis

In order to utilize the empirical data collected through interviews and questionnaire, an analysis of the data was necessary to be able to visual context between theory and reality. After spending time exploring different methods related to analysis, Boeije’s (2010) simple framework of segmenting, coding and reassembling seemed like a useful approach for this thesis. The process started with segmenting and breaking up the transcription, relating fragments to the same theme, which later influenced how the coding and categorisation were done (discussed below). The fragments and themes were sorted into what I believed was meaningful in correlation with the research question for this thesis, namely the implementation of game-based learning and the facilitation of oral skills. I went through the transcriptions and determined whether fragments were relevant for my research, and created a code if it was, such as *oral skills*, *games*, *organisation*, *benefit* and *challenge*, which is what Boeije (2010) labelled as “open coding” (p. 96). The open coding process involves reading the data and dividing it into fragments, which are compared among each other, grouped into categories what deals with the same subject, before labelling it with a code. Throughout the process, I continuously asked myself questions about the data, such as *What is the person trying to tell?*, *What experience is explained here?*

and *What is this about?* Asking questions allowed for the opportunity to obtain knowledge through reflection and my own experience were used to achieve an understanding of the deeper meaning in individuals' experience and thoughts regarding games and the English language with emphasis on oral skills in the classroom. In addition, by asking myself questions throughout the process, allowed me to better understand my data and being able to assign relevant codes. The transcriptions were thus divided into codes which represented central themes in my research question.

After going through all the transcriptions and coding relevant parts, a list of categories was created to be able to sort similar codes into larger categories. The reassembly was done by continuously consider the data, "the evolving relationship between the categories and the credibility of those relationships" (Boeije, 2010, p. 79). The categories chosen throughout the process were put in a Word document, with categories on one side, and the four interviewed teachers on the other side. The categories that were developed was *planning for oral skills, oral skills definition, oral skills and games, educational games vs. commercial games, the use of games and benefits and challenges*. The interviewed teacher's responses were then sorted into the correct categories depending on which codes they were assigned, and the document presented important information in relation to each of the categories. The final categories were developed and decided on with the research question and sub-questions in mind, and the Word document presented the different responses in a structured and helpful way and formed the basis of the analysis and discussion chapter (see Chapter 5).

My analysis was also influenced by ideas proposed by Brinkmann and Kvale (2015). Through coding the transcription, text is broken down into smaller units, and meaning interpretation may, according to Brinkmann and Kvale (2015), "extend the original text by adding hermeneutic layers that enable the researcher to understand the meaning" (p. 231). After coding, the analysing process began, and meaning condensation happens through the categorisation that is based on interview transcriptions (Brinkmann & Kvale, 2015). The categorisation makes it possible to investigate similarities and differences in the data and to make comparisons to other investigations or opinions. Further, the opinions and thoughts expressed by the interview subjects were abridged into shorter formulations, which is what Brinkmann and Kvale (2015) labelled meaning condensation. While analysing the interviews, five steps were taken. Firstly, the interviews were thoroughly read through, to get an overview of the whole. The three following steps were to describe themes and "meaning units" (Brinkmann & Kvale, 2015, p. 235), and present these in a simple way before analysing the themes and meaning units in

relation to my research and how I understand them. Lastly, “the essential, nonredundant themes of the entire interview are tied together into a descriptive statement” (Brinkmann & Kvale, 2015, p. 235). These five steps assisted in the process of treating data in the form of text, systematically, and after categorising and choosing what I believed was the natural meaning units, I chose to use meaning interpretation in order to elaborate the interpretations of the interviews and questionnaire. Meaning interpretation goes “beyond a structuring of the manifest meanings of what is said to deeper and more critical interpretations” (Brinkmann & Kvale, 2015, p. 235). Through the analysis process the raw data was investigated thoroughly through segmenting, coding and reassembling, which contributed to making the data more structured and ready for discussion (see Chapter 5).

#### 4.4. Trustworthiness and transparency

To ensure that the study is reliable, and that the reader can make up their own minds in regard to the study’s trustworthiness, the researcher has addressed the issue as best possible, by providing thick descriptions and access to the data collection instruments (see Appendix 1,2,3 & 4), without compromising the participants’ anonymity. The interview guide was developed to ensure that all participants were asked the same basis question, and the follow-up questions were based on the different responses given by the participants. Despite this, the interviews were not identical, due to different teacher perspectives and different follow-up questions. The interviews have been transcribed by the researcher, and the data were then analysed and coded into various categories. The analysis of the data collected through interviews and questionnaire for this study are based on the researchers’ own interpretations. The findings are therefore influenced by the researchers’ own experiences through the interviews, and how the researcher interpret the data. However, an effort was made to provide as much transparency as was ethically justifiable by describing the research, research context, data collection process, and results in detail. As this research is investigating oral skills and games in the English classroom, the aim is to make an educated decision concerning its relevance and value in the contexts of English language learning, with emphasis on oral skills or the communicative aspect. The aim is not to generalise whether or not games should be used to enhance oral skills in the English classroom, but rather use the opportunity to explore how games can be used to facilitate oral skills and hopefully be of inspiration for other educators. The researchers own interpretations is based on personal opinions, previous research available, and supported by theoretical framework within the topic of oral skills and games.

#### 4.5. Ethical considerations

Several measures were taken to address the issue of ethics when conducting this study. First of all, a detailed description of the research, including the type of data required and how the data would be handled and stored, were sent to the Norwegian Center for Research Data (NSD) for review and approval. In addition to this, NSD requested a copy of the information letter and consent forms that went out to the participants. No collection of any data was done before all of the above information was approved by NSD (see appendix 1).

Boeije (2010, p. 45) presents three dimensions of ethical principles, namely informed consent, privacy and confidentiality and anonymity, which will be discussed next. Participants were informed about the study through an information letter, outlining the purpose of this study, how the data would be treated, what the data would be used for, and a consent-form requiring signature by the participants (See Appendix 2). The interview subjects have the right to know that they are being researched, and voluntary consent is necessary considering the ethical aspects of this study. They were informed through the information letter as well as during the interview that they could at any point during the data collection, or at a later point in time, withdraw their consent, with no negative consequences for them. In addition, the participants “decide to whom they give information about themselves and that researchers may not disclose such information to others” (Boeije, 2010, p. 46). Boeije (2010) here explain the privacy principle, and the personal information that informants provide are not shared to others by me as a researcher. Closely related to privacy, the third principle by Boeije (2010) is identified. Confidentiality and anonymity are two central aspects of ethical principles, where confidentiality is concerned with “data and agreement as to how the data are to be handled in the research in order to ensure privacy” (Boeije, 2010, p. 46). The data collected through interview were recorded and stored in a safe platform, and not on researchers own computer. The recordings are only available to the researcher, to ensure that the identity of the interview object is kept anonymous. Participants names are never brought attention to during the interview, and other unique identifiers are avoided to uphold the anonymous aspect of this research. The data was analysed and anonymised through the transcription, and the participants were referred to as “teacher 1”, “teacher 2”, etc (see Section 4.2.), where the numbers were randomly assigned to each teacher and not correspondent to the order of the interviews. Teachers who participated in the study might recognise themselves and their answers, but it would not be recognizable for other to identify the participants. The researcher has taken the



best possible measures to ensure that anonymization is held throughout the whole study, when processing the material and presenting it throughout the thesis.

There are some potential ethical issues in this study related to the use of games in the classroom. As discussed in chapter 2 (see Section 2.1), a common view that games are just for fun is a challenge, and bringing games into the classroom could potentially strengthen this view for many, but it can also create a new understanding of how games can contribute to learning in the classroom. An important aspect and a possible ethical issue related to this is the use of commercial games in the classroom. As commercial games are essentially made for the public for enjoyment (see Section 1.2.), an ethical issue that can arise here is the aspect of advertising. Commercial games can be seen as advertisement and create a conflict whether or not to support these financial gains of game developers. The Norwegian school is based on a free education system, and to bring in costly commercial games can question the influence schools have on students and teachers. Not all home have the resources to buy computers, consoles, and games, and the influence of especially commercial games could potentially create a pressure on these homes to have the access to certain games and all the extra items that are required to play a game. Moreover, other homes might prefer not exposing their children to games at an early stage, and therefore do not want teaching at school to involve games, commercial games in particular, but also other types of games. In addition, commercial games can in addition create unfortunate advertisement, depending on what type of game it is. Violence in games is not uncommon, and therefore the commercial games that are used in the classroom should therefore be evaluated in relation to the purpose of bringing it in, and weigh the benefits against the disadvantages (Skaug, et.al., 2020).

On the other side, the use of commercial games in the classroom has several benefits (see Section 2.1). Commercial games have been reported as more interactive and engaging, as well as more easily adaptable to the learning outcome that are in focus. This debate is an important aspect to discuss before bringing commercial games into the classroom, and the purpose here is not to suggest that commercial games cannot be used, but rather to highlight the ethical issues related to commercial games that needs to be considered.

#### 4.6. Chapter summary

The first part of this chapter describes the research question and the process of collecting data alongside methodological reflections. The process of the teacher interviews was explained, and the development and structure of the questionnaire was described, and the correlation between

questions and items in both interviews and questionnaire was correlated with the English subject curriculum. The data preparations were done differently as the data were collected in two different ways. The interviews were transcribed to be able to work with the data, and the answers from questionnaire was with percentages according to how many of the participants that answered a particular answer. The data analysis was done based on Boeije's (2010) simple framework of segmenting, coding and reassembling the data. Codes and categories were based on the themes in this thesis, namely games and oral skills. The last part of this chapter included a section about the trustworthiness and transparency of this project. The ethical considerations made throughout working with this project were elaborated, including NSD and information and consent letter to interview subjects. Other ethical issues related to this particular study, such as the use of commercial games where financial gain and advertisement when used in an educating setting. With the process of gathering, handling, and exploring the data completed, the analysis and findings are presented in the next chapter alongside a discussion about these findings.

## 5. Analysis and discussion

This chapter presents the analysis and discussion of the findings from the interviews and questionnaire (see Chapter 4). The interviews and questionnaire were conducted to gain insight in how teachers in Norwegian Primary Schools can facilitate the use of oral skills through game-based learning in the English classroom. Interviews were conducted as primary data, and the questionnaire function as secondary data. The main objective with these two methods was to gain insight into the research question, which was broken down into sub-questions, namely *how can a game-based learning approach be implemented in the English primary school classroom to facilitate oral skills?* and *how do teachers engage with and experience a game-based approach to learning English with focus on oral skills?*

The structure of the current chapter is organised accordingly, where the two sub-questions function as starting point for two sub-chapters. Section 5.1. will present and discuss findings related to how a game-based learning approach can be implemented in the English classroom, divided into three different sections. 5.1.1. compares game-based learning against non-game-based learning, 5.1.2. discuss benefits and challenges with a game-based approach, before section 5.1.3. presents how a game-based learning approach can be organised. Section 5.2. builds on how teachers engage with and experience a game-based approach to learning English with emphasise on oral skills, again divided into three different sections. 5.2.1. will discuss interpretations of oral skills, section 5.2.2. entails the use of educational and commercial games with teachers experiences on the two game types used in the classroom. Finally, the chapter is summarised in section 5.3.

### 5.1. The implementation of game-based learning in the English classroom to facilitate oral skills

This section will present and discuss findings based on the interview and questionnaire data, in relation to the implementation of games in the classroom, which is associated with how teachers can facilitate oral skills through game-based learning. Firstly, the section will discuss game-based learning against non-game-based learning, before examining benefits and challenges associated with game-based learning, based on teachers' experiences. Finally, the section will present and discuss findings related to the organisation in lessons with game-based learning.

### 5.1.1. Game-based learning vs. non-game-based learning

In order to get information about the use of oral skills in lessons with games, the four interviewed teachers and the participants in the questionnaire were asked about their experiences in relation to oral skills by their students in lessons with game-based learning. Teachers 1 and 2 explain how they always start their lessons with a conversation with the students in English, and that throughout the whole lesson the students are encouraged to use their oral skills. Moreover, all four teachers had experienced that students use their oral skills when games are involved with in the classroom. Some speak more than others, but everyone is using the English language for communication during the lessons. In comparison, 80% of the questionnaire respondents answered that they partially or strongly agree with the statement that *I experience that students use oral skills actively in lessons with game-based learning in English lessons*. Furthermore, to get more specific information about the use of oral skills in lessons with games, the interview participants and questionnaire respondents alike were asked to compare their experiences of students' use of oral skills in lessons with games to their use of oral skills in lessons without games. All four interviewed teachers reported that they experience that students were more talkative in lessons with games than lessons without games. Teacher 3 said that «the students talk more in lessons with games, mostly with each other if we use groups, but generally there is more talk in lessons with games compared to other lessons, which might be natural too. It is an arena for more talk and cooperation, and that leads to more oral activity. But I also see it in lessons where we play as one big group, its more and more students who use their oral skills, and that is fun to see» (interview data, my translation). This view, that students generally are more talkative in lessons with games than lessons without games, is supported by the participants in the questionnaire to a certain degree. Approximately 55% report that they experience more talkative students in lessons with games, compared to lessons without games. 40% is treated as neutral whereas approximately 5% partially disagree.

The results concerning more talkative students during lessons that include games can be seen in light of previous studies done in the field. Gozcu and Caganaga (2016) suggested that games are associated with lowering students' anxiety towards language learning based on the atmosphere games create, where students experience a freer atmosphere where mistakes are allowed, and games in the classroom is also associated with an increase in positive feelings and improvement of self-confidence. The atmosphere was also brought up as a possible reason by teacher 3 above. In addition, Liu, et.al. (2021) proposed that the willingness to communicate increase while engaging with games. Games in the classroom, according to the interviewed

teachers lead to more conversation and use of oral skills. A possible explanation for teachers' experiences described above could be that an increased willingness and a decrease in anxiety generates more use of oral skills due to the student's engagement in something fun and familiar. The willingness to communicate, higher motivation and lower anxiety towards using the target language seemingly facilitate more use of oral skills. But, as Skaug, et.al. (2020) explain, the conflation of motivation and fun deserves some attention. To be motivated is not the same as being entertained, and students can be engaged in the different games, but the teacher need to make sure that that engagement is subject-specific and relevant. Motivation is individual and therefore not something that can be guaranteed, which is why motivation alone should not be a main reason to use games (Skaug, et.al., 2020). On the other hand, games can be motivating and engaging to some students, as it can create unexpected events, give variation and create excitement, but that these aspects are connected to individual differences among students. In addition, as Gozcu and Caganaga (2016) express, "when learners are in a game; their motivation is much higher to learn the language" (p. 129). Our motivation is also related to the task and how challenging it is, if a task is too easy, our motivation towards that task is decreasing, and the same can be said if the task or challenge is too difficult. The pleasantly frustrating principle suggested by Gee (2013) describes this issue. We need to challenge the students just enough to keep them motivated. An explanation for more talkative students in lessons with games could be based on the fact that games can be something fun and familiar for the students, which makes them more motivated, which again generates more incentive among the students to use their oral skills actively.

As with any other resource we bring into the classroom, such as for example textbooks or movies, the reason for including games in our teaching, must be grounded in and supported by the English subject curriculum and guided by the competence aims. As mentioned in Section 1.1., competence aims in the current curriculum are open for interpretation and there are no competence aims that explicitly states that games should or should not be used, as long as the teacher stays within the description and the knowledge content (Skaug, et.al., 2020). The aim with investigating games in relation to oral skills is not to conclude that games is better to use than other resources, but that it could expand the resources available in school, and that it all depends on the purpose and process of using them. Games we choose to implement into the classroom should have an aim, as they are used to motivate students and not only for fun, and games should focus on the use of language (Gozcu & Caganaga, 2016). Further, the content should be appropriate and fit the curriculum, and in accordance with students' age and level of

knowledge (Gozcu & Caganaga, 2016). The use of games and the issues and questions related to it should be carefully considered. As previously mentioned, textbooks are a common resource to use in schooling, and little resistance is proposed towards this resource (Birketveit & Rugesæter, 2015), and based on previous research, the use of games should be evaluated on the same foundation as textbooks and other resources brought into the classroom. Therefore, as with all the other resources used in school, the use of games depends on what it is used for, when it should be used, its purpose in the educational process, as well as how it is used in a meaningful way.

In relation to oral skills, the use of games allows for numerous class discussions, either through the game or about the game (see Section 2.2). Games can then constitute a context and resource for conversation, based on students' reflections and decisions done throughout the game, and it is argued by Skaug, et.al. (2020) that games can create a different classroom than what other artifacts can. Other artifacts here being textbooks, computers, pen, paper, smartboard, projectors, apps. Games can therefore contribute to new affordances, meaning new opportunities for action and meaning (Skaug, et.al., 2020). The use of games creates a different context than other artifacts and could explain why students are more orally active in lessons with games than lessons without games.

In addition, as many young children spend a lot of their time playing different games in their spare time, the use of games could be seen as building on students' interest (The Ministry of Culture, 2019, p. 15) and Brevik (2019) provide some evidence that students play different games outside of school. By building on students' interests, there is a higher chance that the students will view practicing skills in a meaningful way, and as Gee (2013) explains, we learn best when we see a set of related skills as a strategy to accomplish a goal. The use of games and the arena it creates could be seen as more familiar to some students, and therefore they feel more "at home", and the arena that is created is in a safe environment where many of the students have background knowledge they can use to their advantages. The process of playing a game and the interaction that is going on while doing so can therefore be viewed as authentic, in the sense that it includes authentic texts, as the language the students encounter could be met outside the classroom and the communication that is created can be transferred to other situations (Skulstad, 2020, see also Section 2.3.), and thus, an authentic situation that the students see the purpose of. The ability to discuss, evaluate, listen to other people's opinion and be creative to find solutions is without doubt situations that will occur later in life. For this reason, that teachers experience more talkative students in the lessons with games (discussed

above), I would argue that games as an activity are doing exactly what we need them to do, which is to create authentic situations and real communication that students can learn from and use later in life.

An interesting relationship observed in the data was the correlation between how often the teachers' reported using games and what they answered about how oral skills are used in game-based lessons. Teachers who answered 'strongly agree' or 'partially agree' on the item *I experience that students use oral skills more in lessons with games than lessons without games*, used games more frequently, with 'once a week' being the majority response. On the other hand, one teacher that use games once a week answered the neutral option, which suggests that it is difficult to assess whether game-based lessons include more talk, or to what degree the teacher are able to identify more talk among their students. This is a weakness of self-reported data and beyond the scope of this thesis. Moreover, the classroom interactions and observations done by the different teachers can also be influenced by other outside factors, and that the talk that is happening in class is not necessarily beneficial or relevant to the topic at hand; in fact, it would be noise or distractions the teacher perceives as verbal activity. Considering all of these factors, the general conclusion based on my limited data is arguably that the use of games create more talkative students, which means that the use of oral skills is facilitated through games to some extent, but that there are caveats to this conclusion.

#### 5.1.2. Benefits and challenges experienced by teachers

The benefits and challenges identified by teachers who use game-based learning are associated with how a game-based approach can be implemented as it highlights the advantages and challenges with using this approach. All the four interviewed teachers immediately expressed how the social effect that games offer was highly beneficial in the classroom. According to the teachers, using games is socially beneficial for the whole class. Additionally, positive experiences with the use of games in the classroom are reported to be cooperation between students in different ways than normal, where teacher 1 explain how "the students must cooperate with others that they might not prefer to cooperative with, but when it is games they do it anyway, and the classroom dynamic change when we play games, and I experience this as very positive" (interview data, my translation). Games allow for variation, both in relation to variation in lessons and variation in games used. All four interviewed teachers also put forward that they experience games as an activity that the students find fun, and that their students are not always considering playing a game as learning, which also is reported as a challenge and will be discussed below. The teachers who were interviewed experience engaged and active

students in lessons where games are used. Teacher 1 expressed that “first and foremost I see the social aspect, the students must interact with fellow students, and very active and engaged students” (interview data, my translation), and teacher 2 explain how games “contributes enormously on the social aspect, without doubt. It is always a happy and satisfied group of students who plays, and they are very good to include each other and work together. And cooperate” (interview data, my translation). These quotes highlight the interactions and relationships between students through playing a game, which again reflects a better atmosphere and class environment.

The results of the social aspect reported by the interviewed teachers can be seen in light of Vygotsky’s sociocultural perspective on learning, discussed in Chapter 2 (section 2.1.). The sociocultural learning theory is not only concerned with the social aspects of learning, but also the collaboration between how humans obtain knowledge and the social setting that learning happens in. Plass et.al. (2020) also explained how a social setting is important, and that games should generate shared experiences that can be used for other activities, such as discussions or problem-solving. Shared experiences being the key word here, as we need to interact with other people to create something shared. The collaboration and interaction seen in lessons with games contributes positively to the learning atmosphere in the classroom according to the interviewed teachers. An important note here is that the data does not attempt to measure knowledge, but is focused on the contributions that games provide in relation to the facilitation of oral skills. Therefore, the teachers are not stating that through games and the social atmosphere that is present when the students engage with games is leading to learning, but that through games the facilitation of students’ oral skills is present.

Engaged and active students were also reported to dominate in game-based lessons, a pre-requisite for the learning process (Gee, 2013; see Section 2.1.). Active and participating students are involved in their learning process, and allow the students to be active producers of learning, and not just consumers of what the educator is telling them. Active and participating students also leads to more talkative students, hence, more use of oral skills facilitated in the classroom, and human activity, dialog and interaction is central in sociocultural perspective on learning. For this purpose, the use of games facilitates the students’ use of oral skills through the human activity that is ongoing, the dialogs that is happening and the interaction done between students. The use of games can thus contribute to a positive classroom environment, where students learn and have fun, and allow shy and reluctant students to respond positively. The use of games gives students an opportunity to be active participants and involved in the



learning process, and working as a whole class or in groups are consistent with sociocultural perspective and humans learn when they work with knowledge in a social setting.

The teachers also point at variation as a benefit with using games, and games “give a change to escape from unusual routine, but they are very important in terms of motivation and challenges” (Gozcu & Caganaga, 2016, p. 127). Games are indeed a useful tool to break up the regular routines in teaching, but that it also benefits motivation and challenges. Further, games are reported to be fun, engaging and activate students, which are components that encourages interaction and communication, hence, facilitate the oral skills among students. As (Gozcu & Caganaga, 2016) found, games decrease anxiety, and allow students to learn in a relaxed and enjoyable atmosphere. Games could therefore be a strategy to prevent ordinary and boring lessons, and the use of games is argued to enhance students use of oral skills.

Movies and texts of various types can help us to reflect on ethical choices the main character does, and through the use of games, we can reflect on our own choices. As Luk (2013) explained, we communicate differently when entering different roles, and the roles created a sense of more responsibility among the students. Games does not only give us the opportunity to see the reality though other peoples’ perspective by entering a role, but it also allows us to act on behalf of someone else, when we play a role or take on the part of the different characters in a game. Teacher 1 explained how assigning roles “makes it easier to many students because when they enter a role they dare to talk and do more compared to when they are being themselves” (interview data, my translation) and continues to explain that “when entering a role, you can choose your identity and get the opportunity to view things from other perspectives. They don’t have to be themselves and can “blame” the role for their actions” (interview data, my translation). The use of games can therefore be used to create a sense of belonging to a case, that would otherwise be difficult to understand, and let us explore moral and ethical dilemmas in a different way than other resources can offer. With this understanding of games, influenced by Skaug, et.al. (2020) and Luk (2013), we can propose that the learning through games can happen through a social interaction in the classroom, where students and teachers create a joint context and can draw parallels between games and subject. The emphasis is concentrated on the opportunities that games provide differently than other resources used in the classroom, and that the game is not necessarily the main learning source, but everything it entails is.

The interviewed teachers were also asked about challenges in relation to game-based learning in the English classroom, as the challenges might hinder teachers in using games in general.

They shared the opinion that games can create some sort of expectation among their students. This expectation builds on the frequency of using games, and the teachers report that they have experienced students who request games in every lesson. An example of this is from teacher 4, who explains that “the students often start the lesson with asking if we are playing a game today, and if the answer is no, then continue to ask why not and express dissatisfaction” (interview data, my translation). Another challenge highlighted by all four interviewed teachers is that they feel that students might not consider playing games as learning, explaining this further based on that games are an activity they do outside of school, and therefore do not consider that playing games at school could lead to learning, demonstrated by teacher 2 who express that “it is a challenge that we are not “just” playing, it is much more than that, and to get the students to understand that could be challenging” (interview data, my translation).

The first challenge expressed by teachers was the creation of expectation, which was built on the frequency of using games. Teacher 3 offered a solution to this particular issue, which was to establish and clarify expectations with the students, and teacher 3 continue to advocate that by having similar a perception of the use of games in the classroom created predictability for the students, and the expectation of games in every lesson decreased as the students were aware of when it would be on the agenda next. The approach teacher 3 propose, to establish and clarify expectations could also be beneficial related to the second challenge identified by the teacher interviews, namely that students do not view gaming as learning. Gee’s (2013, see also Section 2.1.) information principle could assist to resolve this challenge. As a teacher you do not want to defeat the purpose of using games and decrease the incentive among their students in relation to games, and spending too much time informing students that with this game we are going to learn these certain things could lead to a decrease in their motivation, but spending no time on making the students aware of the learning outcomes from a certain game could also hinder the learning process. Therefore, a proposal to resolve this delicate balance could be to give the students just enough information. Examples in everyday life of scenarios where this occur could be used to illustrate this issue. If you are playing a new game with many rules for the first time, the game manual can indeed be read before starting, but most of the information would be forgotten because you simply do not understand it based on the lack of understanding of the game. Another example is following a recipe for a dish, you can read the whole recipe, but as the information is presented in a specific order and need to be done accordingly, so you start at the top and work your through the recipe and complete the stages one by one. The same logic can be applied in relation to the challenge of students not viewing games as learning. The

students do not need to read and know the whole process of a game before stating, as this would force them to practice skills out of context, and thus, not being meaningful for them (see Section 2.3.). Rather, the information could be given when it is of relevance and important in order to progress in the game or experiment. The information principle that is described above is relatable to scaffolding (see Section 2.1.), where the information given to the students in the beginning should be associated with what they can do by themselves, supplemented with information that they need in order to progress.

As mentioned above, the interviewed teachers expressed how they experience that it seems like students are not always considering playing a game as learning, when in fact they are gaining new knowledge, or practising skills they already possess (Gozcu & Caganaga, 2016). Despite the experience among teachers that students do not consider it learning, it is argued by Munden and Myhre (2015) that students do not necessarily always need to think about what they are supposed to learn, and emphasise how young students learn best when their focus is on a motivating activity, rather than focusing on “why they are doing an activity” (p. 42). This is supported by Gozcu and Caganaga (2016) as they express how the use of games allow students to focus on the game as an activity, and unconsciously learn and use their oral skills without being aware of it. The process of playing a game in groups, regardless of the size, is social and should be an active activity, encouraging students to take ownership of the learning. But the experience of not viewing games as learning could hinder teachers in using games, but on the other hand, the process of playing games is argued to make the students perform above their level and current abilities, developing their ZPD (see Section 2.2., Vygotsky, 1978; Luk, 2013). The feeling of succeeding or mastering among the students therefore contributes to learning, even if they cannot always see it themselves. The view that games are “just for fun” (see Section 2.1.), and that students does not always view games as learning, could also be applicable among teachers. Gozcu and Caganaga (2016) explains how many teachers use games as a tool, to break up a repetitive lesson and to fill in time. Further, it is argued that “(...) in a relaxed environment it is mostly possible that real learning take place, furthermore learners are able to use the target language that have been exposed to and have been practiced earlier by the learners” (Gozcu & Caganaga, 2016, p. 127). Teachers needs to be aware of games as a learning strategy, and a useful strategy to facilitate oral skills, and not just to fill time, which is correlated with what section 2.2. described influenced by Ehrlich (as quoted in Farber, 2015) and Pavey (2021). It is demotivating for students if the teacher is not a part of the process or understand the game themselves, and perhaps more investment in time towards gaming could be beneficial.

### 5.1.3. Game-based learning organisation

In order to answer how teachers can facilitate oral skills through game-based learning in the English classroom, the planning and organisation of these lessons are key. The four interviewed teachers were asked *how do you organise the class when using games in the classroom?* Three different approaches were highlighted by all four teachers. Teacher 3 explains it by saying “it is nicest when we all play together, but we vary the organisation depending on what game we are going to play. Individual gaming is mostly on Chromebook and they work alone, but we also have games where everyone plays together or in groups” (interview data, my translation). One approach favoured by all four teachers was when they use games with the whole class contributing as one group, and supports this with the mentioned benefits in section above, such as how the social atmosphere created talkative students and good relationships (see Section 5.1.2.). Teacher 2 gives an example of a game the class used, where all the students in the class got a piece of paper on their back with a word denoting a name, thing or item on it. They then had to figure out what the word was by walking around the room and ask questions. The written word on the paper could be related to a topic they were working with, celebrities, or any other topic that the class choose.

As Skaug, et.al. (2020) explains, teachers need to think through how the organisation of game-based lessons should be, and includes three approaches as well, similar to what the interviewed teachers expressed. Playing games as a whole class allows for social interactions between students, confirmed by the interviewed teachers, and in correlation with previously discussed, a sociocultural view on learning (see Section 5.1.1.). In relation to oral skills, the example provided by teacher 2 above, requires all students to use their oral skills and ask questions, and they do not have to speak in front of everyone, as they would ask a question to one student at a time. In my understanding this could support the students who struggle to speak out loud in big crowds, or in front of the whole class, but also giving everyone an opportunity to be included. On the other hand, as everyone would speak at the same time, it would be difficult to actually know whether the students use the English language when asking questions, unless the teacher is a part of the game and therefore more involved. Despite this, this type of activity, where everyone is given an opportunity to use their oral skills to ask questions, listen to the questions other students ask them, responding in an understanding way, are all examples of how these types of games facilitate oral skills in the classroom.

The second approach highlighted by all four teachers was to work with games in groups. They explain how the group size ranged from 2-5 people, and the group size depended on what games

they were using. Teacher 1 had used *Unlock!*, an escape room based game, and the teacher explains how the groups need to work together in order to solve the problem before the time runs out. Teacher 3 reports that they use groups for typical role-play games, and elaborate with an example where each student on the group get assigned a role and pieces of information that they need to convey to other group members in order to be solve the particular problem or mystery. Teacher 1, 2 and 4 also mentioned that they use games as station work, and station work was reported by one of the participants of the questionnaire on a voluntary question. Teacher 2 explained that “we can have lessons with different games on different places, and the groups rotate so all the groups get to play all the games before changing the games on the different stations” (interview data, my translation), and teacher 1 expressed that “it is useful to introduce new games on one station, which allows me to be a part of the game and build relationships with the students” (interview data, my translation). The teachers also explained how they were a part of the game and allowed them to hear students talk in English. On the other hand, this approach could make them lose control of the rest of the stations, especially if they were the only teacher in the class. The use of *Alias* was mentioned by all four interviewed teachers, and mentioned in the voluntary question by 3 teachers in the questionnaire.

The use of groups is supported by Luk (2013) as it allows for collective scaffolding (see Chapter 3). To use games as a smaller group activity is frequently used by the interviewed teachers, and both examples mentioned above allows students to cooperate with each other, and demonstrate the ability to listen to others, convey meaning themselves, and participate in conversations. To have a conversation on how to solve a particular problem, or problem solving which is another of Gee’s principles (see Section 2.1.) in the game *Unlock!* for example, can be perceived as a more authentic situation and authentic task than reading a conversation between two people in a textbook (Skulstad, 2020, see also Section 2.3). The authenticity aspect can therefore be facilitated through the use of games. This is in line with the requirements of the English subject curriculum which claims that students should engage in authentic situations (see Section 2.2.). This does not necessarily mean that the *Unlock!* situation is something they will experience later in life, but the process and the mechanisms the situation involves would arguably be beneficial and viewed as authentic. Through *Unlock!*, role-play games and other games played as a group the students are encouraged to use their oral skills with each other to reach a shared goal, support and help each other and it would be in everyone’s interest to succeed. The teachers experienced students who took more responsibility, similar to Luk (2013), and that the communication that happened was influenced of what role the students have. The use of

roleplay in the classroom for language learning creates a dynamic process, and allows students to encounter “in action” activities, as Smith (2006) discovered, and this aspect is confirmed by teachers in this study. Active students also influence the relationship between teachers and students in the classroom, where the use of games tend to change the roles in the classroom. Teachers encourage students to participate actively in their learning, and give the students a chance to take responsibility for their own learning (Gozcu & Caganaga, 2016).

The use of station work was presented above, with the teachers’ experiences and how they used games with station work. Groups and station work is supported by Gee (2013) with the suggestion to vary the teaching so students can explore different styles of learning. The benefits with this approach were introduction of new games in small groups, working on relations with the students and the ability to hear them speak English. Through station work the teachers can evaluate how the students use their oral skills, and take part in the conversation, but the teachers also proposed possible challenges with using stations. They lose the control of other stations, which is something to consider when using stations. On the other hand, using stations allow for variation in activities and tasks, and whether there are one or more game stations, the approach is useful to vary the teaching. Alias, where students need to explain a word without saying that word, is frequently mentioned by both interviewed teachers and responses in the questionnaire, implying that this type of game is often used in English classrooms. The advantages associated with Alias is repetition and check understanding of concepts and words, and practice to explain and use the English language in general. The game can easily be adapted to certain topics, as teachers can make their own words that students are required to explain. It can also be used in groups or as a whole class. The game proposes several beneficial aspects towards students’ use of oral skills as it involves listening and processing what other students are trying to explain, and the student explaining get to practice using the English language to explain. As the game can be altered to fit the purpose and topic of choice, and the fact that it can include points or certain incentives, makes it an attractive game for both students and teachers.

Finally, the third organisational approach that the interviewed teachers mentioned was individual gaming, that usually were done digitally on Chromebook or learning device. All of the four interviewed teachers explain how the individual approach is not as social as the two other approaches, based on that when playing alone it requires them to read and/or listen to information given, but that the games used did not allow or involve speaking into a microphone. Teacher 1 explained how sometimes the students merge when playing alone, and support and help each other.

The interviewed teachers explained how the individual approach was mostly used when students engaged with games on their Chromebook or learning device, and this can be seen in light of what Gilje (2021) describe about digital resources. The use of digital devices usually includes more individual working approaches in the classroom, where the students work independently (Gilje, 2021). As most students in Norwegian schools has access to their own computer or learning device provides an opportunity to use more digital resources at school (Gilje, 2021). However, Wu, et.al (2014) discovered that the digital board game language learning group achieved significantly better communication ability, compared to the two other groups who received either ordinary instruction or board-game language-learning (see Chapter 3). Even though Wu, et.al. (2014) used groups, they indicate that digital learning does not necessarily have to be individual and could encourage teachers to use groups while engaging with digital activities. The interviewed teachers described the individual approach as not as social as the other two approaches, challenging the sociocultural theory view on learning (see Section 2.1), where it is argued that learning happens in a social setting and through interaction with others. Despite not being a social approach, working individually could be beneficial in relation to self-development and students' independence. To work alone on something does not involve much talking in general, and this approach does not necessarily influence the talking and conversating element of oral skills, but depending on the game, it could influence the listening aspect if required to listen to something. The individual approach also makes it difficult for the teacher to control how everyone is doing at the same time, and a challenge to be present everywhere. Despite this, as teacher 1 explains, the students sometimes merge even though the task is to work individually. The teacher allows it if the merge is contributing to learning, meaning that the students support and scaffold each other, and the individual approach is now social. However, by allowing merge the purpose of working individually disappears if they are always allowed to merge. In relation to the facilitation of oral skills while working individually with games, there could be limited use of oral skills simply because the students work alone and thus not required to interact with other. It could facilitate more if the individual games require students to talk with others through a microphone, or if the games require them to listen to some information or conversation and then act by responding to the information. Thus, it should therefore be considered whether this approach is appropriate in relation to what the learning outcome is, and how the students can best reach this outcome. With the responses from the interviewed teachers in mind, the individual approach is not as effective and useful when working with oral skills, compared to the two other approaches.

The different approaches regarding how to organise the students when engaging with games in the classroom seems to depend on the purpose of using a specific game, meaning what skills the students are supposed to work with and what the learning outcome for the lesson is. A whole class approach is reported to be beneficial as everyone is encouraged to use their oral skills, but the data could suggest that this approach benefits more towards the social aspect and atmosphere in the classroom, rather than specific learning outcomes. The use of smaller groups when playing games supported collective scaffolding where the students support and help each other, and there is some evidence that students take more responsibility for own learning which generates more active and talkative students. The individual approach is reported to be not as social, and used more when students are supported to work by themselves. In regard to oral skills, the individual approach is not as ideal to use as the two other approaches, as it simply does not involve, nor give opportunities to interact with other, based on the data provided by interviewed teachers.

## 5.2. How teachers engage with and experience a game-based learning approach to learning English with emphasise on oral skills

This section will present and discuss findings based on the interview and questionnaire data, in relation to teachers' engagement and experience with a game-based learning approach to learning English with emphasis on oral skills. Section 5.2.1. will discuss teachers' interpretation of oral skills, before section 5.2.2. examines experiences with educational and commercial games in the classroom to facilitate oral skills.

### 5.2.1. The interpretation of oral skills

As teachers experience more talkative students in lessons with games, and therefore using their oral skills more active, the understanding of oral skills is of interest, as the teachers understanding of oral skills is of relevancy in relation to their planning to facilitate oral skills in the classroom. The four teachers that were interviewed all described oral skills as being able to communicate with others, to be understood and to understand others, to use the vocabulary one possesses and to use the language in different situations and in different arenas. Teacher 1 explained oral skills as “the ability to make oneself understood, that the students dare to speak and use the language to make themselves understood and to express oneself with the vocabulary one have” (interview data, my translation). Teacher 3 describes oral skills as “the ability to speak English, and just like the Norwegian language, that they can use the language to make themselves understood in different situations” (interview data, my translation). Similarly, the



same features of oral skills were frequent in the responses from the questionnaire. 8 of the 15 responses focused on the term understanding, in relation to both the ability to understand and be understood, whereas 10 out of the 15 responses included the ability to communicate with others in an understandable way, while four of the responses expressed the ability to listen as a part of oral skills. One of the respondents expressed their view of oral skills adding the term appropriateness to their understanding, in combination with listening, the ability to communicate in an understandable way.

According to the English subject curriculum, oral skills in English “refers to create meaning through listening, talking and engaging in conversation” (Ministry of Education and Research, 2019, p. 4). As presented above, the teachers understanding of the concept oral skills follow how the curriculum defines oral skills, and the participants in both the interviews and questionnaire give a consistent description of what they believe oral skills entails. The teachers report how important aspects such as listening, talking and engaging in conversation is central in their understanding of the concept, using various wordings. Further, the four interviewed teachers emphasise the importance of being able to communicate in different situations, which can be associated with what the curriculum conveys about communication on “different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds” (Ministry of Education and Research, 2019, p. 4). The participating teachers in this thesis appear to have a similar understanding of the features that oral skills consist of, in relation to the consistency in their responses, which is easily correlated with the curriculum for the English subject. Fluency and accent were not mentioned by any of the participants in this paper, which could reflect a drift away from speaking correctly and quickly with a preferred or certain accent, as previous curricula have emphasised (Skulstad, 2020, p. 97), towards a more communicative approach to language learning which involves maintaining communication, adjusting tempo and the ability to clarify, which are components of fluency discussed in section 2.3.

The shift could also be seen in light of what Chvala (2012) proposed about the expanding oral skills, where the ability to use English in a variety of oral genres with variative communicative goals, is equally, if not more, important than pronunciation and correct accent. The expansion of our understanding of oral skills does not mean that pronunciation, intonation, vocabulary and use of appropriate matter is not important, but that oral skills are more than mastering these aspects. The understanding of oral skills among participating teachers in this study seems to reflect this expansion, as they point to different situations being an important aspect of oral

skills. Teachers experience more talkative students and more frequent use of oral skills when using games in the classroom, and these oral skills includes students' ability to use the language to be understood and to understand other, and to be able to have a conversation with other students or teacher. What the interviewed teachers and participants in the questionnaire mention about oral skills is relatable to what Burner et.al. (2019) explains about communicative skills. Communicative skills are developed through authentic situations, and based on the responses from the teachers, they experience involved students who participate and are involved when using games in the classroom. The communication between the students during a game is authentic or real communication, they see the value of it as the conversations created through game has a purpose, and therefore it contributes to their language learning as they see the relevance of communicating with others. When they communicate in or about games or game-based situations, they use their oral skills, practice their ability to communicate their opinions and thoughts, and practice collaborative skills. Communicative Language Teaching (CLT) is closely related to oral skills, as it builds on communicative factors in language learning. Skulstad (2020) presented three principles (see Section 2.3) that are used as an underlying learning theory of CLT, namely communication principle, task principle and meaningfulness principle. The use of games, educational or commercial, enables students to work with all three principles. There is real communication happening when students are engaged with games, it is not just a read through of a conversation in a textbook, they have to produce the conversation themselves, and it cannot be predicted. The fact that the conversation cannot be predicted, is beneficial for students, because the unexpected conversation forces them to create their own and making it meaningful and authentic for the students. Games require students to use the English language as an instrument, and games are a task who carries meaning, visualising that there is a purpose of conversating to achieve the goal or mission, which also makes it meaningful for the students. As mentioned above, both educational and commercial games can be used to create communication, and the attention will now be directed to the effect of these two game types and what effect they have in the English classroom.

#### 5.2.2. The effect of educational and commercial games in the English classroom

To get a broader understanding of which type of games teachers use when implementing a game-based learning approach in the classroom, the attention will now be drawn to the two different game types that was considered in section 1.2. During the teacher interviews, all teachers reported using educational games, and teachers 1, 2 and 3 said that they experienced

limitations associated with these games. Teacher 4 experienced that “educational games works to some degree, depending on which game it is” (interview data, my translation). The educational games used were described by the interviewed teachers as repetitive, with little variation and that the themes and games were not always a good fit for the students. The educational games were according to teacher 3 “limited in the sense that it often consists of easy tasks or games, and that it becomes boring in the long run because the task or game doesn’t change, only the topic so it can be very repetitive” (interview data, my translation). Teacher 1 reports that “the educational games available are in my opinion, or based on my classes, more entertaining for the younger students than older ones. The younger students love when they can play English games on their learning device” (interview data, my translation). All four teachers reported that the educational games they used were based on teaching resources and connected to the progress in those.

The use of commercial games is reported by all the four interviewed teachers and viewed as more user friendly to use in small or bigger groups and more appealing for their students, where teacher 2 and teacher 4 proposed that since commercial games are not directly connected to school, that could be a possible reason for being more appealing. Teacher 1, who explained how the experience where younger students enjoyed the educational games more than older students had not tried commercial games with the younger students. The commercial games were easier to adapt according to the participants, where elements could be removed or added, depending on the purpose of using a specific game. The use of commercial games is the preferred game type among the interviewed teachers, whereas the results from the questionnaire illustrate a different distribution. The questionnaire revealed that only 30% of the teachers who replied were using commercial games in their English lessons, while approximately 90% reported that they use educational games.

The perception of educational games as repetitive and too easy could be based on the limitation that is associated with this type of games, that they are not as engaging nor interactive as commercial games (Whitton, 2014, p. 25). On the other hand, Pavey (2021) argues that all games are educational, because you need to learn a game to master it. A conclusion based on whether younger students prefer educational games over commercial games is not possible based on the current data, but certain trends need to be noted. Based on teachers’ experiences and the simplicity of the educational games used by teachers in this study, educational games could be appropriate to use on younger students based on their age, development level and cognitive level. In addition, as the educational games are reported to be repetitive and easy

could be related to how repetition is important when learning a new language. As (Munden & Myhre, 2015) explains, we first learn words and phrases, then we practice, revise it before remembering it. Younger students are still at the leaning and practising phase, whereas older students have a more solid background knowledge of the simple words and phrases. The fact that the interviewed teachers experience that commercial games are easier to adapt than educational games, can suggest that gamification would be easier to implement from commercial games than educational games (see Section 1.2.). The opportunity to adapt and choose parts of a game that the teacher sees as relevant for the purpose of using the game, could create an incentive for other teachers, when they are aware of the option of using only parts of a game in the classroom.

The adaption of games also talks in favour for using games in a broader aspect, where the game alternatives are greater based on the opportunity to alter the game the way one sees fit. As mentioned above, the distribution from the questionnaire between commercial games and educational games, illustrated that more teachers use educational games than commercial games, whereas the interviewed teachers preferred commercial games. The reason for this discrepancy is hard to discern based on the available data, but it could be correlated with the age of the students, i.e., that the teachers who participated in the questionnaire teach younger students. A limitation of the questionnaire is that the year the teacher teach is not collected, and therefore difficult to conclude. A possible explanation for the discrepancy could be related to what Gozcu and Caganaga (2016) express about educational games, namely that they are easy to understand and use, they do not take long time to be played, and that many online educational games are free of charge.

Another reason for the difference in used game type could be related to if the teachers use teaching resources, as these often has a digital resource with games and other activities related to the theme in them. The teacher guide associated with the teaching resources include tips on what games to use, according to a respondent in the questionnaire, and this is used for inspiration. The inspiration could be related to the digital resource associated with the teaching resources, or other suggestions for games. In addition, the preference of educational games from the questionnaire respondents could be related to the ethical issues associated with commercial games (see Section 4.5). Reasons for using educational games before commercial games was not asked about and could be viewed as another limitation of the questionnaire. Despite this, the ethical issues could reflect the use of educational games as these games are made for education and learning and therefore propose no issues towards bringing them into the

classroom. For instance, there could be age limits associated with commercial games that hinder certain games to enter the classroom, and even though Norway does not operate with age limits, but age recommendation (Skaug, et.al., 2020). Linked with age limits, or age recommendation, is the violence that can occur in games. Just because games can involve violence, does not mean that the game cannot be used, but rather that the teacher needs to know the game well before implementing it. Games involving violence can contribute to and function as starting points for issues related to violence, and can create engagement and passion (Skaug, et.al., 2020). The games can involve educational points, but it needs to be thought through before entering the classroom. Specific issues related to digital games can be privacy issues and GDPR (General Data Protection Regulation) from the European Union that can hinder teachers to use certain games because it would exploit students' privacy (Skaug, et.al. 2020). These ethical issues do not mean that commercial games and digital games cannot be used in school, but that there are more considerations to take before implementing these games into the classroom. Thus, the ethical issues could be an explanation of why the educational games are preferred among the participants in the questionnaire.

A game that was mentioned by teacher 4 and by a participant in the questionnaire is the board game "new amigos". As teacher 4 was interviewed, the opportunity to ask follow-up questions was available, whereas the questionnaire response was not possible to ask for further explanation. Teacher 4 explained how this game had been used with grade 6 and 7, and that even though the game is for four people, they used it for the whole group of 12 students, and that there were three different levels, which are related to skills according to teacher 4. Further, teacher 4 experienced that the game created a lot of excitement, use of oral skills and very active students who cheered on each other, and scaffolded each other, even though the goal was to collect cards. The students had said that they had learned a lot of new words while playing "new amigos" according to teacher 4, and teacher 4 said that this was one of the best lessons they have had in English, based on how engaged and talkative the students was while playing "New Amigos".

"New amigos" is a board game where the aim is to learn a new language, and could therefore be classified as an educational game (see Section 1.2.). Board games can be used for many purposes, such as counting, hand-eye coordination, but the use of board games can also be used to work with "soft skills" (Mardon, et.al., 2020, see also Section 2.2.), such as communication and listening. This is also relatable to how the teachers view board games, where the students need to focus on moving the right amount of spaces, and different spaces trigger different cards

or actions with instructions are central. Snakes and ladders were used to practice reading and understanding instructions, as well as convey this to other players. Despite the actions that different board games require, these types of games could arguably be an opportunity to use oral skills to understand and make themselves understood in the process, and express happenings or actions taken throughout the game. “New amigos” involves translating cards, answering quiz questions about culture and geography and perform role-play on the foreign language, in this case English. The progression in the game starts with frequent words and phrases, before introducing more challenging aspects of the language (New Amigos, no date). It builds vocabulary and is associated with the CEFR levels proposed by the European Union and covers level 0-B1 (New Amigos, no date). As teacher 4 explained above, the game created an environment where the students were talkative and highly engaged in the process, and even though they competed against each other, they scaffolded each other throughout the process. The fact that students expressed that they have learned lots of new words, the engagement experienced by the teacher and that the lesson was very successful and one of the best they have had, support the use of games to facilitate oral skills. As mentioned, “New Amigos” is an educational game, and could challenge the perception that educational games are easy and repetitive based on previous discussions. The educational games that were classified as easy and repetitive was digital educational games, and based on the responses related to “New Amigos”, shows that educational games does not have to be easy and less engaging, but that it depends on what game and in which atmosphere it is played in. “New Amigos” if played as a group, creates a social setting and could be tied to sociocultural theory of learning, whereas digital individual educational games do not provide the same learning opportunities in relation to the social aspect. For this reason, the differences in perceptions towards educational games could be influenced by how playing the game is organised, and there is evidence to suggest that educational games do not have to be easy and repetitive, but that it depends on the game itself, and the engagement and the atmosphere it is played in.

Despite the teachers experience in the use of digital games, previous research argues that digital board games achieve better communication among students (Wu, et.al., 2014), although the use of non-digital board games have also been proven to decrease language anxiety and therefore increase the communication (Gozcu & Caganaga, 2016). What Wu, et.al. (2014) and Gozcu and Caganaga (2016) argues, can be tied to the data of this thesis. As mentioned, interviewed teachers experience digital educational games as repetitive and easy, whereas the respondents in the questionnaire reports a preference towards educational games. The data is limited in

demonstrating whether the respondents in the questionnaire is referring to digital or non-digital educational games. Interviewed teacher also mention specific games that are being used in the classroom, such as Alias and Unlock!, who could be classified as commercial games, whereas the game New Amigos is an educational game. The similarity between the three games, is that they are all non-digital, supporting Gozcu and Caganaga's study where non-digital games decrease anxiety and increase communication. The different game types discussed above and the facilitation of oral skills it entails, could be related to the two different interpretations discussed in section 2.2. Simple games that only requires a certain action or answers, and does not require much reflection on what you did or how you figured out the answer, whereas the second interpretation involves authentic situations or problems and can only be figured out by collaboration with others and reason out together. Unlock! certainty involves problem-solving and collaboration with other students, and this could explain why interviewed teachers experience more talkative students simply because the game requires it. "New Amigos" is also described as a game that requires more than just one simple answer, and the process in Alias would require the students to think through how they are going to explain the word on the card. As interviewed teachers has reported more talkative students in lessons with games (see Section 5.1.1.), a belief that non-digital games facilitate oral skills in the classroom could be recognized, as they mostly used non-digital games. Despite this, the differences discussed above show that both digital and non-digital games can lead to more communication, depending on several factors, such as game used, how the organisation is done in the class and the age of the students. Nevertheless, the previous research and the data for this study agrees that the use of games can influence students use of oral skills in a positive way, whether it being educational or commercial, as it shows that there is an increase in the use of oral skills when games are used in English lessons.

All participants strongly agree or partially agree with the statement asking if they believe that digital educational games have a positive influence on the students learning in English, 43% strongly agree and 57% partially agree. The questionnaire also reveals that the teachers mostly agree with the statement that digital commercial games have a positive influence on the students learning in English, 14% strongly agrees, 57% partially agree and the remaining neither agree nor disagree. The results related to non-digital educational and commercial games, are showing a similar distribution. 57% strongly agree and 43% partially agree that non-digital educational games have a positive influence on the students learning in English, and in relation to non-

digital commercial games 43% strongly agrees, 50% partially agree, and 7% neither agree nor disagree that these games have a positive influence on students learning in English.

The participants were also asked about their opinion whether educational and commercial games had a negative influence, and the data is skewed towards partially and strongly disagree that digital games, both educational and commercial, have a negative influence on students learning. 57% strongly disagree that educational digital games have a negative influence, where 21.5% partially disagree, and 14% neither agree nor disagree. 57% strongly disagree that commercial digital games have a negative influence, and 21.4% partially disagree and the same neither agree nor disagree. When asked about non-digital games, 50% strongly disagree that non-digital commercial games have a negative influence, 43% partially disagree and the remaining neither agree nor disagree. The educational non-digital games responses show that 57% strongly disagree that these types of games have a negative influence, and 43% partially disagree.

These numbers imply that the teachers see the benefits that digital games can provide, but that the use of the educational games are more frequent than commercial games. The participants who neither agreed nor disagreed can reflect teachers who either do not use games at all, or that they do not use commercial games, as this option is only answered when asked about commercial games, and thus, unable to make a statement about it. Despite this, the question does not require the participants to use commercial games but are just interested in their thoughts on the issue. As all participants partially or strongly agrees that non-digital educational games positively influence students learning in English, again talks in favour of the use of educational games among participants in the questionnaire. When looking at the responses whether participants think that the different types of games positively or negatively influence students learning, there is an agreement that both educational and commercial games, being digital or non-digital, have a positive influence on students learning, supported by the data related to negative influence, where the majority of teacher disagree that games have a negative influence.

### 5.3. Chapter summary

This chapter has discussed the potential benefits of a game-based learning approach in relation to oral skills, and has compared game-based learning lessons with non-game-based learning lessons. The results indicate that students use their oral skills to a higher degree in lessons with games, which was correlated with the fact that games increase the willingness to communicate,



games decrease anxiety towards language, and that games create engagement and motivation. Motivation itself is not enough alone to lead to learning, but together with other factors, it contributes to the use of oral skills in the English classroom. Benefits with a game-based learning approach was identified as it created a social setting and that learning happens when one gets to experience it in a meaningful way in cooperation with others. The challenges related to game-based learning was identified as creating an expectation among students and the challenge of making students aware that games are also learning. A possible solution to both challenges could be resolved by establishing and clarifying expectations with the students, creating a similar perception of the use of games, which again creates predictability for the students. The chapter also discussed how the organisation is done when games are used in lessons, and three approaches was put forward by the four interviewed teachers. They used games as a whole group, in smaller groups, or individually. The latter approach was reported as not as social as the other two, and thus, an approach that did not facilitate oral skills among students. The interpretation of oral skills was also discussed as this can be connected to how teachers facilitate the use of oral skills among their students in the English classroom. The oral skills were perceived as consistent in the responses among the interviewed teachers and the participants in the questionnaire, and included understanding others, being understood, being able to have a conversation with someone, in different situations. The use of games could be seen as a way to allow students to interact with each other in different situations, and the use of games also allow for variation. Attention was also brought to educational and commercial games, as there were differences in the use of these two game types among the participants. Interviewed teachers preferred the commercial games to facilitate oral skills, whereas the participants in the questionnaire reported that they used educational games to a higher degree. Reasons for choosing educational games were discussed in light of ethical issues related to the use of commercial games in the classroom and the fact that educational games are made for learning purposes, and therefore could be argued to be easier to implement into the classroom. Despite this, teachers agreed that both educational and commercial games positively influence the students learning in English.

## 6. Conclusion

This thesis has investigated how game-based learning can be used in the English subject to facilitate oral skills in the Norwegian Primary School through teacher interviews and a questionnaire distributed to English teachers. The main research question that was the aim to answer was: *How can teachers in Norwegian Primary School facilitate oral skills through game-based learning in the English classroom?* The methods that were used to collect data were teacher interviews as primary data, supplemented by a questionnaire as secondary data. As the discussion shows, there were several components that contributed to facilitation of oral skills, but also obstacles that can hinder the integration of games in the classroom or challenge the implementation.

The research question for this thesis was divided into two sub-questions, to cover both sections of the research question, namely *How can a game-based learning approach be implemented in the English Primary School classroom?* And *How do teacher engage with and experience a game-based approach to learning English with emphasis on oral skills?* These sub-questions functioned as support in the interviews and questionnaire, to be able to ask focus questions, which would together answer the main research question.

The first sub-question, *how a game-based learning approach can be implemented in the English classroom*, was answered by first presenting findings and discussion about how English teachers in Norwegian Primary Schools experience the use of a game-based approach in relation to English language learning, and the results pointed at facilitation of oral skills in lessons with games, and in addition, more talkative students in lessons with games compared to lessons without games. The reasons for more talkative students, and thus, more use of oral skills, were suggested to be the effect games have on willingness to communicate, the decrease in anxiety, and the fact that games could be engaging, motivating, and create events that are unexpected, give variation and create excitement among students. The use of games must, like every other resource that is brought into the classroom, be supported by the curriculum and competence aims, but there is nothing that limits the use of games in comparison to other artifacts that are being used in the classroom, as long as there is a purpose with bringing the game into the classroom. The authenticity aspect was also discussed in relation to the use of games, and the use of games was seen as a way to create authentic communication among the students because the students have to create the conversation themselves, and not read it from a textbook. By making the students create their own conversation, it was argued that students also develop and expand knowledge and understanding of the components related to oral skills, such as using the

English language in different situations, create meaning through listening, talking and conversating with others. Fluency, commonly known as being able to talk quickly and correctly, and with a certain accent is not as important as it previously was, and the attention is now rather on how to communicate across different situations rather than speaking with a certain accent.

In relation to the implementation of a game-based learning approach, benefits and challenges of this approach was investigated based on the fact that it is useful for teachers to be aware of what game-based learning can contribute with in the classroom, but also what challenges to be aware of. The benefits identified through the data of this thesis was the impact games had on the social atmosphere in the classroom. Students use oral skills more frequently in general, teachers experience a different cooperation between students, games allow for variation, and the fact that games are engaging and fun was reported as benefits. Vygotsky's sociocultural perspective on learning was brought in as a central term for what the four interviewed teachers explained, and engaging and active students were supported by Gee and the learning principles in relation to the use of games. In addition, the act of role-play games allows the students to take part of a story or mission, being the characters, instead of reading about them. Challenges were discussed as these can hinder the implementation of game-based learning in the classroom, and the main challenge was a shared perception that games can create expectations among students, and these expectations were difficult to meet. The students request games in every lesson, where the solution was suggested to be to create a similar perception between the students and teacher on when to use games. Establishing and clarifying expectations would clarify and create predictability for the students. Another challenge that was brought to light was the experience among interviewed teachers that students did not view games as learning. This was in fact viewed as both positive and negative, but a solution to resolve this issue could be to find a balance between the information given to the students. Despite this challenge, that students do not always view games as learning, through games students are given the opportunity to use skills they already possess, and combined with the benefits, we know that students can be active and participating in lessons with games and playing in a social setting, those benefits creates the possibility for learning, regardless of what the students might think themselves.

When answering the sub-question *how can a game-based learning approach be implemented in the English Primary School classroom?* different organisation approaches was discussed as the organisation is a part of implementation. All the four interviewed teachers suggested three different approaches, namely as a whole class, in groups and individually. The two first

approaches were identified as more social than the latter one, meaning more facilitation of oral skills in the classroom. The use of games was explained to support students who struggle to speak out loud in big crowds, through groups or games that have a pre-set structure, creating a sense of predictability for these students. Through the use of groups when playing games allow students to use their oral skills to participate, they are required to listen to others, convey meaning themselves, and participate in conversations with other group members. Collective scaffolding was used to explain the process, where students build on each other's strengths and support each other to reach new levels or to progress in games. Students also took more responsibility for their own learning in these situations, especially when engaging with roleplay games, as they are required to take a role in these games, and they have a greater responsibility. The individual approach challenges the sociocultural theory on learning, as students work alone, and are not involved in many of the components of oral skills.

The second sub-question, *How do teachers engage with and experience a game-based approach to learning English with emphasis on oral skills?* first discussed teachers understanding of oral skills. The interviewed teachers and the participants in the questionnaire had an understanding of oral skills similar to the definition from the English subject curriculum. Oral skills involve listening, talking and engaging in conversation (Ministry of Education and Research, 2019), consistent with the teacher's explanations of oral skills where they refer to being able to communicate with others, to be understood and to understand others and using the language in different situations. A shift was identified based on the data gathered in this study, where fluency and accent were not mentioned, and a shift away from speaking correctly and quickly with a certain accent towards a more communicative approach where communication and the ability to communicate in different situations. The description of oral skills was discussed in light of CLT, where games as an activity was incorporated. The three principles underlying CLT were discussed in relation to games, where the communication between students is real communication and not read from a textbook, the use of games is viewed as a meaningful task for the students and the situation is authentic and meaningful in the sense that students see the value of communicating, they need to produce the conversation themselves and it cannot be predicted.

The effect of educational and commercial games was investigated based on the fact that the different games reveal differences in teachers experience and engagement while using a game-based approach to learning English and the facilitation of oral skills. The four interviewed teachers preferred the use of commercial games in the classroom to facilitate oral skills, whereas

the participants in the questionnaire mostly used educational games. The educational games were, according to the four interviewed teachers repetitive and too easy, not creating engagement nor active students. Possible explanations for the differences were the age of the students, as interviewed teachers used more educational games on younger students, the use of teaching resources was identified as an explanation, as the digital resources related to the different teaching resources are educational games. The ethical issues related to commercial games were also discussed as a possible explanation for the differences in the use of educational and commercial games. As Wu, et.al. (2014) suggests, digital board games achieve better communication among students, whereas the use of non-digital board games have been proven by Gozcu and Caganaga (2016) to decrease language anxiety and increase communication. It was therefore concluded that the type of game used is influenced by several factors, such as organisation, age of students and the aim or purpose of using a specific game, and that the use of games, digital or non-digital, had the potential to contribute to language learning and oral skills. The benefits of using board games in the English classroom contributed to valuable learning in relation to counting spaces and reading instructions, but also the conversations that was happening between the students. The board game “new amigos” were described and discussed as a useful game to use in the classroom to facilitate oral skills specifically, as the game is an educational language learning game. The interaction with the game among students who had tried it was undoubtedly beneficial, and the benefits mentioned by teachers in relation to game-based learning was highly relevant in the engagement with “new amigos”.

To summarise, teachers in Norwegian Primary Schools can facilitate the use of oral skills through game-based learning in the English classroom by choosing games that encourage communication, and it is argued that both commercial and educational games facilitate oral skills. Establishing and clarifying expectations would also be beneficial, to create predictability for the students and limiting possible challenges in the future. In addition, by encouraging students to participate and be active learners, the facilitation of oral skills can be increased based on the fact that students take more responsibility for their own learning, and thus creates more use of oral skills. The organisation can be done as a whole group, or in smaller groups, and these approaches are contributing to the social aspect in addition to facilitating oral skills.

### 6.1. Limitations of this study

There are several limitations to this study and the conclusions. The sample size in this study included four interviewed teachers, and 15 participants in the questionnaire, making it a small sample size, and the opinions, experiences and perspectives on the use of games in the classroom is therefore limited. Another limitation is the chosen methods, and a belief of the use of observation are seen as a relevant method for these types of studies. Observation would allow the researcher to gain further insight in how oral skills are facilitate in lessons with games, and could be compared to lessons without game-involvement. Observation data could then be used to support or challenge theory that is associated with games and learning. A final limitation is the exclusion of other basic skills when using games in the classroom. This study has mainly focused on oral skills, and it has been a challenge to not drift off into other important benefits towards other basic skills and other life skills that the use of games offers.

### 6.2. Further research

This thesis aimed to investigate the use of games in the English classroom, and how to facilitate students' oral skills through games. The contributions this thesis has done to the field has been to explore how games can be used to facilitate oral skills and hopefully be of inspiration for other educators. It should be noted that the aim with this thesis was not to generalise whether or not games should be used to enhance oral skills in the English classroom, but this could be a topic for future studies. Furthermore, the research has not been focusing on what type of games and their efficiency towards oral skills, but how they can be implemented to enhance oral skills. Further research into what type of games and more specific is necessary, as this will contribute to guiding teacher into finding relevant games to use, which through this research has been identified as a challenging aspect, even though it has not been given attention in this thesis. Research on what games contribute to in the classroom in general could be beneficial. This project has focused on oral skills, but along the way other important learning opportunities related to games has arisen, and the use of games offer several other benefits in the classroom, such as problem-solving, critical thinking and other basic skills mentioned in the curriculum. Further research could also use observation as a method for collecting data, which allows the researcher to further investigate how games affect the students and could contribute to valuable information regarding students' use of oral skills, the process of establishing expectations and predictability among students. It would also be of benefit to collect data from a larger sample size, in order to be able to make a generalised statement based on more data about the use of games in the English classroom.

## 7. References

- Alias (no date). Available at: <https://alias.eu/>
- Birketveit, A. & Rugesæter, K.N. (2015). *På tide å styrke engelskfaget*. Retrieved from: <https://utdanningsforskning.no/artikler/2014/pa-tide-a-styrke-engelskfaget/>
- Boeije, H. (2010). *Analysis in Qualitative Research*. SAGE publications.
- Brevik, L.M. (2019). Gamers, Surfers, Social Media users: Unpacking the role of Interest in English. *Journal of Computer Assisted Learning*, 35 (5), 595-606. <https://doi-org.ezproxy.inn.no/10.1111/jcal.12362>
- Brevik, L.M. & Rindal, U. (2020), Language Use in the Classroom: Balancing Target Language Exposure With the Need for Other Languages. *TESOL J*, 54: 925-953. <https://doi.org/10.1002/tesq.564>
- Brinkmann & Kvale, 2015. *InterViews- Learning the Craft of Qualitative Research Interviewing*. (3<sup>rd</sup> ed.). SAGE.
- Burner, T., Carlsen, C. & Kverndokken, K. (2019). *101 Ways to Work with Communicative Skills: Theoretical and Practical Approaches in the English Classroom*. Fagbokforlaget.
- Chvala, L. (2012). Genre and situational features in oral exam tasks in 10<sup>th</sup> grade. In A. Hasselgreen, I. Drew & B. Sørheim(Eds.), *The Young Language Learner- research-based Insights into Teaching and Learning*. (pp. 233-246). Fagbokforlaget.
- Cozar-Gutierrez, R. & Saez-Lopez, J.M. (2016). Game-based learning and gamification in initial teacher training in the social sciences: an experiment with MinecraftEdu. *International Journal of Educational Technology in Higher Education*, 13(2), 1-11. <https://doi.org/10.1186/s41239-016-0003-4>
- Crichton, H. (2009). “Value added” modern languages teaching in the classroom: An investigation into how teachers’ use of classroom target language can aid pupils’ communication skills. *Language Learning Journal*, 37(1), 19–34. <https://www-tandfonline-com.ezproxy.inn.no/doi/full/10.1080/09571730902717562>
- Dalen, M. (2008). *Intervju som forskningsmetode- en kvalitativ tilnærming*. Universitetsforlaget.

- Dalland, O. (2007). *Metode og oppgaveskriving for studenter* (4th ed.). Gyldendal Akademisk.
- De Grove, F., Van Looy, J. & Mechant, P. (2011). *Comparing the potential of commercial off-the-shelf and educational games video games for adult foreign language education: an experimental study*. 5<sup>th</sup> European Conference on Games-Based Learning. [ECGBL-2011]. <https://biblio.ugent.be/publication/1997787>
- Drew, I., R. Oostdam, R. & van Toorenburg, H. (2007). Teachers' experiences and perceptions of primary EFL in Norway and the Netherlands: a comparative study. *European Journal of Teacher Education*, 30(3), 319–341. (legg inn link)
- Farber, M. (2015). *Gamify your classroom- a field guide to game-based learning*. Peter Lang Publishing.
- Gee, J.P. (2013). *Good video games+ good learning-Collected Essays on Video Games, Learning and Literacy* (2<sup>nd</sup> ed.). Peter Lang Publishing.
- Gee, J.P. (2003). *What video games have to teach us about learning and literacy* (2<sup>nd</sup> ed.). Palgrave Macmillian.
- Gilje, Ø. (2021). På nye veier: læremidler og digitale verktøy fra kunnskapsløftet til fagfornyelsen. *Norsk pedagogisk tidsskrift*, 105(2), 227–241. <https://doi.org/10.18261/issn.1504-2987-2021-02-10>
- Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11 (3), 126-135. <https://doi.org/10.18844/cjes.v11i3.625>
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative Research Methods* (2nd ed.). SAGE Publications.
- Hestetræet, T. (2012). Teacher cognition and the teaching and learning of EFL vocabulary. In A. Hasselgreen, I. Drew & B. Sørheim(Eds.), *The Young Language Learner- research-based Insights into Teaching and Learning*. (pp. 177-190). Fagbokforlaget.
- Johannessen, A., Tufte, P.A., & Christoffersen, L. (2016). *Introduksjon til samfunnsvitenskapelig metode* (5th ed.). Abstrakt Forlag A/S.



Kapp, K.M. (2012). *The Gamification of Learning and Instruction: game-based methods and strategies for training and education*. Pfeiffer.

Lillejord, S. (2013). Læring som en praksis vi deltar i. In T. Manger, S. Lillejord, T. Nordahl & T. Helland., *Livet I skolen 1- grunnbok I pedagogikk og elevkunnskap: undervisning og læring* (2<sup>nd</sup> ed.) (pp. 177-206). Fagbokforlaget.

Liu, F., Vadivel, B., Rezvani, E., & Namaziandost, E. (2021). Using games to promote English as a foreign language learners' willingness to communicate: Potential effects and teachers' attitude in focus. *Frontiers in Psychology*, 12 (762447), 1-10).

<https://doi.org/10.3389/fpsyg.2021.762447>

Luk, J.C.M. (2013). Forms of participation and semiotic mediation in board games for second language learning. *Pedagogies: An international Journal*, 88 (4), 352-368.

<http://dx.doi.org/10.1080/1554480X.2013.829279>

Manger, T. (2013). Motivasjon og læring. In S. Lillejord, T. Manger & T. Nordahl., *Livet i skolen 2- grunnbok i pedagogikk og elevkunnskap: lærerprofesjonalitet*. (2<sup>nd</sup> ed.) (pp. 133-163). Fagbokforlaget.

Mardon, A., Wiebe, J., Dansereau, P. & Tombrowski, L. (2020). *The History of Board Games*. Golden Meteorite Press.

Ministry of Education and Research. (2019). *Læreplan i engelsk (ENG01-04)* [Curriculum for English]. Established as regulations. The National curriculum for the Knowledge Promotion 2020. <https://www.udir.no/lk20/eng01-04?lang=eng>

Ministry of Education and Research. (2017). *Core curriculum- values and principles for primary and secondary education*. Laid down by Royal decree. The National curriculum for the Knowledge Promotion 2020. <https://www.udir.no/lk20/overordnet-del?kode=eng01-04&lang=eng>

Munden, J. & Myhre, A. (2015). *Twinkle Twinkle*. (3rd ed.). Cappelen Damm Akademisk.

Myklevold, G.A. & Bjørke, C. (2018). *20 år med engelskundervisning på 1.trinn: Har vi grunn til å feire?*. Retrieved at: <https://www.utdanningsnytt.no/fagartikkel-forskning-sprakopplaering/20-ar-med-engelskundervisning-pa-1-trinn-har-vi-grunn-til-a-feire/171880>

- New Amigos (no date). *New amigos språkspill Norsk-Engelsk*. Available at:  
<https://store.newamigos.com/produkt/new-amigos-sprakspill/new-amigos-sprakspill-norsk-engelsk>
- Pavey, S. (2021). *Playing Games in the School Library: Developing Game-Based Lessons and Using Gamification Concepts*. Facet Publishing.
- Plass, J.L., Homer, B.D., Mayer, R.E. & Kinzer, C.K. (2020). Theoretical Foundations of Game-Based and Playful Learning. In J.L. Plass, R.E. Mayer & B.D. Homer (Eds.), *Handbook of Game-Based Learning* (pp. 3-24). The MIT Press.
- Rindal, U. (2019). Communicative oral skills. In T. Burner, C. Carlsen & K. Kverndokken (Eds.), *101 Ways to Work with Communicative Skills- Theoretical and Practical Approaches in the English Classroom* (pp. 37-52). Fagbokforlaget.
- Rüth, M. & Kaspar, K. (2021). Commercial Video Games in School Teaching: Two Mixed Methods Case Studies on Students' Reflection Processes. *Frontiers in Psychology*, 11 (594013), 1-20. <https://doi.org/10.3389/fpsyg.2020.594013>
- Skaug, J. H., Husøy, A., Staaby, T. & Nøsen, O. (2020). *Spillpedagogikk- dataspill i undervisningen*. Fagbokforlaget.
- Skulstad, A.S. (2020). Communicative competence. In A.B. Fenner & A.S. Skulstad (Eds.), *Teaching in the 21<sup>st</sup> century: central issues in English didactics* (2<sup>nd</sup> ed.) (pp. 43-69). Fagbokforlaget.
- Skulstad, A.S. (2020). Developing oral skills. In A.B. Fenner & A.S. Skulstad (Eds.), *Teaching in the 21<sup>st</sup> century: central issues in English didactics* (2<sup>nd</sup> ed.) (pp. 95-116). Fagbokforlaget.
- Smith, H. (2006) Playing to Learn: A Qualitative Analysis of Bilingual Pupil-Pupil Talk During Board Game Play. *Language and Education*, 20(5), 415-437.  
<https://doi.org/10.2167/le639.0>
- The Ministry of Culture. (2019). *Spillerom - Dataspillstrategi 2020-2022*. Regjeringen.no.  
<https://www.regjeringen.no/contentassets/42ac0925a3124828a2012ccb3f9e80c9/spillerom---dataspillstrategi-2020-2022.pdf>
- Unlock! (no date.). *Unlock! An escape room adventure game!* Available at:  
<https://www.spacecowboys.fr/unlock-english>

Vygotsky L. S. (1978). *Mind in society: The development of Higher Psychological Processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

Whitton, N. (2014). *Digital games and learning- Research and Theory*. Routledge.

Wu, C.J., Chen, G.D., & Huang, C.W. (2014). Using digital board games for genuine communication in EFL classrooms. *Educational Technology Research and Development*, 62(2), 209–226. <https://doi.org/10.1007/s11423-013-9329-y>

## Appendix 1- NSD Evaluation

### Vurdering av behandling av personopplysninger

Referansenummer	Vurderingstype	Dato
414948	Standard	16.11.2022

### Prosjekttittel

Masteroppgave- muntlige ferdigheter i engelsk

### Behandlingsansvarlig institusjon

Høgskolen i Innlandet / Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag

### Prosjektansvarlig

Petter Hagen Karlsen

### Student

Hanne Fjellhaug

### Prosjektperiode

31.10.2022 - 01.07.2023

### Kategorier personopplysninger

Alminnelige

### Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.07.2023.

[Meldeskjema](#) 

### Kommentar

#### OM VURDERINGEN

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

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

#### VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

## DEL PROSJEKTET MED PROSJEKTANSVARLIG

For studenter er det obligatorisk å dele prosjektet med prosjektansvarlig (veileder). Del ved å trykke på knappen «Del prosjekt» i menylinjen øverst i meldeskjemaet. Prosjektansvarlig bes akseptere invitasjonen innen en uke. Om invitasjonen utløper, må han/hun inviteres på nytt.

## TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til dato oppgitt i meldeskjema.

## LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

## TAUSHETSPLIKT

Deltagerne i prosjektet har taushetsplikt. Intervjuene må gjennomføres uten at det fremkommer opplysninger som kan identifisere elever.

## PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet medprosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

## DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

#### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-enderinger-i-meldeskjema> Du må vente på svar fra oss før endringen gjennomføres.

#### OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

## Appendix 2- Information and consent form

### Vil du delta i forskningsprosjektet

Muntlige ferdigheter i engelsk i spill-basert undervisning

Elevenes bruk av muntlige ferdigheter i et spill-basert klasserom

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan lærere kan legge til rette for elevenes bruk av muntlige ferdigheter i engelsk gjennom spill-basert undervisning. I dette skrivet vil jeg gi deg informasjon om målene for prosjektet og hva deltagelse vil innebære for deg.

### Formål

Formålet med masterprosjektet er å undersøke hvordan lærere kan legge til rette for elevenes bruk av muntlige ferdigheter i engelsk ved bruk av spill-basert undervisning. Jeg vil analysere og sammenligne svar fra 4-6 lærere. Forskningsspørsmålene omhandler hvordan lærere bruker spill i undervisningen og hvordan elevenes muntlige ferdigheter blir brukt.

### Hvem er ansvarlig for forskningsprosjektet?

*Høgskolen i Innlandet (INN)* er ansvarlig for prosjektet.

### Hvorfor får du spørsmål om å delta?

Du er utvalgt til denne undersøkelsen fordi du er engelsklærer/underviser i engelsk og bruker spill i undervisningen.

### Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du blir intervjuet av meg. Intervjuet vil inneholde spørsmål om hvordan du tilrettelegger for muntlige ferdigheter i spill-basert undervisning, hvordan du vurderer hvilke spill/ressurser du bruker i undervisningen, og din oppfatning om elevenes bruk av muntlige ferdigheter i spill-baserte timer kontra timer uten spill-basert undervisning. Dine svar i intervjuet vil bli brukt som grunnlag for svar på mine forskningsspørsmål. Jeg vil ta opptak av intervjuet, men din identitet vil ikke bli avslørt.

### 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**

Jeg vil bare bruke opplysningene om deg til formålene jeg har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Student og veileder vil ha tilgang ved behandlingsansvarlig institusjon
- Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data

Du vil ikke kunne gjenkjennes i publikasjonen.

## **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 1.07.2023. Når forskningsprosjektet er over, vil jeg slette lydopptaket.

## **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.

## **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- Innsyn i hvilke opplysninger vi behandler om deg, og få utlevert en kopi av opplysningene
- Å få rettet opplysninger om deg som er feil eller misvisende
- Å få slettet personopplysninger om deg selv
- Å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

- *Høgskolen i Innlandet ved Petter Hagen Karlsen (veileder/prosjektansvarlig), e-post: [petter.karlsen@inn.no](mailto:petter.karlsen@inn.no)*
- *Hanne Fjellhaug (student), e-post: [Hanne\\_fa@hotmail.com](mailto:Hanne_fa@hotmail.com)*



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

- NSD- Norsk senter for forskningsdata AS på e-post: ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Petter Hagen Karlsen

Prosjektansvarlig/veileder

Høgskolen i Innlandet

Hanne Fjellhaug

Student grunnskoleutdanning 1-7

Høgskolen i Innlandet

---

### **Samtykkeerklæring**

Jeg har mottatt og forstått informasjonen om prosjektet *Muntlig engelsk i spill-basert undervisning*, og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- Å delta i *intervju*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

---

(Signert av prosjektdeltaker, dato)

## Appendix 3- Interview guide

### Intervjuguide for masterprosjekt

Bruk av muntlig engelsk i timer med spill-basert undervisning

Subjekt: lærere (enkeltintervju)

#### 1. Rammesetting

- Introduksjon av meg selv og mitt prosjekt
- Etablering av temaet for intervjuet
- Hvorfor ønsker jeg å snakke med deg?
- Opplyse om at du kan avbryte intervjuet når som helst og unnlate å svare på spørsmål
- Hva intervjuet skal brukes til
- Informere om at resultatet vil være anonymisert og eventuelle opptak vil bli slettet etter at prosjektet er avsluttet
- Er det noen spørsmål før vi starter?
- Starte opptak (hvis tillatelse er gitt for bruk av opptak)

#### 2. Overgangsspørsmål

- Hvilke utdanningsbakgrunn og jobberfaring har du?
- Hvordan ser en typisk engelsktime ut for deg?
- Hva mener du er sentralt å fokusere på i engelskfaget i skolen?
- Hva er inntrykket ditt av elevers muntlige engelskferdigheter?
- Eventuelle oppfølgingsspørsmål

#### 3. Fokusspørsmål

- Hvilken rolle har muntlige ferdigheter i engelsktimene dine?
- Hvordan planlegger du undervisningen din/hvordan legger du til rette for at elevene får brukt sine muntlige ferdigheter i klasserommet?
- Hva legger du i begrepet muntlige ferdigheter/hvordan forstår du dette begrepet?
- Oppfølging: I følge LK20 handler muntlige ferdigheter om å skape mening gjennom å lytte, tale og samtale, og at utviklingen av muntlige ferdigheter handler om å bruke det muntlige språket gradvis mer presist til å kommunisere om forskjellige emner, i formelle og uformelle situasjoner til ulike mottakere med ulik språklig bakgrunn.

- i. Hvordan føler du at bruken av spill oppfyller/møter disse «kravene»/begrepene? Syntes du at spill som undervisningsmetode åpner opp for at elevene får mulighet til å lytte, tale og samtale.
  - ii. Hva tenker du om spill som undervisningsmetode relatert til de begrepene som står i LK20 under muntlige ferdigheter?
- Hvilken rolle har spill i undervisningen din? Hvor ofte bruker du spill i undervisningen?
- Oppfølging: Hvilke spillerfaringer ser du hos elevene fra før og hvordan håndterer du disse i klasserommet?
- Hvilke type spill bruker du? Educational games/commercial games/board games, etc.
  - i. Spill åpner opp for at elevene får muligheten til å trekke paralleller med det de gjør der, til bruk i andre fag også. Ta med seg kunnskapen videre i andre situasjoner også. Tverrfaglig.
- Hva mener du spill bidrar med i undervisningen?
- Hvordan organiserer du klassen når du bruker spill i undervisningen?
- Hvilke fordeler og utfordringer ser du ved bruk av spill i klasserommet?
- Hvordan bruker du som lærer spill i undervisningen/hvordan foregår implementeringen av spill i klasserommet? Kan du gi et eksempel?
- Hvordan syns du elevene bruker sine muntlige ferdigheter i timer med spill-basert undervisning/læring?
- Hva synes du spillbasert undervisning/læring bidrar med som annen undervisning mangler?
- Hvor finner du aktuelle spill og ressurser til å bruke i timer med spill-basert undervisning/hvordan går du frem når du finner og velger spill og lignende ressurser til undervisningen?
- Eventuelle oppfølgingsspørsmål

#### 4. Oppsummering

- Vil du tilføye noe?
- Har du spørsmål før vi avslutter?
- Takk for at jeg fikk låne av tiden din og takk for at du var villig til å snakke med meg
- Stopp opptak

## Appendix 4- Questionnaire

### Spørreskjema muntlige ferdigheter og spill i engelsk

#### **Spill og muntlige ferdigheter**

**Hvor ofte bruker du spill i engelskundervisningen? (f.eks. to ganger i uken, en gang i måneden, aldri, osv.)**

**Jeg mener muntlige ferdigheter er en sentral del av engelskfaget**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Bruken av lytting, tale og samtale i engelsk Jeg legger til rette for bruk av lytting i engelsktimene mine**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg legger til rette for bruk av tale i engelsktimene mine**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg legger til rette for bruk av samtale med lærer i engelsktimene mine**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg legger til rette for bruk av samtale mellom elever i engelsktimene mine**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Bruken av kommersielle og pedagogiske spill**

**Jeg bruker kommersielle spill i min undervisning i engelsk**

Kommersielle spill er spill laget for underholdning (spill laget for salg til allmennheten)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg bruker pedagogiske spill i min undervisning i engelsk**

Pedagogiske spill er spill som er laget for læring og bruk i skolesammenheng (spill laget med tanke på bruk i en pedagogisk kontekst)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av kommersielle, digitale spill i klasserommet har positiv innvirkning på elevenes læring i engelsk**

Kommersielle spill er spill laget for underholdning (spill laget for salg til allmennheten)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av pedagogiske, digitale spill i klasserommet har positiv innvirkning på elevenes læring i engelsk**

Pedagogiske spill er spill som er laget for læring og bruk i skolesammenheng (spill laget med tanke på bruk i en pedagogisk kontekst)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av kommersielle ikke-digitale spill (f.eks. brettspill, kortspill, osv.) i klasserommet har positiv innvirkning på elevenes læring i engelsk**

Kommersielle spill er spill laget for underholdning (spill laget for salg til allmennheten)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av pedagogiske ikke-digitale spill (f.eks. brettspill, kortspill, osv.) i klasserommet har positiv innvirkning på elevenes læring i engelsk**

Pedagogiske spill er spill som er laget for læring og bruk i skolesammenheng (spill laget med tanke på bruk i en pedagogisk kontekst)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av kommersielle, digitale spill i klasserommet har negativ innvirkning på elevenes læring i engelsk**

Kommersielle spill er spill laget for underholdning (spill laget for salg til allmennheten)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av pedagogiske, digitale spill i klasserommet har negativ innvirkning på elevenes læring i engelsk**

Pedagogiske spill er spill som er laget for læring og bruk i skolesammenheng (spill laget med tanke på bruk i en pedagogisk kontekst)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av kommersielle ikke-digitale spill (f.eks. brettspill, kortspill, osv.) i klasserommet har negativ innvirkning på elevenes læring i engelsk**

Kommersielle spill er spill laget for underholdning (spill laget for salg til allmennheten)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg mener bruk av pedagogiske ikke-digitale spill (f.eks. brettspill, kortspill, osv.) i klasserommet har negativ innvirkning på elevenes læring i engelsk**

Pedagogiske spill er spill som er laget for læring og bruk i skolesammenheng (spill laget med tanke på bruk i en pedagogisk kontekst)

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Bruken av muntlige ferdigheter**

**Jeg opplever at elevene bruker muntlige ferdigheter aktivt i timer med spill-basert læring i engelsk**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Jeg opplever at elevene bruker muntlig ferdigheter mer i timer med spill enn timer uten spill**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig



**Jeg føler at det er lett å finne aktuelle spill og ressurser til å bruke i timer med spillbasert undervisning i engelsk**

Svært uenig

Delvis uenig

Verken uenig eller enig

Delvis enig

Svært enig

**Hva legger du i begrepet/hvordan forstår du muntlige ferdigheter?**

Her kan du skrive helt kort hvordan du forstår begrepet muntlige ferdigheter.

**( Frivillig) Kommenter på hvordan du bruker disse spillene i undervisningen din.**

Her kan du utdype hvordan du bruker spill i undervisningen, kom gjerne med konkrete eksempler om du ønsker.

**( Frivillig) eventuelle kommentarer:**

Her kan du kommentere eventuell tilleggsinformasjon eller om det er noe du vil utdype mer.  
OBS: husk at det er anonymt, så ikke skriv informasjon som kan gjenkjenne deg eller hvor du jobber.