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Motivation through gamification

How Swedish upper secondary students want to play the EFL game

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Abstract

While gamification, the use of game design elements in non-game contexts, has been put forth as one way to motivate the digital students of today and tomorrow, the area has not been explored extensively in practice. In addition, possible influences by the individual variation found in EFL classrooms have not been attended to. Moreover, the field has not made significant efforts to elicit what the target group, the students, actually want their gamified classroom to look like. In order to fill some of these gaps, the following mixed-methods study set out to 1) measure to what extent students wanted to implement seven gamification elements: *clear goals*, *feedback*, *levels*, *points*, *leaderboards*, *achievements* and *narratives*; 2) analyse how *gaming frequency*, *gaming motivation* and *gender* influenced their preferences; and 3) gather students' suggestions for implementing the various elements in the EFL classroom. 111 student questionnaires from a Swedish upper secondary school made up the quantitative data. 15 of these students also took part in focus group interviews to discuss suggestions and limitations of implementing gamification in ELT, which accounted for the qualitative data. Overall, the students were positive towards most, but not all, of the gamification elements, even considering the variation found in relation to the background factors. In addition, the students provided several suggestions and some reservations for using each gamification element, which could be used to inform teachers and researchers interested in implementing gamification in the EFL classroom.

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1 Introduction

The students of today, and especially of the future, will have a seamless and natural relationship with technology and the internet. Recent statistics show that virtually all Swedish students in upper secondary school have access to both the internet and a smartphone, and nine out of ten have their own computer (Alexandersson & Davidsson, 2015, pp. 12-13). These students will be accustomed to a fast-paced world, a natural part of which is digital gaming. For example, e-sports is growing and might be as popular as traditional sports in just a decade. In addition, smartphones make games readily available to the general public, as can be seen in widespread phenomena such as Angry Birds, Bejeweled and Candy Crush Saga – games that are played even by those who would never buy a traditional digital game. In the light of this natural development, the question is how the schools of tomorrow will utilise what makes games motivating in shaping pedagogy. After all, the Swedish curriculum for English clearly states that "teaching should make use of the surrounding world as a resource for contacts, information and learning […]" (Skolverket, 2011b, p. 1).

In recent years, the interest for gamification, which is "the use of game design elements in non-game contexts" – not the use of actual games – has increased throughout various sectors, ranging from marketing to medical training and most lately the educational sector (Deterding, Dixon, Khaled & Nacke, 2011, p. 9). The prospect of integrating game design elements and transforming the classroom to enhance motivation, engagement and profit has led to the development of a multitude of practices, whereas thorough research on gamification has been lagging behind, leaving many areas virtually unexplored, especially in a Swedish English as a Foreign Language (EFL) context (Hjert, 2014).

Hamari, Koivisto and Sarsa (2014) collected and reviewed 24 peer-reviewed empirical studies of gamification, out of which only nine were within the educational sector. Among these studies, none explored the impact gamification could have on English Language Teaching (ELT). Moreover, there was an apparent lack of qualitative insights into how gamification and its elements were perceived, in favour of objectively measuring improvement in results and attitudes through quantitative measurements. In short, gamification research has implicitly regarded students as passive receivers of gamified approaches, rather than active contributors.

As a result, what the studies reviewed by Hamari et al. (2014) and subsequent articles have failed to account for, is the significant individual variation to be found in classrooms, which Flores (2015) argues is vital to broadening this field of study. One clear example of the

consequences of not accounting for individual variability can be found in a study by Nicholson (2013). In itself, the case study was thorough and informed, but halfway through the experiment, students voted to scrap one gamified element, *leaderboards*, because it was perceived as detrimental to the school effort. In truth, such variation and important insights are to be expected in larger groups, such as school classes, perhaps due to different gaming experiences or preferences. In any case, it is clear that individual variation needs to be taken into account by gamification research as well as by those implementing gamified practices in their heterogeneous classrooms.

In an attempt to address some of these gaps, the purpose of this mixed-methods study is to explore how Swedish students perceive various gamification elements and how this is influenced by their background, as well as to collect suggestions for how gamification elements can be incorporated into the Swedish EFL classroom. This should extend the knowledge on gamification as a discipline and improve the local practice in the classes surveyed. More specifically, this paper seeks to answer the following questions:

1) To what extent do students wish to implement various gamification elements in the EFL classroom?
2) How do gaming frequency, gaming motivation and gender influence students' preferences?
3) How do students wish to incorporate the various gamification elements into the EFL classroom?

2 Background

In 2014, I reviewed the current literature on the gamification of ELT (Hjert, 2014). The theoretical foundation and pedagogical potential were established around self-determination theory, which means that good gamification contributes to the students' intrinsic motivation through *autonomy* (being in control of the experience), *competence* (challenging oneself and mastering incremental challenges) and *relatedness* (playing with others) (Groh, 2012; Kapp, 2012; Rigby & Ryan, 2011).

For empirical evidence, the well-cited literature review by Hamari et al. (2014) covered most of the ground at that time. It was concluded that despite being promising theoretically, empirical research on gamification in education was scarce, and that the few available studies were lacking in methodological rigor. For example, no quantitative studies had been made to elicit how students – the actual users of gamification – perceived the various gamification elements, and no qualitative studies had looked into what they wanted the gamification of the EFL classroom to look like. There were also no studies done in a Swedish context. As a future teacher, there was nothing but promising theories and serious gaps in research. Since then, these have begun to be filled.

In one of the most recent theoretical articles, Flores (2015) connected gamification to L2 learning and to motivational aspects by cross-referencing pedagogical and motivational studies with elements of gamification. The results were encouraging, with over six core elements overlapping through the disciplines, which means that there is great potential in motivating L2 students through gamification. Not only was the article one of the first to focus specifically on L2 learning, but it also hypothesized that background factors influence how the gamified environment is perceived, which had been missing in previous theoretical discussions. Furthermore, Flores (2015) is critical towards using extrinsic rewards in educational environments, an issue which has also been raised by Groh (2012).

In an almost concurrent literature review, Dicheva, Dichev, Agre and Angelova (2015) expanded on the review by Hamari et al. (2014) by closely examining articles pertaining to education only, which amounted to 34 empirical studies. Despite none of these studies being in EFL contexts, this review surveyed more studies than the previous review, a difference in number which could only be explained by different search methods. Even with all the additional empirical research, Dicheva et al. (2015) came to the same conclusion as Hamari et al. (2014), namely that the gamification of education has produced generally positive results in quantitative measurements. At the same time, however, there was a call for empirical

research into specific gamification elements, especially outside of the possibly extrinsically rewarding *achievements*.

Later, Faiella and Ricciardi (2015) added extensive insights to the field through in-depth analyses of the most recent pedagogical studies of gamification. The review particularly highlighted the areas where gamification theory is strong and where it is still lacking. Similar to Hjert (2014), the conclusion was that true empirical studies are still too few for generalisations to be possible, and that there was a "need for customization of the gamified learning, for considering how different students are affected by gamification and what the impacts of gamification on the various profiles that make up the class [are]" (p. 18). In doing so, the discussion of successful gamification implementation was taken to an individual level, which is an area virtually unexplored.

One qualitative study did look into how students and teachers in Swedish upper secondary education perceived digital learning, which included a part on gamification (Nilsson & Valino, 2013). Interesting from a scientific point of view is that the three teachers interviewed were generally more positive towards implementing gamification than the four students, who, while acknowledging motivational gains for weaker or competitive students, raised concerns that gamification would lead to a competitive atmosphere and add stress to the classroom experience. The students also seem to have focused mainly on the effects of implementing rewards and competition, not other gamification elements, such as *clear goals*, *feedback* and *narratives*. The interviews were not extensively reported on and do not appear to have targeted specific gamification elements at all, but they do highlight some areas that gamification users may find problematic.

Further insights regarding specific elements was provided by Cheong, Filippou and Cheong (2014), who thoroughly investigated students' perceptions of gamification elements. In contrast to Nilsson and Valino (2013), they showed great student reception of all measured elements, albeit with a slight preference for *social interaction* and *feedback*. Most surprisingly, they did not find any apparent variation between individuals in the cohort, not even between those who played frequently and infrequently in their spare time. One explanation may be that the participants were hand-picked undergraduate IT-students, who were believed to be interested in and willing to accept gamification, a methodological choice that severely limits the generalisability of the results. Furthermore, there was no focus on EFL or any effort to elucidate students' thoughts and suggestions qualitatively.

In that respect, Sandin (2015) conducted interviews to find out how Swedish EFL teachers perceived gamification and its possibilities. On the one hand, teachers saw great

potential in using gamification, especially for increasing interaction and peer learning – key components in sociocultural theory of learning, a conclusion also supported by Nilsson and Valino (2013). On the other hand, teachers raised concerns over the technological skills they thought were needed in order to fully implement many gamification elements in their classroom. Above all, this small-scale interview study reinforced the picture of willingness and positivity towards gamification among teachers in general, and EFL teachers in particular, but it did not discuss various gamification elements or include the students' perspective.

In all, research on gamification has moved forward over the past few years, but although some gaps have begun to be filled, there is still much ground to cover before gamification in EFL classrooms can be considered empirically well-founded, as was concluded by Dicheva et al. (2015), Hamari et al. (2014), and Hjert (2014). There is no empirical evidence as to how EFL students perceive gamification in general, and various gamification elements in particular, especially not considering the different background factors that Flores (2015) anticipated. Moreover, research in a Swedish context is still sparse.

The present mixed-methods study aims to extend on previous research by quantitatively measuring to what extent EFL learners at a Swedish upper secondary school wish to include specific gamification elements, while also exploring factors possibly leading to individual variation, which could be expected to exist in a heterogeneous classroom. Furthermore, the study adds qualitative insights into what students – the actual users – wish a gamified classroom to look like, an area not previously researched. In doing so, the present study may indicate new areas to explore in future studies, as well as provide valuable insights to EFL teachers interested in gamifying their classroom.

3 Method

3.1 Overview

In order to fully answer the research questions, the following explanatory mixed-methods study was structured in accordance with current scientific praxis, and contained two parts (Creswell, 2014). The first part was a small-scale survey that quantitatively measured the respondents' attitudes towards gamification and collected background data. The second part consisted of semi-structured focus group interviews that added in-depth insights to the survey data, mainly through suggestions for how to implement gamification in the EFL classroom.

3.2 Subjects and materials

The collection of data took place during my practical work experience, which meant that the respondents were students from four classes on the natural science programme at a Swedish upper secondary school who were taught by me during the time of the data collection. This selection was a sample of convenience due to time and organisational constraints. All students were between 15 and 17 years of age, which means roughly 7-10 years of EFL studies. In order to obtain as accurate and full responses as possible, the language used during data collection was Swedish.

The quantitative data consisted of 111 student questionnaires in paper form (Appendix A), which were conceptualised in accordance with Dörnyei (2010). The initial questions were about time spent on games per week and the main motivation for gaming. The alternatives for the latter were constructed to represent the three main strands of self-determination theory: autonomy, competence and relatedness (see Groh, 2012; Kapp, 2012; Rigby & Ryan, 2011). The main part of the questionnaire measured both current and desired use of seven gamification elements on a 6-point likert scale. These elements were *clear goals*, *feedback*, *levels*, *points*, *leaderboards*, *achievements* and *narratives*, and were selected as they had all previously been researched theoretically and empirically (Hamari et al., 2014; Kapp, 2012). In order to measure the students' reactions to a concrete example of gamification, the survey included a comparison of two project plans for writing a job application – one ordinary with a summary of the project, a brief time plan and hand-in details, and one with a gamified structure with clear levels building on each other towards a final goal and hand-in.

The qualitative data consisted of four semi-structured focus group interviews, one for each class. The original plan was to include 4 volunteering students from each class, with 2

boys and 2 girls in each group. This balance was not possible in all cases, and since one interviewee cancelled late due to sickness, there were 15 respondents – 9 boys and 6 girls with representation from all classes. The form of focus group interviews was chosen to allow the students to inspire and help each other out, key components in sociocultural theory. The interview protocol (Appendix B) was constructed in accordance with current methodology and qualitative criteria (Brinkmann & Kvale, 2015; Jacob and Furgerson, 2012; Tracy, 2010).

3.3 Procedure

The questionnaires were completed in class during regular teaching hours. Initially the students were told about the aim of the project and how they would be contributing. They were then given the promise of anonymity and had a minute to decide whether they wanted to participate, which all students chose to do. They were then instructed to read the information and questions carefully before receiving and answering the questionnaire.

When all students were finished, they were given information about the focus group interview, including the purpose, the number of participants, that the language would be Swedish, and when and where it would take place. While collecting the questionnaires, I took note of those students interested in being interviewed, and later chose two boys and, when possible, two girls from each class through a randomly generated number.

Interviews were conducted and audio-recorded in a silent, secluded room when there was an available time slot for the interviewees during their regular school day. The interviews were scheduled for 60 minutes, but took between 51 and 59 minutes to complete. In general, the interviews began with questions about the participants' gaming preferences and moved on to having them elaborate on the questions in the questionnaire, which acted as a post-pilot. Thereafter, they discussed at length how some of the gamification elements could be implemented in school. Rather than having all groups comment on all elements, the quality of the students' answers took precedence, and therefore, groups were only advised to move to a new area after having exhausted all ideas.

Overall, the interviews covered all gamification elements and followed the protocol without major disruptions. Moreover, the good conversational climate allowed all students to discuss and contribute to all parts of the interviews. Thus, my role as a researcher became restricted to asking the initial questions and following up with clarifying or elaborating questions. In accordance with Brinkmann and Kvale (2015), complete transcription of the interviews was not deemed necessary, mainly since the nature of the qualitative study was to

collect a general picture of tendencies from all focus groups, not analyse them separately. Moreover, as the study was not a linguistic one, word-to-word transcription would have been redundant. Therefore, the only parts transcribed were the direct quotes.

3.4 Limitations

Although the methodology of this study was chosen to elicit the best answers to the research questions under the circumstances, it undoubtedly gave rise to issues that may have affected the validity and reliability of the results.

One issue concerns subjective influences. As a gamer myself, it is not unthinkable that my preferences could have had an effect on the framing of the project, such as the wording of information and questions, which may have affected students to answer in a more positive way. However, neither those piloting the questionnaire, nor the interviewees commented on having found biased questions. Another possible subjective influence was that the students knew me and may have wanted to answer more positively as a result. The only concrete measure taken to counteract such tendencies was the anonymization of the questionnaire.

This was not an issue in the interviews since they were only meant to collect creative ideas for implementation. Thus, my rapport with the students could even be seen as positively contributing to an open and genuine conversation. By the same logic, the fact that the interviewees were volunteers was not a limitation per se, since the insights gathered from these were never intended to be generalised in the first place. In fact, the volunteers were those who were interested and willing to contribute, a selection which probably increased the depth of the data gathered. In conclusion, while subjective influences should not have influenced the quantitative results significantly, they were an integral part of the qualitative results.

Another issue regarding validity is whether the rather short explanations of the various gamification elements were enough for students to create mental pictures, while not restricting them to the given examples. Pre- and post-piloting did not indicate any such problems, but instead confirmed that the elements were interpreted as intended. Nevertheless, in the current study, there was no sure way of knowing that all students understood all the explanations correctly.

One final issue is that there was not enough time for each focus group to propose how to implement each one of the gamification elements in the EFL classroom, only some. In other words, while all elements were covered, the suggestions given in the interviews cannot be

considered exhaustive, nor can they be taken as representative of the entire cohort. That being said, the interviews were never intended for quantitative measures or individual analysis, but rather to be used to paint a picture of how these students suggested that gamification should be implemented. It could, therefore, be concluded that the results from this study are probably valid and reliable within the local context. However, the nature of this study does raise questions regarding generalisation to a greater population.

The sample of convenience employed, i.e. four classes within the same programme at one school, severely limits the possibility of generalising the quantitative results, and the small sample of interviewees should be seen as providing local, or even personal, suggestions for implementation rather than hard facts. However, the purpose of this paper was never to make any final conclusions about gamification, but to provide the attitudes and suggestions of a limited group of students, which can be used and implemented within the local context. In this sense, it is my contention that the results are valid and reliable, and could be used to inform and be compared to similar studies in the future.

3.5 Ethical considerations

This study was made in complete accordance with current ethical standards, with the utmost care not to harm or otherwise negatively influence the participants (Brinkmann & Kvale, 2015; Dörnyei, 2010). Informed consent was a priority throughout the study and the information of each step was given to the students, their parents, and the principal in writing. Since the study was completely anonymous regarding the questionnaire and completely confidential regarding the interview, parental consent was not needed (Dörnyei, 2010). Nevertheless, it felt prudent to include the parents in the process, and they were free to contact me with any questions at any time. The students were continually informed that participation was voluntary, and that they had the choice not to answer questions in either the questionnaire or the interviews. In general, there were no complaints raised against this study on ethical grounds, and as a final step in the open process, the results will be shared with all involved parties upon publication.

3.6 Data analysis

After data collection, the answers to the questionnaire were translated and then processed in the SPSS statistical tool. The primary descriptive analysis included how the students

perceived each gamification element in terms of means and standard deviations. In addition, it compared the students' responses regarding the two project plans. The secondary analysis checked how these tendencies varied according to three background factors: gaming frequency, recoded into *low-frequency* (n=78), meaning less than 11 hours a week or *high-frequency* (n=31), meaning 11 hours a week or more; main motivation for gaming, i.e. *social* (n=41), *control* (n=14), or *challenge* (n=49); and gender, i.e. *male* (n=54) or *female* (n=56). One exception was that the one student who did not conform to being labelled as either male or female was excluded from the quantitative gender analysis.

The answers from the focus group interviews were holistically analysed according to the themes of the analysis, namely *clear goals*, *feedback*, *levels*, *points*, *badges*, *leaderboards*, *achievements* and *narratives*, as well as the two project plans. The first step of the qualitative analysis investigated and compared the students' reactions to the two project plans, which all groups discussed at length. The second step collected students' suggestions for and perceived limitations of implementing the seven gamification elements. The form of reporting followed the pattern of a summary description highlighted by direct quotes.

In sum, the main themes were the seven gamification elements, a structure which was used throughout the analysis. For each gamification element, results from the quantitative descriptive analysis were followed by students' suggestions for implementation. At the end, the results from the individual elements were also compared and analysed in relation to each other, which highlighted some general areas of interest found in the data. In short, this mixed-method analysis answered the research questions by complementing general tendencies with in-depth insights in order to give a full picture of how the students perceived the various gamification elements.

4 Results and analysis

4.1 The Gamification Elements

The results are thematically organised according to the seven gamification elements. For each element, the primary quantitative analysis is presented along with the secondary analysis of background factors. The numbers show to what extent students believe each element to be present in the EFL classroom today and to what extent they desire that element to be incorporated. The mean scores range from 1, meaning *never*, to 6, meaning *always*, with 3.5 indicating a neutral preference. These figures are then completed by the students' thoughts and suggestions for implementation, which highlights each element from different perspectives.

4.1.1 Clear goals

Overall, the current use of *clear goals*, i.e. goals that are meaningful and measurable, received a mean value of 3.74 (SD=1.209) out of 110 respondents, which means that this element was considered to be present in the EFL classroom close to *rather often*. This relatively high number is not surprising since the current Swedish curriculum is criteria/goal-oriented (Skolverket, 2011a). The standard deviation does, however, indicate that there was a group of students who differed from the majority.

The desired use of *clear goals* in ELT got the very high mean score of 5.23 (SD=0.805), which corresponds to slightly more than *often* in the questionnaire. The low standard deviation indicates a strong consensus. This was later corroborated by the secondary analysis, which did not show any significant variance among the background factors, although being preferred somewhat more by girls, low frequency gamers and those motivated by challenge. In short, the students wanted to include *clear goals* in the EFL classroom to a large extent.

The quantitative results were corroborated by the focus group interviews. All students felt that the goals of the EFL classroom were usually present to some extent. One common example was that the current teacher used the curriculum goals in relation to the assignments. However, many students felt that these goals were not always clear: "How are you supposed to know whether your text is well-founded and nuanced? Only the teacher can assess that. It is very difficult to know [as a student]. So it isn't that clear." Two groups also discussed the frustrating experience of having to rewrite texts because they had not received full instructions from the beginning.

Suggestions for implementing *clear goals* in a better way were concentrated around the teacher's explaining what the goals mean in each assignment, especially when the curricular goals are used. The following exchange took place when they were asked about what they would like to have:

> Student 1: More specifically what all the goals mean.
> Student 2: And an explanation attached maybe.
> Student 1: Yes, "for this level you have to write with this type of language" or something.
> Student 2: Yes, that's when you can bring in examples.

Further examples explored in the interviews were clear deadlines, not for each lesson, but possibly every week, in addition to the final deadline. Several students felt that managing time was a problem and one student expressed that deadlines were vital because "otherwise I'm just goofing around, never actually finishing. And then I hand in things late… unless a teacher gives me clear deadlines, because I am one of those people who always procrastinate."

In general, students asked for explanations to the curricular goals in relation to each assignment, as well as sample texts. In addition, detailed explanations of how to reach these goals and when, similar to the gamified project plan, were seen as beneficial. Although this could seem like a tall order, the students expressed that this was the most important element, which was in line with the quantitative results. One student meant that "one of the things that makes the students, at least me, think that a teacher is good, is that he or she provides clear goals and sort of clearly states what it is we are supposed to know."

4.1.2 Feedback

Since formative assessment is an important part of modern ELT, it is not surprising that the 110 respondents indicated that *feedback*, i.e. response on one's progress or attainment, was given *rather often* at the moment, with a mean score of 4.14 (SD=0.953). However, the desire to implement *feedback* scored more than one point higher with an average of 5.45 (SD=0.712). This could indicate that the students were not satisfied with the relatively high amount of *feedback* they received at the moment and wished to have it implemented more *often*.

The standard deviations were not unusual and the secondary analysis of the background factors did not show any significant variation, although it should be noted that *feedback*, as was the case with *clear goals*, was preferred slightly more by girls, low-frequency gamers and

those motivated by challenge. In conclusion, *feedback* already seems to be integrated into the EFL classroom to some extent, but students would prefer to have it even more often.

While the quantitative results are important, they do not indicate how *feedback* should be given. In contrast, the focus group interviews provided plenty of suggestions on how *feedback* in the EFL classroom could be enhanced. Similar to their comments on *clear goals*, students also wanted clear *feedback*. One student believed that "if you don't reach your set goals, either in grades or in the results of an assignment, then I believe that the teacher should be clear regarding what was wrong, wasn't good enough and what you can do about it." That the current *feedback* was often too vague and difficult to use seemed to be the primary issue in the two focus groups that commented on this gamification element.

Another important aspect was that while students were usually given *feedback* in the EFL classroom, they were less content with the timing. One student meant that *feedback* "doesn't come until you've handed in the assignment and it's been assessed. Then there is little you can do about it." Another student elaborated further: "I think that we usually get the feedback fairly slowly, so that you've almost forgotten what you did before. It would actually be nice to have it immediately, but it would be hellishly much to do for the teachers." One focus group did come up with a manageable change, namely that the teacher could go through each question of a test immediately after hand-in or in the following lesson, instead of waiting until the test had been corrected, a point at which "you have sort of forgotten that you ever had a test." All the students in that group believed that this small change would alleviate post-test stress (for not knowing their results) and lead to increased learning from the test itself.

The group discussions also touched upon the idea that the teacher, instead of focusing the *feedback* at the end of a project, should give brief comments during the process instead. This would ease the primary concerns of the students and ensure that they were on the right track and knew how to proceed. Similarly, one group discussed that *feedback* on the overall progress of the course would be more helpful when given each month and not in the grade talks with the teacher at the end of the course, when it was perceived to be too late for any real change to happen.

Moreover, the students explored how they could be more involved in the *feedback* process. Both focus groups brought up the suggestion of using checklists for both peer- and self-assessment, so that they, themselves, could go back in order to correct and improve certain parts. For this to work, they suggested the teacher's carefully going through the criteria of the checklist beforehand, so that there would be as few discrepancies as possible between individual assessments. Problems were not discussed at great length, but included

being blind to your own mistakes when self-assessing, and not taking peer-assessment seriously enough.

In sum, the students believed that improving *feedback* in the EFL classroom was mostly a question of having more clarity and receiving several short comments during the working process, rather than one large chunk at the end. They also seemed willing to give *feedback* themselves, however, not as a one-time thing, but as a sincere and thorough method with sufficient time for practice.

4.1.3 Levels

Levels are usually obtained after receiving a certain amount of *points*, or for completing certain tasks. Reaching higher *levels* unlocks new rewards, but also raises the difficulty level. Out of 110 respondents, the mean score for the current use in the EFL classroom was 2.88 (SD=1.412), which corresponds to *rather seldom*, albeit with a relatively high standard deviation, which indicates that there was some disagreement among the students. One possible reason for this could be that *levels* do not occur under that name in regular ELT, which may have led respondents to interpret the notion in different ways. Nevertheless, this number was significantly lower than for the previous two gamification elements.

While the use of *levels* in ELT seems to be rather low with some disagreement, the students were clearly in favour of including *levels* to a higher degree with more agreement. The mean score for desired implementation was 4.34 (SD=1.116) with a relatively moderate standard deviation. The secondary analysis showed no significant variation in this case either, although it should be noted that boys, low-frequency gamers and those motivated by control did not desire to use *levels* as much as their counterparts.

Since the students did not discuss *points* at great length and did not want to include *leaderboards* (see below), it is not surprising that they interpreted *levels* as a stand-alone element. Primarily, the students of the three responding focus groups wanted to have the ability to choose the difficulty level on each assignment, either to lower the amount of stress during periods of much school work, or to challenge oneself with more difficult assignments.

Two focus groups quickly identified two possible problems with such an approach. The first was that if students were allowed to choose the difficulty, they might "pick the easier version so that they don't have to work as much, because it is comfortable not to challenge yourself, but there could also be cases when you pick a too difficult level, because you overestimate yourself." Another student added that choosing *levels* "would be unfair towards

those that do not think they are that good at English" – in other words those who underestimate themselves. The effects on students' self-confidence were indeed a hot topic. Another student argued that "if the teacher chooses for you, I believe that [the student] could think that 'oh, the teacher only believes that I'm this good', and then get demotivated and limited to some extent." One group suggested that a possible way of preventing this imbalance would be to make it possible to attain the highest grade even on the easiest difficulty, albeit with more work than would be required at a more difficult level.

The second problem involved one basic difference between games and the EFL classroom – the possibility of replaying. In games, students felt that they could try missions at various difficulty *levels*, find the one that suited them, and later move on to a higher difficulty when they were ready. In short, there was no conceivable loss for trying several times. In school, however, all students agreed that this opportunity was not there at all, due to the time constraints of the courses and omnipresent assessment. Therefore, when forced to decide, many would logically "rather choose an E-C assignment over a failed C-A [assignment]."

In summary, the students believed that choosing the difficulty level of assignments would add variety and some degree of choice into the EFL classroom, especially if the attainment of higher grades was possible even on the easier levels. Furthermore, they felt that in order for *levels* to work, the possibility of redoing assignments was necessary.

4.1.4 Points

With *points* being one of the most iconic elements of testing in school, it is interesting to note that students perceived *points*, here treated in a wider sense, to be used *rather seldom*, with a mean score of 3.04 (SD=1.269). One reason for this might be that the scale used in the questionnaire was interpreted on a lesson-to-lesson basis, instead of viewing the course as a whole. Since testing does not occur every lesson, students with the first interpretation would naturally not choose the higher end of the scale. Another explanation could be that the EFL teacher did not make use of *points* in favour of a more holistic assessment in relation to the goals of the course. In any case, it is safe to say that students generally felt that *points* were not used very often.

Compared to the previous elements, the students were less enthusiastic about using *points* in the EFL classroom, with a mean score of 4.23 (SD=1.272) corresponding to *rather often*. The secondary analysis showed almost no variance at all, except that boys wanted to use *points* to a larger extent than girls, with 4.41 (SD=1,19) and 4.07 (SD=1.346)

respectively. In sum, the students wanted to use *points* in the classroom more, but not too often.

Interestingly, and in contrast to the quantitative findings, students in the focus group interviews established that *points* was used at a reasonable level today and not in need of gamification. Therefore, they did not elaborate much on this element. One student said the following about possibly using points-leading-to-levels: "I think it would be difficult to implement it in our school system […] and to keep track of it." Some did admit that such a system would probably be motivating for certain students if implemented correctly, while others dismissed the whole system for not valuing actual learning. When asked to elaborate, one of these students expressed that "the problem with *points* is that it could turn into [a system of] quantity over quality." In general, the students did not seem too keen on implementing or even suggesting implementations for *points* in the EFL classroom.

4.1.5 Leaderboards

Leaderboards are usually used to rank players according to the total amount of *points* they have earned. The current use of this element in ELT was very low with a mean score of 1.62 (SD=1.117), which corresponds to somewhere between *never* and *seldom* – the lowest score of all gamification elements. Similarly, and although being higher, the desired use of *leaderboards* was also relatively low with an average of 2.91 (SD=1.695). The high standard deviation may at least in part be accounted for by the low mean scores for girls and social gamers, 2.70 (SD=1.572) and 2.72 (SD=1.797) respectively. In general, there seemed to be some reluctance by both the teacher towards using *leaderboards* right now and by students towards using *leaderboards* in the future.

This was also corroborated by the interviews, with only three individuals in the four focus groups clearly saying that they would be motivated by *leaderboards*, and with one whole group stating that they would be demotivated. In general, the interviewees showed both insightfulness and concerns regarding how students could be affected differently by *leaderboards*. Most of them acknowledged that in an optimal situation *leaderboards* would motivate the top to stay at the top, and those below to reach the top, and that some students may well react that way.

However, the discussions mainly focused on that *leaderboards* would add stress to an already stressful school situation. For example, one student commented: "I have always had performance anxiety, and it will be much stronger if they publicly show the results. So that

would put pressure on many [students], I think." In fact, even one of those clearly in favour of *leaderboards* admitted that it could be detrimental to other students' efforts. One of the most illuminating discussions between those in favour of and those against *leaderboards* was about whether students already had unofficial *leaderboards* of their own:

Student 1:	You will always have that information anyway.
Student 2:	I agree, but I think that [leaderboards] could be a little worse.
Researcher:	In what way?
Student 2:	From being only you having negative thoughts about yourself, it could lead to the whole class thinking that "you're so damn bad." I mean, this is not what they would say in reality …
Student 3:	But it could feel that way.
Student 2:	And it could to a certain degree be on a more subtle level that "oh, alright, so you got a bad result, well … and now *you* want to work with me" […] which I can imagine would be a disadvantage.

In general, students believed that making *leaderboards* anonymous below the top five would alleviate some stress. One student suggested that for those at the bottom, it "might be easier only to show those closest to yourself." Others suggested that participation should be optional, which meant that *leaderboards* could be implemented fully for those who really wanted it. In sum, there was little support for implementation in the four focus groups, but as one student said: "Everyone reacts differently to [leaderboards]. Some may be motivated, and others won't, but what really matters is that [the teacher] considers the class preferences as a whole and what different individuals want in the different classes."

4.1.6 Achievements

Achievements are visual medals usually awarded for doing something special, which are stored and could be displayed for others. Similar to *leaderboards*, *achievements* did not seem to be present in the current EFL classroom, with a low score of 1.72 (SD=1.002). However, the mean score for desired use landed at 3.55 (SD=1.463), between *rather seldom* and *rather often*, which indicates an interest in at least incorporating *achievements* to some extent. The standard deviation was high, indicating that *achievements* garnered high interest from some students and low interest from others. Yet, this variation could not be accounted for by any of

the factors in the secondary analysis, although those motivated by controlling the game had a somewhat lower mean score than the rest.

All four focus groups chose to discuss the implementation of *achievements* in the EFL classroom, and did so at considerable length; however, the students answered noticeably different at times and few clear-cut conclusions could be drawn.

In general, there were several instances in which the students believed that *achievements* should never be used. Most importantly, no one thought that *achievements* should be awarded in connection with grades, since it could lead to stress, anxiety and jealousy, much in line with their thoughts about *leaderboards*. Moreover, most students felt that an award for something everyone had to do would be unnecessary and not very motivating. Finally, there was little interest in showing class *achievements* on the walls, mainly because the students did not have a set classroom, but also because they believed it could easily be sabotaged. In the end, they did not feel that the relatively low motivational gain warranted the practical effort needed.

Then there were some instances when students believed that *achievements* could be used. Firstly they wanted *achievements* to be present within each class instead of between classes. Secondly, there seemed to be a general consensus that *achievements* should be awarded either for doing something extraordinarily well or for working really hard, although some claimed that they would be content even with the smallest of achievements for their symbolical value and the inner gratification they would bring.

Thirdly, several students saw a place for *achievements* in the EFL classroom when they unlocked something the students could not obtain otherwise, i.e. a visual achievement in combination with a concrete reward. There were, however, few concrete examples of such rewards, but it could be as simple as "just doing something fun during the lesson, that you get to do something that you think is fun […] watch a movie […] eat something nice."

Fourthly, the interviewees in two groups seemed to regard *class achievements* as an opportunity to increase the unity and well-being of the group, especially when allowing the students to strive towards shared goals as a team. At the same time it would only work if the *achievements* were constructed so that all students could participate on the same terms and with the same opportunities, not in situations when the weaker students risked dragging the class results down. It was difficult for the interviewees to come up with good examples, but one group believed that classes with little to no student interaction would benefit from even the most basic *achievements*, such as talking to another student in the class that you normally did not talk to, or taking a selfie together.

Finally, one group saw *achievements* as a way of visualising learning, of summing up all the parts completed throughout a course, both individually and as a group. One student elaborated further on possible uses and benefits:

> Then you would have been able to go back, and, with a picture connected to it, since the memory works better with pictures than words, you might have been able to see the picture and remember that "oh, so this is what *that* was about." Then you could maybe even use it as a short repetition for next year.

In sum, while the suggestions for implementation differed among the four groups, this does not necessarily mean that there was much disagreement, only that different groups discussed different aspects. It should, however, be noted that students did not seem to be in favour of using *achievements* to compare classes and individuals, but rather to promote doing things out of the ordinary and as a group.

4.1.7 Narratives

Narratives is the imaginative use of scenery, characters and plots to create stories. Overall, this element seems to be used to a moderate extent in the EFL classroom, with an average score of 2.45 (SD=1.106), which is between *seldom* and *rather seldom* on the scale used in the questionnaire. On the other hand, the students wanted to include *narratives* in the classroom *rather often*, with a mean score of 3.94 (SD=1.273).

The secondary analysis only showed a significant variation relating to gaming frequency. The difference between the low and high-frequency gamers was almost half a point on average, with 4.07 (SD=1.178) and 3.61 (SD=1.453) respectively. In general, the results indicate a wish to include *narratives* to a larger extent in the EFL classroom.

Although only two focus groups discussed *narratives*, they came up with several concrete ideas for implementation in the EFL classroom, but they also hinted at potentially problematic areas. The first idea regarded increased learning and remembering. At the moment, students felt that their lessons lacked sufficient time to go in-depth and actually learn the subject. They suggested creating stories around the new content, which would contextualise the information, making it easier to remember by forming mental pictures.

The second idea was using task-based assignments to activate and engage the students, which some were already familiar with from other schools and subjects. They imagined a classroom with the regular teaching revolving around a main quest that every student had to

complete. This would be complemented by side-quests, i.e. more practical activities of their own choosing. The interviewees used the task of writing a CV from the project plan in the questionnaire as an example, which you could "create a story around, such as why you are writing the CV, and exemplify by saying that 'you are applying for a job at this place'" – or even do for real. Students' previous experiences had taught them that it was difficult to take the assignments seriously and control the interaction, especially in larger groups with roughly 30 students. Here they stressed that the teacher had an important role of keeping the students on track and dividing them into smaller groups when possible.

The students' discussions slowly developed into the third idea, namely that of using roleplaying in the EFL classroom, which almost everyone saw as a positive way of varying the teaching. This could be done either in writing, or through actual acting, or as a combination of the two. This would involve students' taking the roles of various characters that act and interact "so that it all becomes one huge web of stories, where everyone and everything connects within the boundaries of an overarching classroom structure." Both groups were generally very positive towards even dressing up and acting in front of others. However, some raised concerns regarding the emotional strain public acting could inflict on those with stage fright, and asked for the option to opt out in those cases.

Lastly, the students in one of the focus groups had a thorough discussion about the possibilities and effects of taking on roles. They maintained the importance of creating your own character and background, but also having the option to reshape and develop that character if necessary along the way. This was important, since the students felt the need for long-lasting characters in order to take the assignments seriously and invest time in them. One student meant that this way, the roles become "something you appreciate […] and if you come back to the character every now and then, and it is a highlight of the semester, it could turn into something really good." Moreover, students felt that taking on roles was easier than being themselves in some assignments, especially on sensitive topics, and less intimidating than putting their real selves on the stage. Furthermore, they acknowledged that taking on a role could be awkward in itself and that they would have to practise in short segments before committing to a longer project.

To sum up, the students were enthusiastic about implementing *narratives* in ELT, and had clear visions for how this could be done. However, the emphasised concerns regarding stage fright needs to be taken into consideration for anyone wanting to incorporate roleplaying into the EFL classroom.

4.2 The project plans

As a complement to the theoretical parts of this study, the questionnaire also included a comparison of two concrete project plans, one regular and one gamified (see Appendix A), which revealed students' being strongly in favour of the gamified version.

As can be seen in Figure 1, students preferred the gamified project plan in all measured areas, including general preference. Most notably, this was true regarding the most coherent plan, with only 11 students preferring the regular plan and 99 preferring the gamified plan, which indicates a very strong preference for the gamified version in that regard.

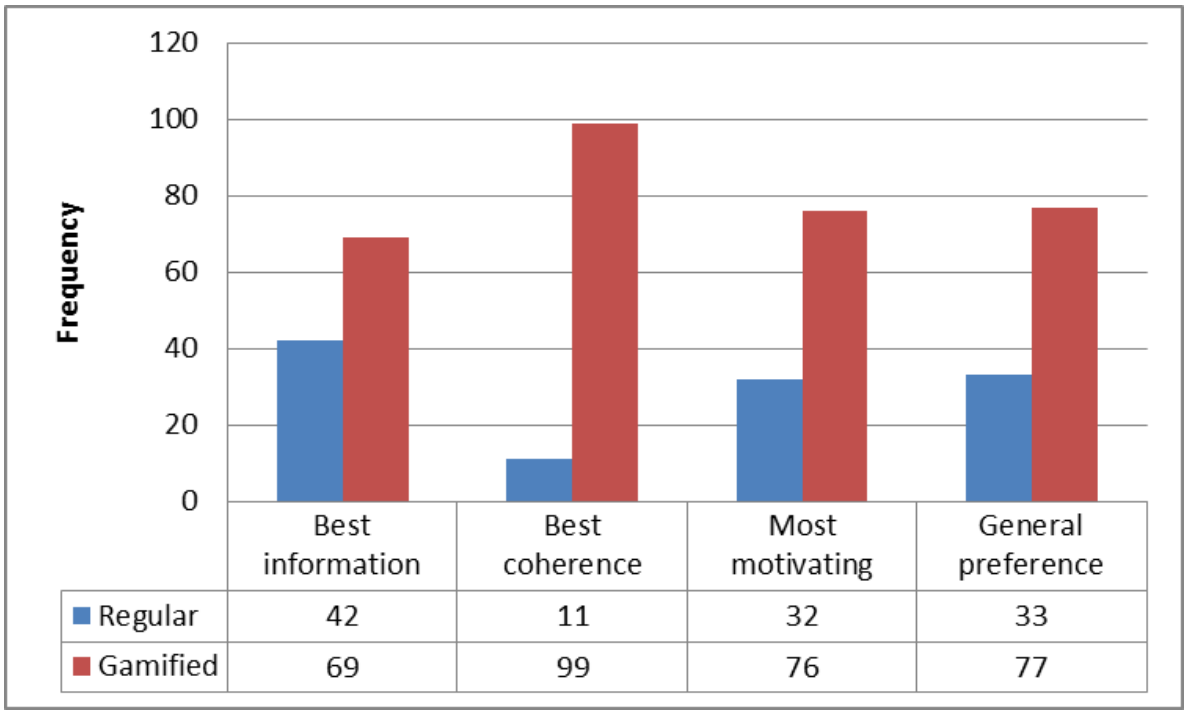


Figure 1. Comparison between the regular and gamified project plans (n=111).

Secondary analysis showed little variance relating to the time spent on gaming. However, students motivated by being in control of the game preferred the regular plan somewhat more than the rest. This was also the only group that actually preferred the regular project plan in any respect, namely regarding which gave the best information (8 in favour of the regular plan, 6 in favour of the gamified one). Finally, the gender analysis showed a slightly higher male preference for the gamified version across the board. The largest difference was in general preference, which is shown in Figure 2.

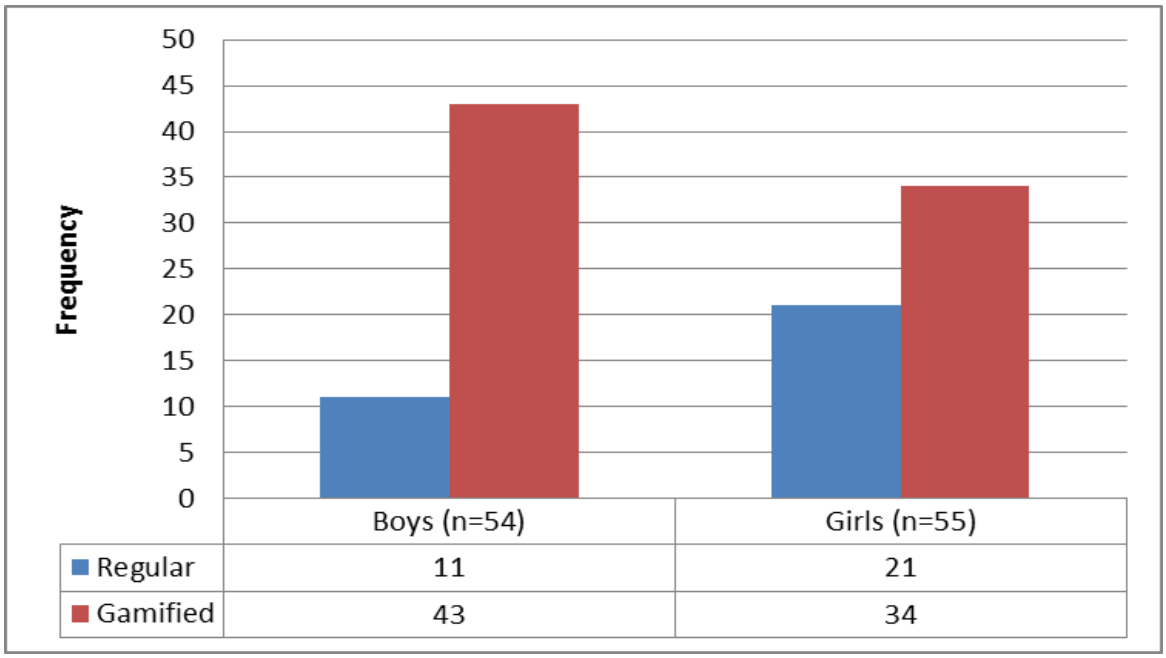


Figure 2. Gender analysis of general project plan preference.

Overall the comparison of the two concrete project plans indicated strong support for the gamified version, with less variance and less influence by gaming frequency, gaming motivation and gender than was the case for the more conceptual approach to the gamification elements.

The focus group interviews largely supported the results from the quantitative analysis, since only one out of fifteen interviewees would have chosen the regular project plan over the gamified version if forced to choose. However, the interviews enriched the quantitative data in many respects.

The interviewees recognised the look of the regular plan immediately and conceived its strengths to be that it provided an overview of what was to be done, felt more robust and proper since the information was in running text, and because it allowed students the freedom to find out information on their own and structure their projects themselves. On the other hand, many felt that it looked boring and only vaguely described what they had to do.

Conversely, the gamified plan was generally lauded for its clear structure, readability and clear progression, which many students felt was missing in the first plan and in the current EFL classroom. In general, students were motivated by and enthusiastic about switching to the gamified plan, but with some reservations and suggestions for improvement.

The first problematic area was that almost no one had read the *achievements* and skills up top or given it any serious thought. According to the students, *achievements* should not be given for something everyone has to do, as has been described above, and could therefore be

omitted from the project plan. Furthermore, the skills to learn would better be shown in running text or be given orally, as long as they were contextualised.

The second problematic area was that the steps were perceived to be out of order. One interviewee said: "I thought it was a bit confusing because I had to read [the steps] top-down […] it sort of went against how you usually look at this kind of thing." In fact, all interviewees made similar comments. Even a self-proclaimed gamer confessed that "while the gamer in me is really happy about it, it was a bit difficult [to read] in a school context."

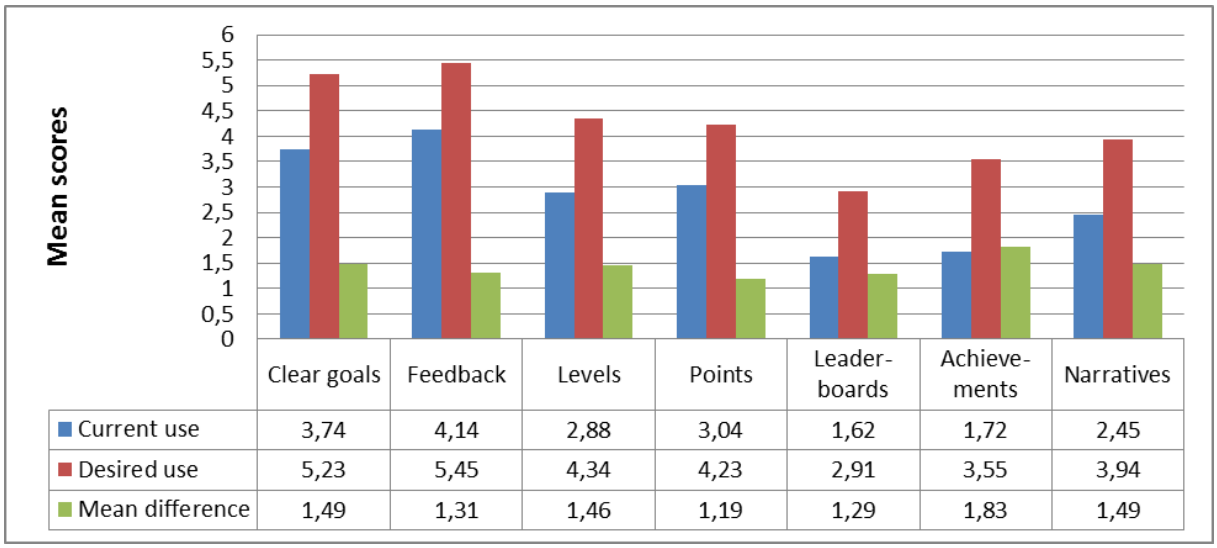
A third problematic area identified by one of the focus groups was that the gamified version might make students too dependent on detailed instructions. One student said that "school today is about going from A to B on your own […] and use the knowledge you've gained. So I think that this may be guiding you too much." The other students in the group agreed, and after some deliberation, another student came up with a possible solution, saying that "if we are writing a CV for the first time, then [the gamified plan] may be better, but later, if you are used to it, it may be easier to use [the regular plan]. Then you know roughly how you should do it." The students in that focus group ultimately agreed that step-by-step instructions should gradually be phased out as students gain experience in that particular area.

Finally, all focus groups came to the conclusion that a mix of the project plans would be optimal, complementing the overview and context of the regular plan with the concrete step-by-step guide of the gamified plan. The latter could also be used as a checklist when writing and receiving *feedback*. These preferences were also in line with the students' previous comments on wanting *clear goals* and continuous, concrete *feedback* along the way. To conclude, many students did highlight the importance of teachers' still providing the context and instructions, but that gamifying project plans would shift their focus away from repeating the same instructions and giving general *feedback* towards thoroughly assessing and giving good *feedback*.

4.3 Summary

4.3.1 Primary analysis

By placing the results of the individual gamification elements next to each other, several tendencies emerged, as can be seen in Figure 3. Firstly, while only two elements, *clear goals* and *feedback*, made it past the neutral mean score of 3.5 in their current use in the EFL classroom, all gamification elements except *leaderboards* did so in terms of desired use, which indicates an across-the-board interest in gamifying the EFL classroom.



	Clear goals	Feedback	Levels	Points	Leader-boards	Achieve-ments	Narratives
Current use	3,74	4,14	2,88	3,04	1,62	1,72	2,45
Desired use	5,23	5,45	4,34	4,23	2,91	3,55	3,94
Mean difference	1,49	1,31	1,46	1,19	1,29	1,83	1,49

Figure 3. The current use, desired use, and the difference between these, of the seven gamification elements (n=111).

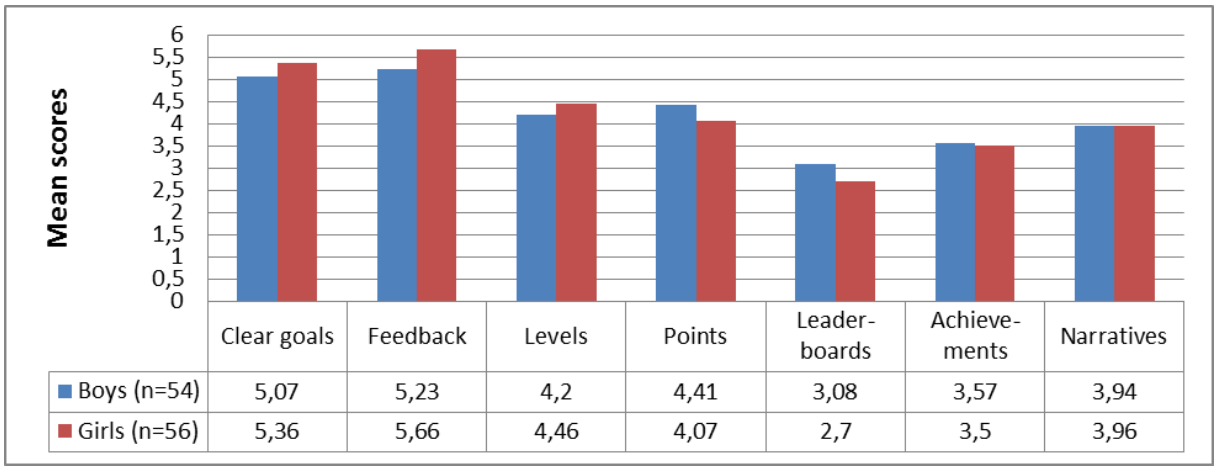
Two elements, once again *clear goals* and *feedback*, received a mean score for desired use of over 5.00, which indicates a strong preference to integrate them into the EFL classroom. The most important suggestions for how to incorporate these were discussed above.

The currently least used elements were *leaderboards* and *achievements*. However, *achievements* showed the greatest increase in mean scores between current and desired use (1.83), and made it past the neutral mean score of 3.5 on desired use, which means that it is an area where students may benefit much from implementing gamification, but also an area where, according to the low current use, teachers may be unprepared or negatively inclined.

4.3.2 Secondary analysis

With the number of respondents at 111, it is not surprising that the standard deviations were relatively high, around 1.00 on average on a 6-point scale. Where relevant, this has been discussed above. Most notably, the interviews highlighted the fact that students' preferences of various game elements were not fixed, but varied to a large extent depending on the type of game. This will be discussed in the following section. However, it is also important to note that some, but definitely not all variation in this study could be attributed to the three measured factors: *gender*, *gaming motivation* and *gaming frequency*.

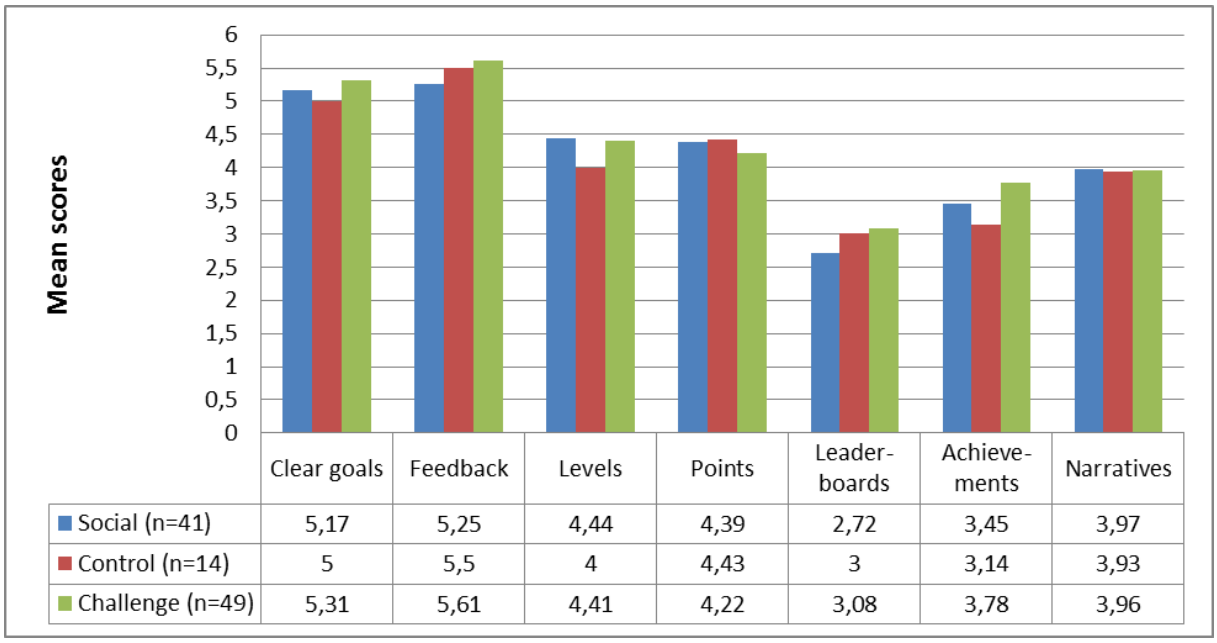
Figure 4 shows that the boys generally preferred *points* and *leaderboards*, while the girls favoured *clear goals*, *feedback* and *levels* to some extent, whereas the wish for *achievements* and *narratives* was almost identical among the sexes.



	Clear goals	Feedback	Levels	Points	Leader-boards	Achieve-ments	Narratives
Boys (n=54)	5,07	5,23	4,2	4,41	3,08	3,57	3,94
Girls (n=56)	5,36	5,66	4,46	4,07	2,7	3,5	3,96

Figure 4. Gender analysis of the desired use of the seven gamification elements.

In terms of gaming motivation, Figure 5 largely shows an even distribution between those gaming for social purposes, for control and for challenge, especially regarding *points* and *narratives*. The main differences were found in *levels* and *achievements*, both of which were preferred slightly less by those mainly gaming for control.



	Clear goals	Feedback	Levels	Points	Leader-boards	Achieve-ments	Narratives
Social (n=41)	5,17	5,25	4,44	4,39	2,72	3,45	3,97
Control (n=14)	5	5,5	4	4,43	3	3,14	3,93
Challenge (n=49)	5,31	5,61	4,41	4,22	3,08	3,78	3,96

Figure 5. Analysis of the desired use of the seven gamification elements, in relation to primary gaming motivation.

Finally, the analysis in relation to gaming frequency indicated that low-frequency gamers wanted to incorporate all gamification elements more than high-frequency gamers, except regarding *points* and *leaderboards* (Figure 6). The possible reasons for and implications of this will be discussed in the following section.

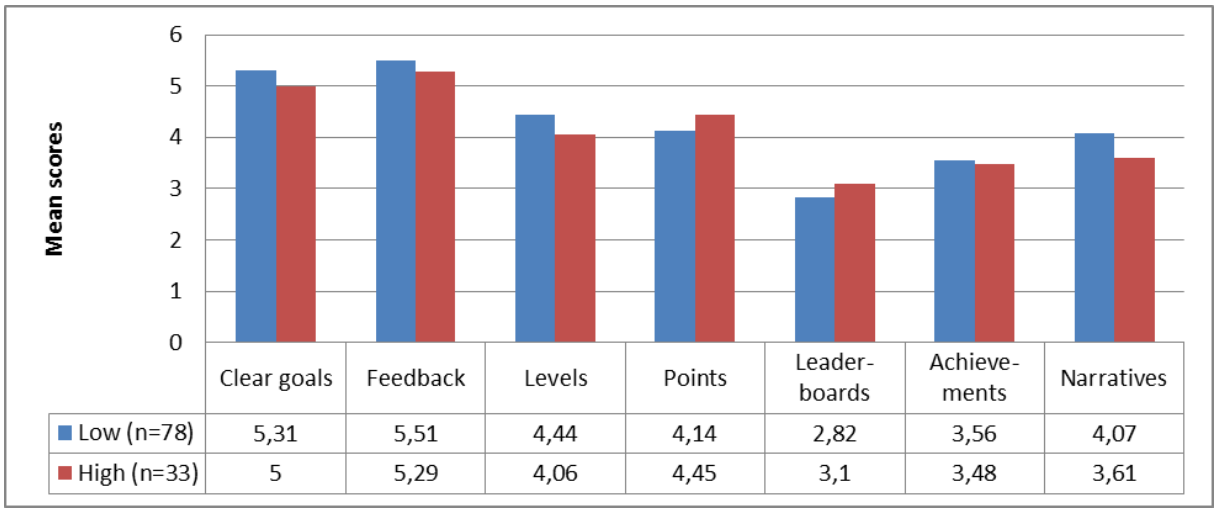


Figure 6. Analysis of the desired use of the seven gamification elements, in relation to gaming frequency.

4.3.3 Suggestions for implementation

In my observation, the focus group interviews (n=15) largely corroborated the results in the quantitative survey in terms of interest and willingness to implement the various elements. This means that Figure 1 could be seen a relatively good indicator of order of importance within the focus groups.

Some notable suggestions were to include *clear goals* tailored to each assignment, give clear *feedback* during the process, rather than at the end, as well as to allow students to choose the difficulty level of their assignments. *Points* and *leaderboards*, on the other hand, were largely dismissed. *Achievements* was an element that students were interested in, but only wanted to use within the class and for doing something extraordinary. Finally, while having a seemingly moderate interest score in the questionnaire, *narratives* did show the second largest mean difference and was discussed at length, with several suggestions for implementation as a result. In sum, it is impossible to say whether these suggestions are representative for the entire cohort (n=111), but they do highlight areas where the implementation of gamification in the EFL classroom could begin.

5 Discussion

The analysis provided both general tendencies for and qualitative insights into how the various gamification elements were perceived by the students, which could be used to improve the local EFL classroom. However, the data should also be discussed in relation to the implications for and possible contributions to the academic field of gamification. The following discussion attends to the most prominent themes that emerged for each of the three research questions guiding this study:

1) To what extent do students wish to implement various gamification elements in the EFL classroom?
2) How do gaming frequency, gaming motivation and gender influence students' preferences?
3) How do students wish to incorporate the various gamification elements into the EFL classroom?

5.1 To what extent do students wish to implement various gamification elements in the EFL classroom?

Overall, the quantitative data clearly indicates that the students wish to increase the use of all measured gamification elements. Not only is this in line with the generally positive results found in previous research within education (Dicheva et al., 2015; Hamari et al., 2014), but it also extends the knowledge about gamification elements beyond *points*, *badges*, and *leaderboards*. While Cheong et al. (2014) also indicated student interest in several gamification elements, this study adds insights into some areas not previously researched within the gamification of EFL, such as *clear goals*, *feedback*, *levels* and *narratives*. Moreover, and in contrast to Cheong et al. (2014), the students in this study were not as interested in implementing *points*.

Instead, two other elements emerged as especially favoured by the students – *clear goals* and *feedback* – both of which had a high score for desired use in the EFL classroom. This is only to be expected of two main tenets of the communicative classroom. The discrepancy between current and desired use does, however, pose the question whether teachers today think that they do enough for the students in these areas, when, in fact, there is much more that can be done, according to the students. This is a clear sign that EFL teachers

should avoid complacency, and continuously strive for improvement. Another possible interpretation is that while the elements may be present, they might not be used in line with the students' preferences. In any case, conducting a survey of one's own class should provide each teacher with a list of suggestions, such as those discussed in section 5.3, which would provide a fertile ground for beginning to gamify the EFL classroom together with the students.

Another interesting aspect of the quantitative results is that the students clearly preferred gamification in the concrete form of a project plan. Here, it is important to consider whether this is an isolated case or generally the case. Perhaps the short and somewhat decontextualized descriptions in the questionnaire made it difficult to create a mental picture of the elements. If this is true, the students' actual desire to implement gamification could be even higher. In future studies, this should be tested by including elaborated, concrete examples of the studied element(s). One final explanation for the strong preference for the gamified project plan could be that it incorporated *clear goals* and continuous, concrete *feedback*, the two gamification elements that the students were the most interested in using.

While being one of the first empirical studies of gamification in upper secondary ELT, this study does not include an actual classroom intervention. Students did take a stance on a concrete plan, which could be seen as a middle ground between theory and practice, but the fact remains that there is a gap in research pertaining to testing practical gamification in the EFL classroom. Many illuminating results should come from such empirical studies, given the positive response to the concrete, gamified lesson plan.

Moreover, this study is limited to seven gamification elements. There is a plethora of others which have not been studied extensively (see Cheong et al, 2014; Hamari et al., 2014; Kapp, 2012). Given the different results regarding the use of *points* between this study and that of Cheong et al. (2014), contextual or personal factors may well be influencing the results, and more studies into the same gamification elements are therefore also needed. This study is, after all, but one small sample in a limited context, and cannot be used for any generalisation by itself.

Lastly, and perhaps most importantly, the interviews highlighted a fact that neither I, nor previous research had discussed or even anticipated. All focus groups maintained that their preferences of various gamification elements vary significantly according to the type of game being played, which would probably apply to the gamification of the EFL classroom as well. If this is the case, students may enjoy certain gamified interventions more or less depending on how well the gamification elements are perceived to be in line with the

assignment. This needs to be explored in future research, in order for results to be as accurate as possible.

In all, while this study corroborated and extended previous research by highlighting to what extent students wish to implement seven gamification elements in the EFL classroom, it should perhaps primarily be seen as laying the ground for how and what to include in future empirical research into gamified interventions.

5.2 How do gaming frequency, gaming motivation and gender influence students' preferences?

Overall, the three aspects considered during the secondary analysis – gaming motivation, gaming frequency and gender – only influenced the students' preferences to a minor degree. These findings are in line with those of Cheong et al. (2014), although their study did not include a gender analysis. The generally low level of influence found in this study does not mean that these factors are universal or that they are unimportant. In contrast to Cheong et al. (2014), some factors did have a bearing on the results.

For example, it was established that the boys generally preferred *points* and *leaderboards*, while the girls favoured *clear goals*, *feedback* and *levels* to some extent, whereas the wish for implementing *achievements* and *narratives* was almost identical among the sexes. It is impossible to say whether these results can be attributed to gender alone or whether they are influenced by the students' gaming motivation – the boys were significantly more motivated by playing with/against others and may therefore have been more inclined towards *points* and *leaderboards*. In contrast, the gender analysis of *clear goals* and *levels* within the gamified project plan revealed a slightly higher male preference across the board, and especially in general preference. These contradictions will have to be left unexplained in this study but should be attended to in future research.

Another area of interest is that the low-frequency gamers generally wanted to include the gamification elements to a larger extent than the high-frequency gamers. This was true for all elements except *points* and *leaderboards*. Regarding *narratives*, the difference was almost half a point on average, with 4.07 for low-frequency gamers and 3.61 for high-frequency gamers. In essence, this would mean that those playing much in their spare time are not as motivated by gamification as those who play sparingly, a potentially significant finding which has not been discussed at all in previous research, but needs to be explored further.

However, these results could have other explanations. Using *narratives* as an example, it is important to note that stories in the form of books and movies are a frequent occurrence in the EFL classroom and that the use of fiction is promoted by the Swedish curriculum (Skolverket, 2011b). Low-frequency gamers may, therefore, have focused on this interpretation rather than the quite different narrative organisation of the classroom structure, a concept which the high-frequency gamers may have been more accustomed to. This might have affected the quantitative scores, and similar interpretation-related factors could very well have influenced the interpretations of other gamification elements as well.

A third area of interest is that students motivated by being in control of the game did not prefer the gamified project plan to the same extent as the other students. In fact, this group even felt that the regular project plan gave the best information. One explanation for this may be that the gamified plan offered a clear structure and a relatively rigid progression, two aspects which may have been in conflict with the core gaming values of these students. In conclusion, since this group was fairly small (n=14) and thus prone to individual variation, it did not significantly affect the results of the whole cohort (N=111).

The same logic also applies for this study. For now, the results can only be viewed in isolation and not as being generally applicable. In fact, the comparison with the study by Cheong et al. (2014) shows that results do vary between contexts. Therefore, more research into gaming motivation, gaming frequency and gender in other settings is warranted. Moreover, since this study only measured three possible factors, future research should gain important insights when accounting for other factors, such as learning preferences, gamification user types (see Marczewski, 2013a, 2013b), socio-cultural factors, or perhaps most importantly, the gamification context, as was discussed in section 5.1.

For now, the results should inform EFL teachers in similar contexts that students generally seem to be in agreement on the gamification elements, irrespective of gaming background and gender. Hopefully, this could alleviate interested teachers' fears that implementing various gamification elements in the EFL classroom would exclude some students completely. In the light of this study, that is not the case.

5.3 How do students wish to incorporate the various gamification elements into the EFL classroom?

The many suggestions for implementation discussed in the interviews could be seen as a scientific and pedagogical gold mine. This study provides qualitative insights into

significantly more gamification elements than Nilsson and Valino (2013), and complements Sandin's (2015) picture of gamifying Swedish ELT with a student's perspective. Perhaps most importantly, this study supports Flores' (2015) view that there is a strong connection between ELT pedagogy and gamification methodology.

Clear goals and *feedback*, which scored the highest results in the quantitative part, are two of the most important tenets of modern ELT. To illustrate, detailed *feedback* connected to the task is discussed in a renowned pedagogical article by Hattie and Timperley (2007). This means that, irrespective of being gamified or not, these elements need to be part of the EFL classroom.

While providing *clear goals* and giving clear *feedback* is manageable, the suggested use of continuous *feedback* during assignments is trickier. During writing, it is possible to make use of modern tools such as Google Drive, but regarding the other three skills, it would probably require much time from the teacher for it to work – time which many teachers lack. One way of circumventing the issue is to involve the students in the *feedback* process, as the students suggested themselves. This is in line with the current Swedish curriculum, which states that students should be allowed to take part in planning and evaluating what happens in the classroom (Skolverket, 2011a). In sum, though full game-like integration of continuous, instantaneous and relevant *feedback* does not seem possible as of now, there are methods that can significantly improve the *feedback* process to be more in line with the students' wishes.

Concerning *levels*, the students asked for the chance to redo and improve assignments, which is an important part of the current stance on the writing process in ELT (Hedge, 2000). At the moment, students felt that this was missing due to the lack of time – and time may indeed be the only factor preventing revisiting assignments. However, portfolio pedagogy, which requires students to collect and improve selected works, may bring students closer to their ideal view on *levels* (Hedge, 2000). Regarding the ability to choose the difficulty level of assignments, students raised important concerns about the validity of having three difficulty *levels* but the same criteria. The Swedish curriculum stipulates that students should be encouraged to reach as far as possible – a philosophy that renders this method almost impossible to implement without creating a quantity-over-quality assessment (Skolverket, 2011a). One possible way of resolving the issue could be to instead vary the ways in which an assignment can be solved, which essentially alters the difficulty level according to each student's learning preferences, but not the assignment itself.

Points and *leaderboards* were largely dismissed by the students, resembling the results of Nicholson's (2013) study, in which the participating students voted to discontinue the

leaderboard intervention. Furthermore, Nilsson and Valino (2013) pointed at the considerable risk of competition leading to stress. This could activate the students' affective filter and lead to a significant decrease in learning outcomes (Hedge, 2000). Lastly, the Swedish curriculum promotes a cooperative classroom, where everyone takes responsibility for the social, cultural and physical atmosphere (Skolverket, 2011a). So while some students, and perhaps even some classes, may be motivated by the competition of a points-and-leaderboard system, the general recommendation is not to begin implementing gamification in these areas.

Achievements, the element with the largest positive difference between current and desired use, was also much discussed in the interviews. The low current use may reflect that teachers are unprepared or negatively inclined towards using *achievements*. In fact, some students were also reluctant to use them. One reason for this could be that they had difficulties disassociating *achievements* from physical rewards and grades, which I noted during the interviews and was also the case in Nilsson and Valino's (2013) study. These connotations are probably deeply rooted, which means that it is vital for future research into *achievements* to emphasise the division between rewards and visual awards. Lastly, the fact that students strongly focus on grades as rewards tells us something about how education is viewed today, and highlights the value of implementing intrinsically motivating gamified practices.

Regarding *achievements*, the students were also anxious about competitiveness and reward-focus over learning, in line with the fears of Flores (2015) and Groh (2012), and called for its use in other areas instead. The main suggestion was *class achievements* for doing something as a group, which was seen as motivating and fostering a good classroom atmosphere. This use of *achievements* had also been suggested by previous research (Hjert, 2014; Nicholson, 2013). Moreover, students argued the case for awarding visual badges for task completion, in order to highlight progression throughout and between courses. This use is in line with current ELT methodology for visualising learning, a cognitive strategy (Hedge, 2000). Together with *class achievements* and *achievements* for extraordinary performance, these progress badges could very well be a starting point for teachers interested in beginning to gamify the EFL classroom.

Lastly, despite receiving a seemingly moderate interest score, *narratives* had the second largest positive difference between current and desired use. This interest was reflected in that the interviewees provided several suggestions, most of them in line with modern ELT. For example, embedding information in a story would aid learning as a cognitive and metacognitive strategy (Hedge, 2000). Moreover, authentic tasks and side-quests resemble, at least in part, the methodology used in task-based learning (Cook, 2008). In addition,

roleplaying offers new ways of varying the classroom and catering for all students' needs, especially those with kinaesthetic preferences, as described in Tornberg (2009). Although the students were generally enthusiastic about using *narratives*, teachers do need to consider carefully the needs of students with stage fright and similar issues.

In sum, although the students were keen on implementing almost all elements in the EFL classroom, there are some limitations to consider. As has been highlighted throughout this paper, there are too few empirical studies available to corroborate or disprove any findings. Furthermore, this study is limited to a rather homogeneous group of students in one local context. Therefore, the suggestions mentioned are not to be regarded as scientifically proven, especially given the lack of empirical data on actual interventions. These results can, however, be used by EFL teachers as a starting point for discussions with the purpose of identifying their own students' dispositions towards various gamification elements. From these discussions, contextualised plans for the local EFL classrooms can be conceived, tested and evaluated. In fact, this way of using the results of this study also applies to future academic research.

6 Conclusion

The purpose of this study was to elicit to what extent and how Swedish upper secondary students want to include seven gamification elements in the EFL classroom. Quantitatively, the 111 responses to the questionnaire indicated the current and desired use of the seven elements and a gamified project plan. Qualitatively, 15 students contributed their suggestions and reservations regarding how to implement them. Each gamification element was analysed separately and discussed in relation to the research questions with generally positive results.

In relation to the first question, and in line with previous research, the students in this study wanted to use more of all measured gamification elements in ELT. While *clear goals* and *feedback* were unmistakably the two elements the students wished to use the most, *leaderboards* was clearly the element they wanted the least. The students were also very positive towards the concrete gamified plan. Finally, it was indicated that students' preferences for certain elements may vary in different gamification contexts.

In relation to the second question, the background factors used in this study – *gaming frequency*, *gaming motivation* and *gender* – affected the students' preferences in all cases, but seldom significantly. One of the most interesting findings was that the gamification elements were generally more favoured by low-frequency gamers, which could have implications for how gamification is regarded scientifically and in practice.

In relation to the third question, the students provided many concrete suggestions for the implementation of all seven gamification elements, most of which are in line with current ELT pedagogy. While *clear goals* and *feedback* proved to be the most important to the students school-wise, their suggestions, especially for using *achievements* and *narratives*, provided creative, new ways of implementing gamification in ELT. Furthermore, the students highlighted several problematic areas for teachers to consider when attempting to gamify their classrooms, with the lack of time being the primary issue.

Although the results can be considered valid and reliable within the local context, the sample of convenience and the limited number of respondents make generalisation to a larger population impossible. In order to expand the knowledge of gamification in ELT, more studies in different contexts are therefore needed. Since there is still a gap in research regarding actual interventions, future studies should also be integrated into actual EFL classroom settings. If possible, such studies should concentrate on exploring one single gamification element in depth, since many of the previous studies have focused on comparing several elements superficially. Lastly, it is also vital to check for background factors,

especially the type of gamification context, which was identified as being potentially significant.

In sum, the results of this study warrant its existence. Firstly, while some elements generally seem to be preferred more or less than others, the considerable variation within the cohort shows that there is no aspect of gamification that works for all students. This means that both researchers and interested teachers need to consider carefully the preferences of the class before implementing gamification. Secondly, this study contributes to the field several student-generated suggestions and considerations for how to implement each element, most of which are in line with modern ELT. Now the question is: What game will you play?

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Appendix A

Spelifierat lärande – Att använda spelinslag i undervisningen

Studentenkät

Information

Den här våren gör jag mitt examensarbete på Göteborgs Universitet. Arbetet handlar om *gamification*, eller *spelifierat lärande* som man kan säga på svenska, vilket i korthet betyder att undervisningen i vissa avseenden utformas efter olika spelelement. Det kan till exempel vara att eleverna får skapa sig en påhittad identitet som på lektionerna löser olika uppdrag och som kan gå upp i nivå när man klarar av dem. Spelifierat lärande är alltså inte att spela spel på lektionerna. Följande enkät ger mig en möjlighet att undersöka vad svenska gymnasieelever tycker om ett antal spelifierade moment, men också deras relation till spel i allmänhet.

För att komma fram till välgrundade resultat är dina svar mycket viktiga för mig, och jag värdesätter att du tar dig tid att svara på frågorna i denna enkät. Det finns inga rätta eller felaktiga svar, och jag uppskattar om du är så ärlig som möjligt. Enkäten är helt anonym. När resultaten av undersökningen är klara kommer klassen att få veta vad jag kom fram till.

Bakgrund

Vi börjar med några frågor om din spelbakgrund.

1. Hur många timmar i veckan lägger du i genomsnitt på spel (dator, tv-spel, mobilspel, brädspel, sällskapsspel etc.)?

0 tim/v	1-4 tim/v	5-10 tim/v	11-20 tim/v	21-40 tim/v	41+ tim/v
□	□	□	□	□	□

2. Vad är det viktigaste för dig när du spelar spel? (Markera endast ett svarsalternativ)

□ Jag får spela med och/eller emot andra människor
□ Jag får själv kontrollera handlingen i spelet
□ Jag blir utmanad till att bli bättre och bättre

Spelifierat lärande betyder att undervisningen i vissa avseenden utformas efter olika spelelement. Det kan till exempel vara att låta lektioner bli en berättelse som eleverna påverkar genom att lösa olika uppgifter tillsammans.

3. Har du hört talas om spelifierat lärande tidigare?

Ja	Nej
□	□

4. Har du någon erfarenhet av att lärare använt spelifierat lärande i sin undervisning?

Ja	Nej
□	□

Om ja, på vilket sätt?

_____

_____

_____

_____

Typiska inslag i spel

Den här delen av enkäten består av beskrivningar av ett antal inslag som går att hitta i många spel idag. Läs igenom varje beskrivning noga och försök att skapa dig en bild av hur just det spelelementet fungerar. Svara sedan på de frågor som hör till varje spelmoment. <u>Markera endast ett alternativ per fråga</u>.

Tydliga mål

Med tydliga mål menas mål som är meningsfulla för dig och som går att mäta. På så sätt vet du alltid var du befinner dig gentemot målen. Oftast finns det ett stort slutmål som är indelat i flera delmål som bygger på varandra.

Exempel: Ditt slutmål är att bygga någonting och då blir delmålen att skaffa byggmaterial, att skaffa verktyg och att skaffa instruktioner. Ibland måste man utveckla vissa färdigheter för att klara av målen, såsom att tyda instruktionerna och hantera verktygen, och ofta finns det fler än ett sätt att nå målen.

5. I vilken utsträckning används tydliga mål i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

6. I vilken utsträckning skulle du vilja att tydliga mål användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Feedback

Feedback ger återkoppling på hur du ligger till gentemot målen eller delmålen. Ofta kommer feedbacken direkt när du har uppnått någonting eller när du gjort något fel, och ger sedan möjlighet att försöka igen.

7. I vilken utsträckning används feedback i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

8. I vilken utsträckning skulle du vilja att feedback användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Nivåer

Nivåer, eller *levels* som det heter på engelska, innebär att du efter att ha klarat av vissa uppdrag eller lärt dig vissa färdigheter kan gå upp en nivå. Ibland är det vid en viss summa av poäng som du går upp en nivå. Högre nivåer ger bättre belöningar, men har också uppdrag som kräver mer av dig. Högre nivåer kräver att du använder kunskaper som du lärt dig på lägre nivåer. En annan typ av nivåer innebär att du själv får välja vilken svårighetsgrad du vill lösa en uppgift på – och ger möjligheten att göra om uppgiften på en svårare nivå senare, när du känner dig redo.

9. I vilken utsträckning används nivåer i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

10. I vilken utsträckning skulle du vilja att nivåer användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Poäng

Poäng innebär att du får poäng när du lärt dig något eller utfört en viss aktivitet, och ibland varierar poängen beroende på hur bra du gjort något. Högre poäng betyder alltså att du gjort många uppgifter, gjort dem bra, eller en blandning av dessa två. Poäng kan alltså ges på mycket mer än bara prov.

11. I vilken utsträckning används poäng i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

12. I vilken utsträckning skulle du vilja att poäng användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Rankinglistor

Rankinglistor, eller *highscore*, innebär att alla poängen du har samlat på dig totalt sammanställs i en lista som visar hur du ligger till jämfört med andra som spelar eller har spelat spelet. Ju mer och ju bättre du presterar, desto högre upp på rankinglistan kommer du.

13. I vilken utsträckning används rankinglistor i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

14. I vilken utsträckning skulle du vilja att rankinglistor användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Visuella belöningar

Visuella belöningar, eller *achievements*, är inte kopplade till poäng, utan är belöningar som delas ut när man gjort något speciellt eller gjort något bra över en längre tid. De kan både tilldelas enskilda personer och en grupp. Oftast syns dina visuella belöningar offentligt i form av ett märke.

15. I vilken utsträckning används visuella belöningar i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

16. I vilken utsträckning skulle du vilja att visuella belöningar användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Berättelser

Berättelser använder sig ofta av levande karaktärer, en historia och konflikter som ska lösas. Genom dina val och aktiviteter kan du också ofta påverka hur berättelsen fortsätter och slutar. Berättelser används för att ge uppgifter mening och skapa ett sammanhang mellan deluppgifterna. Ofta tydliggör de målet för uppgifterna och guidar dig på en resa mot det övergripande huvudmålet.

17. I vilken utsträckning används berättelser i engelskundervisningen i dagsläget?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

18. I vilken utsträckning skulle du vilja att berättelser användes i engelskundervisningen?

Inte alls	Sällan	Ganska sällan	Ganska ofta	Ofta	Alltid
□	□	□	□	□	□

Lektionsupplägg

Du kommer snart att titta på två lektionsupplägg för en serie lektioner där eleverna lär sig att skriva en jobbansökan. De faktiska lektionerna är exakt samma och det är alltså bara planeringen som ser olika ut. Titta först igenom de båda lektionsuppläggen noga och skapa dig en känsla för var och en. Gå därefter vidare till frågorna 19 till 22.

Job application Nr. 1

Goals

- Learn what a CV and cover letter can look like in English
- Use that knowledge in writing a CV and a cover letter of your own

Instructions

In this assignment, you will find a job offer online that you think is interesting, and then write a CV and a cover letter, which will be the two parts in your job application. You can decide whether you want to write the application as yourself or as a made-up person, but bear in mind that you need to show me that you can write all parts of a job application. Even though job applications are short, they are formal documents, which means that special attention to the language and structure will be needed.

The schedule is as follows:
Week 1: Introduction to CV and cover letter, choosing a job, planning your writing
Week 2: Writing the job application
Week 3: Revising your job application

The CV is expected to be maximum 2 pages and the cover letter 1 page, and should be handed in through Urkund, together with a screenshot of the job offer no later than Monday, March 23, 11:55 PM.

Job application Nr. 2

Achievement: Working Wonders (The whole class is able to apply for jobs abroad)
Primary skill: Applying for a job
Secondary skills: Writing a CV, Writing a cover letter

Level 3 Advanced (Week 3)

Step 9: Apply for the job (Max. 3 pages + screenshot)

- Through Urkund
- Deadline: March 23, 11:55 PM

Step 8: Revise the cover letter

- Purpose
- Structure
- Language

Step 7: Revise the CV

- Purpose
- Structure
- Language

Level 2 Intermediate (Week 2)

Step 6: Write the cover letter (Max. 1 page)

- Introduction
- Experiences
- Skills
- Conclusion

Step 5: Write the CV (Max. 2 pages)

- Introduction
- Experiences
- Skills
- Conclusion

Level 1 Basic (Week 1)

Step 4: Plan the job application

- Decide what experiences to include in the CV
- Decide which experiences to include in the cover letter

Step 3: Learn about the cover letter

- Purpose
- Structure
- Language

Step 2: Learn about the CV

- Purpose
- Structure
- Language

Step 1: Choose a job (Take a screenshot)

- Find a job offer online
- Choose to write as yourself or a made-up person

Efter att ha tittat på de två exemplen, vilken av de båda lektionsplanerna skulle du vilja säga

	Nr. 1	Nr. 2
19. ger bäst information om vad du ska göra?		
20. bäst visar hur planens delar hänger ihop?		
21. känns mest motiverande?		
22. skulle du helst vilja använda?		

Personlig information

Kön:
Ålder:
Klass:
Program:

Paus

När du kommit hit kan du ta en paus. Vänta på vidare instruktioner från läraren om VARK-testet. Om du vill kan du gå igenom dina svar en gång till medan du väntar.

VARK-resultat:

Efter att du genomfört VARK-testet, fyll i de siffror du fick för varje del.

Visual:

Aural:

Read/Write:

Kinaesthetic:

Tack för din medverkan!

Appendix B

Intervjuprotokoll - Gamification

Lyssna aktivt!
Skapa god atmosfär!
Be om förtydligande! Min tolkning
Lugn, ge betänketid, var tydlig
Bryt konsensussökande!

Innan

- Förbered mikrofonen (mobil som backup)
- Skriv ut och ta med 4 exemplar av enkäten
- Ha med anteckningsblock och tunn penna

Introduktion

- Berätta om mig själv: Min spelbakgrund, alltid spelat, GBP 96, sällskapsspel, brädspel, datorspel, framförallt multiplayer, fantasy, World of Warcraft, senare rollspel
- Berätta om studien: Gamification, tror att det är ett sätt att nå ut till dagens ungdomar och anpassa undervisningen, tidigare studier har antagit att alla elever gillar samma typer av spel och spelinslag, mest studerat USA och andra ämnen
- Denna studie: Elevernas åsikter om de olika inslagen, elevernas förslag på hur man kan få in dem i engelskundervisningen, och svar av svenska elever
- Snälla, kloka elever på min VFU – perfekt val! Plus lite fika på skoltid ;)
- Berätta om inspelningen, endast för mina öron för att försäkra mig om vad ni sagt, ingen annan kommer att lyssna och efter att studien är klar kommer allt raderas!
- Inga namn kommer att nämnas i studien! Viktigt att de är så ärliga som möjligt!
- Frågor innan vi börjar?
- Starta intervjun, knastra inte på fikat, det är en känslig mikrofon!

Spelbakgrund (Uppvärmningsfrågor)

- Tid i veckan på spel, ungefär?
- Vad är ”inne” just nu?
- Vilka spel?
- Vad är bra just med de spelen?
- Varför spelar ni framförallt? (Med/mot andra, kontrollera handlingen, utmana sig själv)

Enkätfrågorna (Lättare frågor + efterhandspilot)

- Gå igenom varje fråga i enkäten. “Hur tolkade ni den här frågan?”

- Gå igenom lektionsplaneringarna lite mer noggrant.
    - Vad tycker ni om de två lektionsuppläggen?
    - Vad skilde dem åt?
    - Var något konstigt?
    - Vad svarade ni på frågorna? Varför?

Spelinslagen (Information)

- Viktig och intressant för min forskning:
  Era tankar, idéer och förslag på hur de olika inslagen kan användas i engelska
- Det är inte ett förhör, finns inte några rätt eller fel
- Prata gärna med varandra
- Inga tankar eller förslag är dåliga

Inslag	Behandlat
Tydliga mål	
Feedback	
Nivåer	
Poäng	
Rankinglistor	
Visuella belöningar	
Berättelser	

Lyssna aktivt!
Skapa god atmosfär!
Be om förtydligande! Min tolkning
Lugn, ge betänketid, var tydlig
Bryt konsensussökande!

Frågor till spelinslagen (Öppna frågor, framåtsyftande)

- LÄS: Definition av XXX (från enkäten)
- INLED: Tycker ni att XXX är ett viktigt inslag i spel? Varför/varför inte?
- FORTSÄTT: Tror ni att XXX skulle kunna vara användbart i klassrummet i engelska?
- FORTSÄTT: Hur skulle XXX kunna användas i engelskundervisningen?

- Vilka områden i engelska skulle detta inslag kunna användas i?
- Vad finns det för möjligheter med XXX?
- Vilka svårigheter med XXX kan ni tänka er?
- Skulle ni vilja testa det ni just föreslagit? Varför/varför inte?
- Tror ni att ert förslag är möjligt att genomföra i engelskundervisningen?
- Tror ni att ert förslag hade varit möjligt att genomföra i en idealisk engelskundervisning?

Frågemall:

”Berätta mer om…”
”Hur skulle du (vilja)…”
”Vad tycker du om…”

- Sammanfatta några punkter från intervjun. Stämmer det här?
- Är det något ni skulle vilja tillägga eller funderar över?
- Fråga om det är OK att jag återkommer för ev. uppföljning i några minuter efter påsk.
- Något som absolut inte får nämnas?

Tacka! (Stäng av inspelningen)