Degree Thesis 2

Master's Level

Levelling Up

A study on gamification and feedback use by English teachers in Swedish upper secondary school

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Subject/main field of study: English
Course code: EN3071
Credits: 15hp
Date of examination: 2018-03-20

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Abstract:

Gamification is a topic that most people assume has something to do with playing video games in the classroom. The aim of this thesis is to discuss how Swedish EFL teachers work with feedback in upper secondary school, what they know about gamification and how gamification and feedback might be related. Four teachers participated in the semi-structured interviews. The results showed that teachers work with formative assessment to a great extent during the year and more with summative feedback at the end. Firstly, the feedback that the teachers gave pupils was both in written and oral production and the feedback itself could also be written and spoken. Secondly, the study showed that gamification and feedback might be related because they can both increase motivation and language development. Finally, the teachers did not know much about gamification, but the study showed that the idea of gamification was being used by teachers. The most commonly used gamified tools used by these teachers were online programs, feedback and rewards.

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1. Introduction

With more and more adolescents and adults playing games daily, it could be argued that there is something in games that entice people to play them. Most of us have played games at least one time in our lifespan, may it be a game of Monopoly or Zelda, and most of us enjoy the excitement of winning and beating someone else. Moreover, the patterns and elements in games can also be recognised in other parts of our lives. Games motivate people to continue playing them, and therefore it is tempting to use and apply these already researched patterns to lessons in school. *Gamification* is taking these game elements, like achievements, narratives, leaderboards, avatars and rewards and putting this in another context. Because games entice people to play them, the elements of games could also motivate students to learn more in lessons.

Gamification, or game based learning, is defined as "[t]he application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity" (Oxford Dictionary, 2017) and is a term that is becoming increasingly common in Swedish upper secondary school. One of the key elements in gamification is the use of feedback. It could either be as simple as the game welcoming the player back, or more impactful like being rewarded with a badge for finally receiving that last achievement in the game (Kim, 2015). However, feedback is always there to help the player progress in the game.

In the Swedish curriculum and English as a Foreign Language (EFL) classrooms, formative assessment is quite prominent with constant feedback that should be given to help students develop their knowledge in the language. According to the syllabus for English, (Skolverket, 2017b) the student should be able to revise and refine their production. The revision could be done individually, but the student will not know what they should improve on if the teacher does not help them. This is where feedback plays an important role. Without feedback, the student has no guidance on what to improve, and he or she might therefore not develop. With feedback, on the other hand, the student might both receive motivation and the resources to progress in their language proficiency. However, it is important to remember that summative assessment also has a prominent role in the Swedish school system with, for example, the mandatory final grades on courses the student is taking, which also is another form of feedback.

Because of the prominent use of feedback in Swedish EFL classrooms and games and gamification, it would be interesting to see how gamification and feedback might be related. Moreover, it would be interesting to see how gamification is used, knowingly or unknowingly, by EFL teachers in the Swedish upper secondary school and how much teachers know about gamification.

1.1. Aim

The aim of this thesis is to research gamification and feedback in English as a foreign language in upper secondary school. The focus will be on how the teachers use gamification and feedback and how gamification and feedback are connected. To answer these questions, an empirical study with interviews has been conducted with qualified EFL teachers in Swedish upper secondary school. The following research questions have been posed:

- How do the teachers in the interviews describe their work with feedback in the EFL classroom?
- What are teachers understanding of gamification and the connection between gamification and feedback?

2. Background

In this section, the experience of teaching English as a foreign language in Sweden will be presented, as well as previous research on gamification and feedback. First, teaching English in a Swedish context and gamification will be discussed, followed by feedback and motivation and how they might be connected to gamification. Lastly, ways of using gamification in teaching will be presented.

2.1. Teaching English as a foreign language in a Swedish context

Upper secondary school is governed by steering documents on different levels: the curriculum, the syllabi for different subjects and the diploma goals for various programmes. English teachers must follow these policy documents, but the steering documents also give teachers room to choose what methods to use and how to teach the subject.

In English for upper secondary school, the courses range from English 5, English 6 to English 7. Each course is meant to increase in difficulty and builds on the previous course. In addition, they all contain the core content where the student should be able to write, speak, listen, read, use sources, analyse different medias and learn about the culture in English speaking countries. In the syllabus, the knowledge requirements are stated in detail and categorised into the points previously mentioned (Skolverket, 2017b, p. 53-65).

When creating a lesson plan, the teacher must use the syllabus to see what content should be taught. EFL teachers can, to a certain degree, decide freely on what content they want to choose and what and how they want to work with it. However, The Swedish National Agency for Education (Skolverket, 2011) has published some advice on how to use the syllabus and interpret it when planning the lessons for the students. The Swedish National Agency for Education gives as an example that the teacher should start by choosing what parts in the syllabus they want to work with for the lesson. After this, they must concretise how the different abilities that will be tested are connected to the contents of the syllabus. The teacher is then able to analyse the knowledge requirements to make sure the lesson can benefit all students and their language development. Finally, they encourage the teacher to look at other courses than English to see what goals in the syllabus might be similar when creating their lesson plans (Skolverket, 2011).

There are no clear demands in the curriculum on how to give feedback and how often. However, it is stated in the curriculum that the teacher should "regularly provide each student with information about their progress and the need for development in their studies" (Skolverket, 2017b). To continue, teachers should when giving the final grade "[m]ake an all-round assessment of each student's knowledge" (Skolverket, 2017b). Even though The Swedish National Agency for Education has this in the curriculum, it is only mentioned as guidelines for the teacher and is therefore not a demand. It could however be argued that both formative and summative assessment can be seen in the curriculum. Based on this, the formative assessment should be more prominent during the course, whilst the summative assessment should be more prominent at the end of the year. In addition, a publication from The Swedish National Agency for Education (Skolverket, 2012, p. 10) states that all students should be able to develop and be informed of what they should do to increase their language proficiency. Furthermore, it is noted that a student should receive a grade at the end of each course (Skolverket, 2012, p. 13).

2.2. Gamification

Since the 1980s when video games started to reach a broader audience they have developed to a great extent. There are now open worlds to roam freely in and deep storylines to choose from in contrast to Ping Pong or Tetris. Games could be argued to have only one purpose, to entertain, but are in fact based on massive amounts of research. Game design elements that are used in video games are developed to create motivation to continue playing and to make sure that the player is learning, for example, a new task. Gamification has therefore been formed in several different ways to be used in other contexts than in video games.

The design elements in games are, as mentioned previously, there to lure the player into spending more time in the game. These game design elements can therefore also be used in other contexts to increase motivation, a sense of accomplishment and a drive to progress further. Some of these features are defining qualities in gamification. Motivation is, according to Plass et al. (2015, p. 260), one of these defining qualities. This is mainly because the student must be motivated to progress and continue playing. To apply gamification in the teaching context, it is therefore essential to make sure that this motivational element is included. The easiest way to do this is to incorporate instant feedback. As an example, badges can be used to show the student that he or she has passed the challenge and can continue to the next step or the next level. The confirmation the student will receive from completing different challenges will motivate the student to proceed with their development, even though they may have to repeat the challenge and try again to pass the stage (Plass et al., 2015, p. 260).

Another defining quality of gamification is the "graceful failure". The graceful failure is a way to teach the student that it is acceptable to fail and to try again. The core of this quality is that failure should not be something negative. Instead, it should motivate the student to repeat the action until he or she can attain the achievement and continue with the next challenge. To state another example, the student might learn something from the first failure that they can apply the next time they try to do the challenge. Because of this, it will be easier for the student to do the challenge the second time. The more the student plays the challenge, the easier it will be because the student will learn patterns to beat the challenge and in the end, receive the badge (Plass et al., 2015, p. 261).

The third and final quality of gamification is the choice to decide how fast or slow the student wants to work on their assignment. When it comes to in-game development, the player can choose what they want to do themselves. This could be to follow the main storyline only or to look under every rock in the game. When applying this in a teaching context, the teacher provides the tools, and the students can choose which path to take. As an example, the student can choose to do the test on English speaking countries and only do that, or he or she can do side missions to find out more information that can help them to pass the primary challenge. Based on this, the student can choose how much he or she wants to do before taking the test. They can also decide how much time they want to spend on each mission (Plass et al., 2015, p. 260-261).

2.3. Feedback and assessment

Feedback and assessment are two closely linked terms, and feedback is often divided into the categories of formative and summative assessment. The main idea of formative assessment is that the student should produce something that the teacher gives constructive feedback on, so the student can work with problem areas that he or she may have in their production. One of the key elements in formative assessment is that the student will, with the help of the teacher,

discover what they need to develop more (Newton, 2007, p. 152). Because of this the student will learn to handle and look for standard errors that they might make. This could help the student to stop repeating the mistakes after working with them and therefore increase their language proficiency. As a teacher, the use of formative assessment helps to map out everyone's problem areas. Thus, the teacher is also able to individually help the students to develop their language proficiency (Skolverket, 2017a).

Summative assessment does not, in contrast to formative, show what the student should develop. Instead, the student receives a comment or a grade on what they know during that moment the explanation or grade is given. As an example, the student might only receive the grade E on an assignment, but without further comments on how to improve that grade. Another example could be that the teacher says, "Good job" but does not give feedback on what could be better or what was good (Newton, 2007, p. 153).

Moreover, in the Swedish school law (2010, chapter 1:4) it is stated that the teacher should see and treat the different needs a student might have when it comes to development. The teacher must give the student both support and stimulation in their development. This support can be shown in, for example, formative assessment, but motivation can also be an essential aspect when giving the student support. According to the Swedish Schools Inspectorate (2014, p. 12), the support and stimulation mentioned in the school law (2010) should be implemented by the teacher to motivate the students to learn in the classroom. They argue that their report has shown that teachers who have applied this kind of support and stimulation into their lessons also had students with a higher result in school (p. 13). Based on this, students who are motivated by their teacher could also obtain higher results and support. Therefore, stimulation and support should be used in the EFL classroom.

2.3.1. Gamification and feedback

Gamification relates to feedback since one of the key elements in game design elements used in gamification is feedback. In games, the student will usually receive instant feedback that they did something in the right way. For example, the student might earn an achievement or badge when passing a stage to show that as they are making progress. Feedback in games is also connected with the players' motivation, as players know that they will be rewarded if they succeed (Plass et al., 2015, p. 260). Feedback as a reward is also used to maintain the player's interest. However, the reward must be instant. Otherwise, the player will not continue to play. It is also important that the feedback is rewarding for the player so they will be motivated to replay the challenge and beat it. Furthermore, Kim (2015) discusses that the feedback in games is everything from the game welcoming the player back to the more thought of reward system where the feedback shows the player's progression. She also argues that feedback is a big part of the game design elements because it continues to motivate the player.

2.3.2. Motivation in the classroom

According to Grombczewska (2011), feedback and motivation have been researched for a long time and argued to be related to each other. Based on previous research by Gardner and Dornyei et al. (Grombczewska, 2011), it has been shown that if the student receives feedback from the teacher they might gain a more positive attitude to learn more. The positive outlook that the student might develop can thereafter create more motivation within the student to be better on the next assignment. However, it is important to remember that the attitude a student might have towards their assignments can be either negative or positive. If the student for example always receives negative feedback, they will probably create a negative attitude towards the assignment. This is because the student only can see what is bad and not what they can improve. If the student instead receives some positive feedback as well, it is more likely that their

motivation will increase and therefore help them develop their assignments (Grombczewska, 2011).

Additionally, Wery & Thomson (2013) believe that motivation in the classroom is the key to success for students' language development. They argue that the students' motivation will increase if the teacher believes in his or her students and that the teaching is on a level where the student can achieve results quickly. In addition, the students' motivation might increase if they are involved in the lesson planning. The content of the lessons should also have a connection to the world outside of the school. Lastly, the students might increase their motivation if they can evaluate their work instead of others, but also by receiving commendations in different ways (Wery & Thomson, 2013).

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2.4. How gamification can be used in school

As previously stated, gamification is using game design elements in other contexts then playing traditional video games. The elements most commonly seen are challenges, levels, scoreboards, rewards, and narratives which all combine to create a game design. These could in a school context be compared to cognitive levels, grades, verbal praise from teacher and lectures on a topic. It is important to remember that other game design elements not mentioned in the list above do exist and could be used. Other elements that are not typically seen in game design could also be part of gamification which makes it hard to define what should be in a lesson plan based on gamification (Kim, 2015 p. 17).

Gamification can be used in several different ways and teachers may use programs or apps that are already gamified. According to Kim (2015) examples of this could be websites, apps or programs like Readtheory[1]. In Readtheory the student practises reading comprehension and can level up on the site. The student creates an account that can be monitored by the teacher. Each student starts by doing a test that will place them at a certain level, and they can after this practise their reading comprehension and increase in level when their knowledge has improved. The website also uses rewards where the student can, for example, receive a new icon when he or she moves up a level as a tool for motivating the student to continue. Another example of websites where the students can compete against each other is FANGeopolitics[2]. The basis of the game is that students choose countries and see how many times the countries are mentioned in the news. To compete, the students receive points for each time their country is positively mentioned in the news, but they can also earn negative points when the country is mentioned negatively. The students can trade countries with each other and take over countries that have not been chosen previously by other students. By doing this, they can increase or lower their points on the scoreboard and eventually win. The primary goal of the website is to create more knowledge about the world but also as a way for the students to practise reading comprehension (Kim, 2015, p. 22).

Gamification can also be used without programs, apps or websites. Kim (2015, p. 22) describes one assignment created by the teacher Cliff Lampe, where the students could choose from a list of different options to create their own learning goals for that specific task. The students could choose to work by themselves or together, and would receive instant feedback from the teacher. Lampe's main goal was to create an environment where the students could reflect and participate

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[1] https://readtheory.org/
[2] https://www.fanschool.org/geopolitics/

in the learning process (Kim, 2015 p. 22). Another version of gamifying the lessons could be to create one's own programs, apps or websites. Purdue University chose to develop a platform called Passport[3] where the student achieves badges when he or she can show that they know something about the subject being taught. The teacher can create challenges that are assessed according to the preferences the teacher has chosen. Each student receives a scorecard where the teacher will grade the assignment and will then, based on the grading, win an award for the completed challenge (Kim, 2015, p. 22).

3. Theoretical perspective

In this section, behaviourism and gamification will be presented as the theoretical perspectives used in this thesis.

3.1. Gamified learning

Landers (2014) describes how the theory of gamified learning has two different processes, mediating and moderating:

> For gamification to be successful, it must successfully alter an intermediary learner behavior or learner attitude. That behavior or attitude must then itself cause changes in learning directly (as a mediating process), or it must strengthen the effec-tiveness of existing instructional content (as a moderating process). (Landers, 2014, p. 765)

To create these processes instructional content, learning outcomes, behaviour or attitude and game characteristics should be included. They all work together to create the different processes in different ways. Instructional content, for example an assignment, and the attitude of the student will affect the learning outcome and is a mediating process. Game characteristics, like a reward, and attitude can also together affect the learning outcome and is therefore also a mediating process. The moderating process is when the attitude and instructional content influences the learning outcome. In the mediating process, gamification is when the teacher has created an assignment where the students' attitude or behaviour will be encouraged and therefore also give the student an improved learning outcome. The moderating process is when the teacher goes back and improves an assignment and its instructions. This might encourage the student to pass the next time and therefore create a better learning outcome. Both processes can be combined to create gamified learning, but they can also be used separately to increase the learning outcome (Landers, 2014).

3.2. Behaviourism

The behaviouristic learning theory is founded upon the reaction a person gives when being stimulated from the outside. The easiest way to explain this in a teaching context is that when the student does something good he or she receives a reward. Säljö (2014, p. 260-263) describes how Skinner developed the behaviourist theory in the middle of the 1900s. Skinner studied the behaviour of dogs, to see their reactions when receiving rewards for recreating approved behaviour. The study showed that the dogs, in fact, did repeat behaviour that they knew would be rewarded with a treat. Based on the results Skinner believed a person might react in the same way. For example, if a person is rewarded for behaving in a certain way he or she will most likely reproduce this behaviour to claim the reward once again. Based on this, Skinner tried to apply this to a teaching and learning context. He chose to remove longer segments from his textbooks and teaching machines, like texts and instead broke them up into smaller sections, like sentences. The idea was that the students would work with the first small segment, for

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[3] https://www.itap.purdue.edu/studio/

example, subject and verb agreement in a sentence, repeatedly until they could pass it. After the first segment was passed, the student could proceed to the next short segment. The passing of the short segment would be a reward and therefore motivate the student to continue levelling up with the other segments. Moreover, the fact that the students could work at their own pace was also seen as effective, especially when compared to the classical setting where the whole class would follow a longer segment and try to work at the same pace (Säljö, 2014, p. 262-263).

Gamification and behaviourism are not only similar in the way that they want the player to replay a segment when the player cannot accomplish the task. According to Wu et al. (2012) behaviourists also want the player to know exactly what to do and when to do it to create an opportunity for the player to succeed. In games, this is done by explaining to the player what the assignment is and how to get there. In school, the teacher should be this guide and show the student how to work, plan and execute an assignment. Moreover, it is essential in both gamification and behaviourism that the player is stimulated when succeeding a task. By knowing what is expected and what the goal is, the player will behave in a certain way to reach the achievement in the end. He or she will therefore be stimulated to do the task and will also be rewarded when succeeding which will create a reaction. Furthermore, the behaviourist sees the player as a vessel that can receive knowledge from the storyline or characters in the game, which in a school context instead will be provided from teachers, medias or classmates (Wu et al., 2012).

According to Kim (2015), the game design elements that can be used in gamification fall under three different categories: *behavioural*, *feedback* and *progression*. The behavioural mechanism contains elements that are "solely focused on human behaviour." (Kim, 2015, p. 17). The feedback mechanism includes elements of different types of feedback that can be both formative and summative. The feedback is then given to the student in different types of ways to help them proceed in their development (p. 17). Finally, the progression mechanism will show the student how he or she is developing their language proficiency and what steps the student already has passed (p. 17). These three mechanisms are like behaviourism in the way that the key elements are the same. In behaviouristic theory, an approved behaviour is rewarded, and the student will therefore want to repeat that behaviour. In game mechanics the challenges are based on the student's behaviour and that they will want to succeed to receive the reward. For example, the student knows that if she or he passes the challenge they can be on the top of the leaderboard. To put this in the teaching context, the feedback the student will receive from the teacher will help them proceed in their development. The feedback will also help the student to complete their challenge. However, depending on the assignment it is hard for a student to win.

4. Methodology
Included in the thesis are semi-structured interviews with four practising EFL teachers in upper secondary school. In this section, the method used to plan and conduct the study, ethical aspects, the design of the interviews and how the material was analysed will be presented thoroughly so the study can be replicated.

4.1. Selection strategy
When searching for informants, it was essential to set some criteria before starting the process. The teachers should work as English teachers in upper secondary school and have some form of relevant teaching degree to teach in upper secondary school. Because of the lack of certified teachers in Sweden, it was decided not to require that the teacher should have worked more than for example five years. Moreover, teachers who had a degree from another country were

also welcomed to participate in the study if they were currently working as teachers in Swedish schools. Because of the time frame it was not possible to interview teachers from all over Sweden. To compensate for this, the informants chosen should be working at different schools to ensure the reliability of the study. Furthermore, the short timeframe influenced the number of informants interviewed. Therefore, the aim was to interview six teachers at a maximum, and three teachers were set as a minimum to obtain a result that could be compared and analysed. Only four teachers agreed to participate in the study, so it was not necessary to choose between them.

4.2. Ethical considerations

It is important to consider the ethical aspects when handling data based on the views of the informants in the interviews. In this section, the ethical considerations taken in this study will be presented to show how and why the material was used in detail. It will start with a general overview of collecting and keeping the data, maintaining the informants' anonymity and how the consent letter was created and informed the teachers about the ethical considerations taken.

Even though this study does not look at sensitive information about the participants that could hurt them, it is crucial that their anonymity is kept. To ensure this, all the teachers were given an alias, and the schools were not mentioned in this study as recommended by the Swedish research codex (2002, p. 12). Furthermore, the material that included content about the teachers was destroyed after the thesis was published. To make sure that the material can be destroyed forever it was saved on the computer's hard drive to prevent copies from being saved online in the program used after the files are removed. At the same time, the choice to not use cloud storage could be argued to be a risk in case the hard drive of the computer would be accidentally destroyed. However, the risk of not being able to remove confidential information is too significant to use cloud storage, and therefore it was not used.

Before the interview started, the teachers were informed that they would be anonymous in the study, that they could withdraw from the study whenever they wanted, what was expected of him or her, what would happen with the data, where it would be stored and approximately how much time the interview would take. Moreover, the teacher was informed that the interview would be recorded.

4.2.1. Consent letter

A letter of informed consent was sent out to the participants of the study. In the consent letter, teachers received information on the theme of the study, what was expected from them, how the material would be used and how their contribution would be used in the thesis. The focus of the letter was however to inform and find informants that would want to participate in the study.

The consent letter was created to inform teachers of the study and to find informants for the study. It was based on Dalarna University Council of Research Ethics (2017) advice when writing consent letters for studies used in degree theses. The letter informed the participants what theme the interview would have, how it would be conducted, how the material would be handled and used and how the information about the teacher would be kept anonymous in the essay. Moreover, it was also stated that the participant had the right to remove the information that they had provided whenever they wanted up until the publication day. The letter was written in Swedish and is included in Appendix 1.

When the criteria were decided a consent letter (see Appendix 1) with information was sent out to teachers in Sweden. The consent letter was sent via email to teachers chosen randomly from a list of different schools located in the middle part of Sweden teaching English at upper secondary level. They were given two weeks to reply. To participate in the study, teachers had to respond to the email with a yes and add their contact information in the email. If the teachers did not want to participate, they did not have to do anything. After the two weeks, four teachers responded that they could participate in the study. They were then contacted via email to decide on a date when the interview could be done and where the interview would take place.

4.3. Collecting and analysing the data

The method in this study is based on a qualitative research design. This means that the analysis of data does not involve statistics and numbers and the material can therefore not be counted in contrast to a quantitative study. Instead, the researcher must interpret and analyse all the data to answer the research question. The goal is to interpret the data, looking for patterns and categorising it to create a result that can be used in the study (McKay, 2006, p. 7) and finally to find out how gamification is used in the Swedish upper secondary school. The transcribed data in this study was first studied to find patterns, thereafter it was categorised, and finally, it was used to discuss the research questions in this thesis.

4.3.1. Interviews

According to McKay (2006, p. 51), interviews can be used to find out background information, reported behaviour and opinions and attitudes, in this case on foreign language learning. In this thesis, the standardised open-ended interview design was used (see Appendix 2). This means that all participants in the study were asked the same questions in the same order, which will lead to a result that can be compared and analysed more easily (Lee Mckay, p. 51). Furthermore, the purpose of the interview was not explicitly mentioned to the teachers. Instead, they were informed that different teaching techniques would be studied. This was done to make sure that the teachers would not change their opinions and answers to please the interviewer, but instead, give answers that were not adjusted to the subject of gamification.

A semi-structured interview guide, with interview questions in Swedish, was used during the interviews; the full interview guide is included in Appendix 2. Some notes that could be relevant to remember like for example what the environment was like and if the teacher seemed stressed or not were written down on a separate paper. The interview was conducted in Swedish because the teachers are working in a Swedish context and three out of four had Swedish as their first language. The fourth informant had English as their first language, but it was decided to have the interview in Swedish as well because the informant is fluent in Swedish. If the interview would have been conducted in English, it could be argued that the reliability of the study would be lower. Because of the language barrier the teachers could have misinterpreted the questions differently and answered it in other ways than they would have done in Swedish. The interviews ranged from fifteen to thirty minutes.

4.3.2. Transcription

To transcribe the interviews, the digital media transcription software *Inqscribe* was used. The program allows the researcher to listen and write in the same program which makes it easier to transcribe the texts in one place instead of using two different programs. The transcription did not follow any specific pattern more than adding the symbol [...] to remove information that did not have anything to do with the interview like pauses, sounds like "mhm" and "ah" and

information that could take away the informant's anonymity. Everything else was written down in the transcription and saved on the computer's hard drive.

4.3.3. Analysis

The data were analysed through a *cross-case analysis* where the teachers' answers to each question were compared. A cross-case analysis is according to McKay (2006, p. 57) where the answers, based on different topics, are organised to see what is alike and what differs. After this, a content analysis was done where key ideas and patterns were located and sorted into categories to answer the research questions. When categorising the interview transcripts, the following categories were chosen based on the answers the teachers gave: *feedback, assessment, digital tools, motivation, behaviouristic traits* and *teachers view of gamification*. The interview data was after this sorted in the different categories and labelled with the teacher's alias.

4.4. Reliability and validity

To achieve reliability in qualitative research, it is essential that the procedure of gathering and analysing the material is carefully described, so it is possible for anyone to copy the study and receive a similar result. Furthermore, it is also important that evidence used to conclude the study should show the different answers given by the various teachers. Because the study only includes four teachers it is not representative of a whole group. However, it can indicate how these teachers work with feedback and gamification (McKay, p. 14).

To ensure internal validity, it is essential that the analysis of the study and gathering of material is carefully executed and presented in an unbiased way. If the researcher does not show all the material and write down the process in detail, it would lose internal validity and therefore its credibility. The study should also have an external validity which means that the study should be able to be applied in other contexts. To do this, the researcher should give descriptions of both the participants in the study and the context of the study. This is so the readers can see if the result can be transferred into other contexts than the one chosen in this study (McKay, p. 13).

4.4.1. Pilot study

To make sure that the research questions could be answered with this selected method, a pilot study was carried out with the first draft of interview questions. The pilot study was conducted with a teacher who taught English in upper secondary school but who did not have a teaching degree. The teacher was chosen due to the lack of trained English teachers so that those teachers could be used in the main study instead. Furthermore, McKay (2006, p. 41) argues that a pilot study can be done with a teacher that is like the teachers who will be interviewed in the study. It would therefore not matter if they had the education or not if they had been teaching English for a more extended period. Because of the time frame only one teacher was interviewed and because the goal was to interview a maximum of six teachers, one sample teacher was enough to test out the questions (McKay, 2006, p. 41).

After the pilot interview was done the answers to the question were analysed, based on McKay's list for creating interview question validity (2006. p. 41). According to her list, the responses were checked to make sure that the questions were not repetitive and covered the same topics. Secondly, it was important that the informant understood the questions so that he or she could answer the questions. Lastly, it was also important to see if the informant chose to answer the question or if he or she chose to discuss something else when asked the question. This could, for example, have been a question about an unfamiliar topic the teacher did not want to express their thoughts about. The pilot interview was conducted to see if the questions had to be changed

to give the answers that the researcher was looking for in the interview. The pilot was also discussed with a group of people also doing studies to make sure that the questions were appropriate for the study.

5. Results

In this section, the results from the interviews will be presented. First background information will be given on the teachers, and then the use of key elements in gamification will be presented in the categories feedback, motivation and view of gamification.

5.1. Background information on the teachers

Name:	Trained to teach in:	Age:	Active years working as a teacher:	Years at the current school:
Rupert	Upper secondary	30-35	6	5
Diana	Upper secondary	35-40	12	11
Winston	Upper secondary	45-50	9	1
Margaret	Primary - Upper secondary	50-55	26	3.5

Rupert is a certified teacher working at an upper secondary school with the higher education preparatory programs. He has worked for six years in total and has been based at his current school for five years. Rupert's teaching is, according to him, focused on teaching the students to speak, write and read English based on their prior knowledge. The typical lesson in Rupert's classroom is usually based on certain skills. For example, they can focus on reading comprehension during one lesson and work with the text in several different ways. Examples of this are reading, learning new words and looking at the structure.

Margaret has worked as a teacher for 26 years and has a teaching degree from primary to upper secondary school. She has worked at her current school for 3.5 years and teaches on both the preparatory and vocational programs. According to Margaret, her teaching is structured and categorised in blocks. For example, they can work with their listening and reading comprehension in smaller segments within the block and finish the block with an assignment that is used to assess the student.

Winston recently started to work at his current school and has only been working there for one year with both vocational and higher education preparatory programs. He has been trained to teach in upper secondary school and has worked at different schools for nine years since he got his degree. Winston says that his teaching is transparent. He means that his teaching is transparent in the sense that the students from day one can see what they will do and when they will do it. Both lesson plans and examination tasks are available for the students online whenever they want. Furthermore, Winston's lessons are split up into different blocks where smaller segments are studied before moving on to the final assignment of the block. For example, if the final assignment is to write news articles the students will start to read through articles and figure out the form together. Next, they will practise writing, and lastly, they will write the final assignment.

Finally, Diana has worked at her current school for eleven years. She is trained to teach in upper secondary school and has been active as a teacher for 12 years. Diana teaches in both the vocational and the preparatory programs. According to Diana, her teaching is diversified with

a goal that the student should be able to use the language in the real world. During a typical lesson with Diana, she tries to fit in several abilities and not only work with writing or reading. However, she tries to work in blocks at the same time so the students can develop different skills at one stage.

5.2. Working with feedback

All the teachers interviewed mention that they work with feedback regularly in their classes. In addition, they all try to talk with the students at least one time per term about their development. Winston, Margaret and Rupert all mention that they usually give oral comments as a reward, like the ones they give on a spontaneous production like "good job". Winston said that it could be extra important to provide these types of rewards to students who try to be invisible in the classroom and usually do not take part in for example classroom discussions. In contrast to this, Diana has tried several types of rewards with her students. Sometimes they compete for prizes as a group, other times she has used candy as a reward for doing something good. She has also used the gold star system with some of her students to reward progress in their language proficiency. To do this, she has put up a poster on the wall with the students' names. When they have done something good, she will draw a yellow star next to their name so that they could see who had the most stars at the end of the term. However, she stated that the best reward for the students is to succeed in the course:

> Sometimes I have had the gold star system, other times I had candy or treats like at competitions or if someone did exceptionally well on a test or *Kahoot*. More during playful events you know. Besides that, I have not used any form of rewards. The reward is that they succeeded! - Diana

In addition, all of them point out that they make sure that the students know how and why the knowledge requirements are being tested and connected to different assignments. However, the teachers differ in how they give the feedback and how often they give it. On written production, all four teachers usually give the students written feedback. Margaret, however, mentions that she rarely, but sometimes, will give oral feedback on written assignments. In addition, three of the teachers only give feedback on the grading criteria used during for example an examination. Winston says that he gives feedback on almost everything the student produces when he or she has written something.

Rupert, Winston, Margaret and Diana discuss that they most of the time use written feedback on the assignments handed in by the student. However, both Rupert and Diana mention that the summative assessment has a more significant role at the end of the year. They say that the student will have received large amounts of feedback at the end of the course, which should have helped the student to realise what he or she should work on Therefore, they believe that summative assessment with grades should be used at the end of the course so they can show what they have learned. In contrast to this, Winston and Margaret usually work in "blocks" which means that they focus on one area at the time, for example, writing, which contains formative practice with feedback and at the end an examination assignment which, according to both Winston and Margaret, is a summative assessment.

The feedback given to students during the year will help them to produce better content in other assignments. Winston, Diana and Rupert all answered that because the courses in English have between 80-110 hours they usually do not repeat an assignment before moving on because there is time to practice the same skill again with another assignment. However, both Rupert and Margaret mentioned that if the student has language errors, such as problems with sentence structure, they usually discuss the problematic area with the student. Margaret gave as an example that in discussion with a student she can show an error in the text and the student will

receive a chance to explain how it should be instead and therefore pass the segment. Winston also mentioned that depending on the situation he and the school would offer certain support to help the student pass the assignment. This could be extra time with the teacher or assignments to do at home by themselves.

The teachers do not only give the students written feedback, but they also give feedback orally. On oral production three of the teachers provide verbal feedback. Rupert usually records his feedback and sends it to the students instead of doing it during the lessons, which both Margaret and Diana do whilst the rest of the class work by themselves in the classroom.

> In the knowledge requirements, it is stated that the students should be able to develop their production. They have to be able to sit down and think what they could do better in their production. What did I do well this time, what was bad. [...] I usually write down some feedback and send it to the student or sometimes I might record myself giving feedback. - Rupert

Winston, on the other hand, does not explain how he gives feedback on oral production. He only mentioned that he thinks it is hard to provide feedback on oral production because there are no "quick fixes" to the student's problems that may occur.

The spontaneous oral and written production that can happen in the classroom is rarely commented on by the teachers. In Diana's case, for example, the students are on a low level when it comes to their language proficiency. She therefore chooses not to comment on the spontaneous production because she does not want to disturb them. Rupert and Winston mention that they only give positive feedback to a student in front of all the students and never negative feedback. The feedback that is given by them is usually something short like "good job" or something like "nice to hear you talking today, Anna!"

Furthermore, a concern expressed by Rupert, Winston and Margaret is that the students will be addicted to feedback when they receive more substantial amounts. Rupert even stated that he was concerned that the students would become "feedback-junkies". This means that they feel like the students can receive too much feedback because they will become addicted to it. All of them mentioned that they usually give more feedback at the beginning of the course and give less and less feedback later in the year. Rupert says that he chooses to do this because he wants the students to develop the ability to read through their texts and correct them by themselves before handing in a finished product. He also mentions the lack of time and that he does not have the time to write feedback in detail on everything the student produces, which is also a reason for his choice to minimise the feedback given on each assignment as much as possible.

5.2.1. Student participation in feedback

All four of the teachers include the students in the assessment to some extent. Diana mentions that, depending on the group, she tries to make the students included in the assessment by working on their texts. However, she thinks it is quite hard to make them involved because of their lack of knowledge and motivation. Rupert discusses with his students what they can do better and what they should think about with regards to their language proficiency. He also mentions that his students have the choice to choose which comments given in the feedback to focus on or not when writing other assignments. Both Margaret and Winston explain that they provide the students with an opportunity to defend their work and the grades given in front of their teacher. Winston usually does this at the end of the year when the final grade on the course will be given, but he only does it if the student can motivate why the grade should be higher. Margaret does not only do it at the end of the year but also on several assignments during the

year. She claims that an assignment could be misunderstood by the teacher and that the student therefore should have a chance to defend him or herself and possibly raise their grade.

> Usually, I give the students oral feedback when I am done assessing. I will discuss with the student what my interpretation of the assignment is like this. Let's say that the student gave a speech or something... I think that this is what you want to say... And then the student can defend themselves. It is easy to misunderstand, and it is the same with written assignments. It is easy to misunderstand the whole thing, so you have to make sure you have understood it correctly. - Margaret

5.2.2. Using feedback to motivate students

All the informants in the study mentioned that they think motivation is one of the hardest parts of teaching. Winston and Rupert mentioned that if the content is interesting and relatable for the students, it can motivate the students. Winston also mentioned that he thinks that the relationship with the class is important to create this interesting content to motivate the students. Diana also mentioned that the students usually have the same problematic area and it could therefore be justified to work with this area together. She says that this can help to motivate them as a group and give the students more praise when doing something good in the area as a group. She points out that to motivate the students, they should not only receive good feedback on how they did but also what they can improve until next time. In contrast to this, Rupert thinks that the negative feedback could be devastating for the student when it comes to being motivated. He believes that negative feedback can be the only thing the student reads and therefore they would neglect the positive feedback. Margaret was a bit unsure on how she motivates her students, but she said that one of the key elements is that she makes sure the students know what is expected of them and what they will do during the lessons.

5.3. Teachers view of Gamification

When asked about gamification, and what the word meant, all the teachers assumed that it had something to do with using digital games in the classroom. Winston, Margaret, Rupert and Diana all discuss that it could be good to use gamification. They all believe that it can create an interest among the students because most of them play games in their spare time. On the other hand, Winston argues that games and school belong in different worlds and it should stay that way. He also mentions that it could exclude the girls in the classroom because, according to him, it is mostly boys who play games.

> I would say that gamification has a negative definition for me. [...] I don't see anything positive, actually I think that gaming and school are almost like religion and science, they do not go together. I think about gaming that you receive rewards all the time and then how we are supposed to compete with that in school? Then we have the aspect of equality, the majority of gamers are boys, should you mould your teaching after their needs? - Winston

Rupert also mentioned that it could be hard to create relevant content with gamification because he thinks it might be hard to use gamification when, for example, writing an essay. Margaret also discussed that it could create a situation where the student becomes used to receiving feedback all the time, and therefore not be able to work on their production and language proficiency without it. All teachers except Winston think that gamification can be used in school, but it would be a process to develop and create the content. Diana also said that one of the main issues is the lack of time for the teacher and that it might be hard to find the time to read about the subject and apply it to her teaching. However, all of the teachers use tools like

Kahoot.it[4], *Socrative.com*[5] and *ReadTheory.org*[6] in their teaching to help them develop their students' language proficiency and to motivate the students.

6. Discussion

In this section, the results are discussed in relation to the background and theoretical perspectives. Moreover, answers to the research questions will be presented. Finally, the method will be reviewed and evaluated.

6.1. Feedback

The use of formative and summative assessment could be argued to be somewhat similar to gamification in the sense that the students receive feedback on what they could improve in later assignments. Therefore, the "graceful failure" is applied to teaching where the student can correct their mistakes (Plass et.al., 2015, p. 261). Furthermore, it could be discussed that the opportunity for the students to choose what they want to focus on, what they want to develop and their chance to be a part of the lesson planning is like gamification because they both give room for the student or player to choose (p. 260-261). This is, as Rupert stated, a choice that the student can make themselves if they settle for a lower grade or want to develop their language proficiency further.

All teachers mentioned that formative assessment with large amounts of feedback was very prominent in their teaching, but how they gave the feedback differed between them. Both Winston and Margaret chose to work in blocks where the students first practise the new block being taught, for example writing a news article, several times whilst receiving feedback. After this, they would write a final assignment that would not receive feedback to the same extent but instead show what level or grade they are on right now. This could be related to Landers' (2014) view of gamified learning and the mediating process. Both Winston and Margaret have created instructional content that in several ways shows how the student should do an assignment. This would lead to a better attitude among the students and therefore to a better learning outcome because it follows the mediating process. In contrast, Rupert and Diana try to work with formative assessment and feedback during the year and transform it to summative assessment at the end of the year. It could be argued that it is not odd that formative assessment is used by all the teachers because of all the information given by The Swedish National Agency for Education (Skolverket, 2012, 2017a). According to The Swedish National Agency, providing feedback and using formative assessment help develop the students' language proficiency. As previously stated, summative assessment is not telling the student what to develop, but instead where he or she is right now (Newton, 2007, p 153). Because of this, it could be argued that decreasing the amount of feedback during the end of the year is the proper choice. The student should be able to develop and work on their production without the feedback at the end of the year like Margaret and Rupert pointed out. It could therefore be something good only to tell the student where they are right now to create this opportunity for them.

The use of constant feedback can also be related to gamification because it creates a gamified environment. The student can do the challenge, receive feedback and then pass or not pass. If the student does not pass, the feedback is there to catch the student and to help them proceed and claim the reward of passing the challenge. It follows the steps that Kim (2015) discussed

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[4] Kahoot.it is an online based quiz game where the teacher can create quizzes and use them live in the classroom.
[5] Socrative.com is an online program where tests can be created and executed with the students.
[6] ReadTheory.org is an online webpage where the students can create accounts and practice their reading comprehension

to be in games and gamification where the student would create a behaviour that will give them some sort of reward. After that, they will have to finish the challenge and be rewarded. To do this, the student has to have motivation which can be created with the help of feedback (Grombczewska, 2011).

Furthermore, the teachers all gave feedback in text or orally, but it differed depending on the assignment. The oral feedback seems to be used more when the teachers want to make sure that they can discuss problematic areas or when the students had created something orally. Margaret, for example, wanted the student to be able to defend themselves in case she had misinterpreted what they meant. This could be the moderating process in the gamified learning theory where the student can inform the instructor that the instructions should be better for them to understand it and therefore the instructor will change them and let the student fix their mistakes. This would then lead to a better learning outcome for the student because he or she can affect the instructor (Landers, 2014). All the teachers gave the students written feedback which the student them self could use to revise their production. Rupert also discussed that the student's ability to look at the feedback and make progress in their language proficiency was important. This is because the knowledge requirements used in English state that the student should be able to develop and work on their production (Skolverket, 2017b). The guidelines written by The Swedish National Agency for Education (Skolverket, 2011) on how to plan the lessons could also be something that creates these similarities that can be seen in the teacher's assessment and feedback. They all have the same framework from the beginning. However, they are all creating content that they want to work with and that is appropriate for their students.

It could be argued that the students not instantly repeating the section they did not pass is different from gamification, as Plass et al. (2015) describe the instant repetition as a key element. On the other hand, students must show more than one time that they can pass the knowledge requirements to receive a passing grade. This could instead be like gamification because the student has to conquer the knowledge requirement repeated times. Also, the student can decide to work on the problem areas or not, which is also a key element in gamification (Plass et al., 2015). Moreover, the rewards that are given by all the teachers, such as items and praise, could be like gamification because it motivates and praises the student, in similar ways like a game would do (Plass et al., 2015).

6.1.1. Motivating the student
The teachers in the study all thought that increasing students' motivation was one of the trickiest parts of teaching. Both Winston and Rupert argued that it could be easier to motivate the students if the class worked with subjects the students found interesting. This could be similar to Wery and Thomson's (2013) thoughts on motivating students by relating the subjects to the world outside of school. Diana went on to say that the class could motivate each other if they had the same problem. However, Margaret said that her tactic to keep the students motivated was to make sure that the lesson was tied to the knowledge requirements and therefore would make it clear for the students what to do and how to do it. It could be argued that all of the teachers to some extent share the view of the Swedish Schools Inspectorate (2014) who in their report wrote that support and stimulation are important factors for students' development. The teachers are all trying to stimulate and support their students in different ways. Winston, for example, thought that his relationship with the students was particularly important to increase motivation and could also be argued as important to support and stimulate the student just as the Swedish school law (2010) states.

On the other hand, it could be argued that the teachers do not have to reflect upon motivating the students as much because they are continuously giving the students feedback. Motivation is related to feedback, according to Grombczewska (2011). The students might therefore be motivated if they receive feedback that can show them what they can develop. However, there is also the fact that negative feedback can create a negative attitude which could lead to less motivation (Grombczewska, 2011). Rupert mentioned this as a concern because the student might only see the negative feedback. This might lead to the negative attitude mentioned by Grombczewska (2011), and the student might not want to earn more than a passing grade because of this. Or in the worst-case scenario, the student might fail the course because of the lack of motivation.

6.2. How can gamification be used?

Both Winston and Margaret said that they did not know what gamification was and that they did not use it in their teaching. However, both work in blocks where the student repeats a segment with the help of teacher feedback. Afterwards, they write an assignment to show that they have understood and passed the new segment. This is very similar to gamification and contains most of the key elements described by Plass et al. (2015). To plan the lessons in "blocks" is also creating the gamified environment that Kim (2015) discusses in her text. The student can practise and prepare for the final examination, and even though the teacher decides what the students will be working on for the day, it could be argued that the choice on how much effort and time will go into it is decided by the student.

The teachers in the interviews usually do not repeat a unit that has already been tested. This is mostly because all English courses typically range from 80 to 110 hours long. Therefore, they think that the student could test the chosen knowledge requirement at a later date with another assignment. This differs in some way from Skinner's teaching materials where the students could not continue if they did not pass (Säljö, 2014). On the other hand, all the teachers stated that the student would have another chance later to repeat the unit, pass it and attain a passing grade, which could be argued to be a behaviouristic trait. This is because the knowledge requirement is being repeated, instead of the assignment which could be behaviouristic because the requirement is a smaller segment from a bigger context, the syllabus. When it comes to rewards, Diana was the only one who used more than oral comments to reward the students. She used both the gold star system and items as rewards for certain aspects in her teaching which makes her different from the rest of them. The use of rewards by Diana is also similar to gamification and achievements where the student receives something for doing something well. This is like the programs mentioned by Kim (2015) in the way that they are given a reward. It is also a way to create the motivation that is needed to make progress in their language proficiency just as Grombczewska (2011) stated. Plass et al. (2015) also discuss that motivation is one of the most important parts of gamification. It could therefore be argued that small comments or rewards like "good job" might encourage the student to progress in their language proficiency.

Furthermore, the teachers use different programs like *Socrative*, *ReadTheory* and *Kahoot* to give the students instant feedback on whether they are correct or not, which also can be connected to gamification. If compared to the programs *FANGeopolitics, Passport* and normal lessons as mentioned by Kim (2015), they are all quite similar. They all contain game design elements which in different ways are motivational for the student, giving him or her feedback and rewarding them for their progression.

Overall, it could be argued that all of the teachers have included several different parts of gamification in their own way without knowing it. Winston and Margaret's teaching technique with blocks is like gamification where they practise and work on certain assignments and finally have an assignment that is awarded a grade. Diana's work with rewards can also be gamifying the classroom where the students can receive items and gold stars, which could be compared to achievements in games. All the teachers' work with feedback also resembles gamification. Even though it is not as instant as it is in a game, the students receive feedback on almost everything to improve their language knowledge. In addition, these factors are like Wu et. al. (2012) and their view of gamification and its behaviouristic traits. The use of blocks is the same as repeating a section until you can pass, and the rewards given have the same purpose as those in games. In addition, the feedback given will fill the student with knowledge in different ways in the same way a game would with information from different sources.

6.3. Methods discussion

This study was a qualitative empirical study where four informants were chosen to be interviewed. The interviews were semi-structured where it was possible to ask questions to the teacher if something was not clear (McKay 2006). An interview guide was used to make sure that all the teachers were asked the same main questions. The interviews were recorded and transcribed. After that, they were analysed and categorised according to the research questions.

Overall, the method chosen for this thesis worked well with the aim to interview teachers. However, it would have been good to pilot the interviews with more teachers than just one before conducting the interviews. The research questions that were chosen did not work when the result was analysed. Therefore, they had to be revised in the middle of the project several times so the data could be discussed. Another factor could have been that the teachers lacked knowledge of gamification because it is such a new topic in Sweden. Moreover, it could be discussed that the choice to only save the material on the hard drive might have been a high risk if the computer had been destroyed. It would have been good to create a copy on a USB to make sure that the material could not be spread, but also to make sure that there was an extra copy if that would have happened.

7. Conclusion

This essay aimed to research the relationship between gamification and feedback in the subject English in Swedish upper secondary school. To do this two research questions were used to study.

- How do the teachers in the interviews describe their work with feedback?
- What are teachers' understanding of gamification and the connection between gamification and feedback?

Based on the results of this thesis, one could discuss that teachers in Swedish upper secondary school might work with feedback in similar ways. All the teachers in this thesis reported that they worked with formative assessment during the year with a large amount of feedback. The feedback could be both written and oral and could range from recordings of the teachers themselves giving feedback to small comments in the classroom such as "good job". The importance of feedback was also prominent in the study and the teachers often referred to the knowledge requirements to show that feedback is important for the student to develop their language proficiency.

The study also showed that gamification and feedback are related because they are used in both contexts in similar ways. The feedback helps the student to develop their knowledge and will help the student to pass the course or challenge. The planning that two of the teachers used where they worked in "blocks" also resembles working with gamification and feedback. This is because the feedback the students can receive during the practise rounds can help him or her to pass the final examination, but also help to increase their knowledge.

Moreover, the study showed that the term "gamification" is relatively unknown for the teachers in the interviews. All of them said that they had heard the term but that they did not know what gamification was. Three of them thought that gamification could be practical to use. However they were concerned about the time aspect when it came to learning a new system. One of the informants did say that gamification should not even be used in school because games and school did not belong together. However, one must take into account that these four teachers thought that the definition of gamification was to use video games in the classroom. On the other hand, the study also showed that all the teachers had gamification elements in their teaching. Some had more than others, but they all had some aspect of it.

Finally, the study showed that there are several ways that one could work with gamification in upper secondary school. The use of programs like *Kahoot* and *ReadTheory* where the students can compete and level up was popular among the teachers to use. Both programs build upon game elements, and they are therefore games that can be used in an educational context. The use of rewards in the classroom was also a feature that could help motivate the students and therefore increase their language development. Feedback, which was also mentioned by all the teachers, and specifically formative assessment, is also a way to work with gamification in the classroom. Lastly, the planning of lessons in blocks could be a way to work with gamification in the classroom where the student can practise before the final examination.

7.1. Further research

Gamification and the use of it in school has, at least to this author's knowledge, not yet been researched to a great extent in empirical studies, especially not any that show how and why gamification should be used in upper secondary school. It would therefore be interesting to see a study on how to plan and use gamification during lessons in upper secondary school. It would also be interesting to see how well the programs that are created for gamification purposes motivate and develop the students' language proficiency.

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Appendix 1
Information om deltagande i undersökning om undervisningstekniker i engelska, gymnasienivå.

Du tillfrågas härmed om deltagande i denna undersökning. Syftet med denna undersökning är undersöka vilka arbetssätt som används för att lära ut engelska till elever på gymnasienivå för att få en ökad förståelse för hur man kan arbeta på olika sätt och motivera eleverna.

Vid undersökningstillfället kommer halvstrukturerade intervjufrågor att användas, väljer ni att delta i undersökningen kommer tidsförslag skickas ut som ni kan tacka ja till, passar ingen av tiderna försöker vi tillsammans hitta en ny tid. Undersökningen kommer att utföras med cirka fem lärareinom den svenska gymnasieskolan som undervisar i engelska på gymnasienivå.

Om ni väljer att medverka i undersökningen kommer detta att innebära ett intervjutillfälle om ca 30-60 minuter. Hela intervjun kommer att spelas in med digitala hjälpmedel och sparas på hårdvaran och inte i molnet för att vara säker på att informationen inte kan spridas. Inspelningen kommer att transkriberas och sammanfattas av mig personligen, de kommer efter studien är klar att raderas för att garantera att er anonymitet behålls. Transkriberingarna kommer efter att studien är slutförd förstöras. Ert namn, arbetsplats, ålder eller liknande information som kan avslöja er identitet kommer inte att användas i studien för att försäkra att ni är anonyma. Den färdiga studien kommer att publiceras som uppsats vid Högskolan Dalarna och kommer sedan föras över online till DiVa.se, ett arkiv för studentuppsatser, för att ge allmänheten tillgång till studien.

Att delta i studien är helt frivilligt, och du kan närsomhelst dra dig ur studien och få din intervju samt transkribering raderad direkt. Om du drar dig ur kommer därför ingen information från eller om dig användas i studien. Studien i sig skrivs som mitt andra examensarbete vid Högskolan Dalarna för att kunna examineras ifrån ämneslärarutbildningen inriktning Engelska - Svenska som andraspråk.

Övriga upplysningar lämnas av nedanstående ansvariga.

Tack för er tid.

Bollnäs 2017-09-05
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Intervjuguide

Syftet med intervjun är att undersöka om lärare i engelska använder gamification som en metod i sin undervisning.*Towhatextent do teachersusegamificationwhenteaching English in uppersecondaryschool?*

Bakgrund:

- Hur gammal är du?
- Hur länge har du arbetat som lärare?
- Vilken utbildning har du?
- Hur länge har du arbetat på skolan?

Allmänt:

1. Hur skulle du beskriva din undervisning?
2. Hur ser en typisk engelskalektion ut?
3. Brukar du ge feedback på skriftliga arbeten?
    a. **Om ja:** Hur ger du feedback på skriftliga arbeten till dina elever?

4. Ger du feedback på muntliga arbeten?
    a. **Om ja:** Hur ger du feedback på muntliga arbeten till dina elever?
    b. **Om nej:** Hur får eleverna veta vad de ska utveckla

5. 5 .Ger du feedback på spontan produktion i klassrummet? (Vanlig interaktion i klassrumsmiljö på målspråket)
    a. **Om ja:** Hur ger du feedback till dina elever?
    b. **Om nej:** Varför inte?

6. Vilken typ av bedömning anser du att du använder?

7. Hur arbetar du med bedömning?

8. Inkluderar du eleverna i din bedömning?
    Om ja: Hur?

9. Motiverar du på olika sätt beroende på om de ska lära sig att tala, skriva eller läsa?
    a. **Om ja**: På vilka sätt?
    b. Motiverar du på samma sätt om eleverna ska lära sig något litet/snabbt moment som när ni ska lära er något stort/längre moment.
10. Vad gör du när en elev inte klarar av t.ex. ett delmoment i undervisningen?
11. Använder du någon form av belöning när eleven gjort något bra?
    a. **Om ja:** Vilken typ av belöning?
12. Arbetar du med digitala verktyg såsom program, webbsidor eller appar, tex på datorn, ipads eller mobiler, som stödjer din roll som lärare i att ge t.ex. feedback direkt till eleven?
    a. **Om ja:** Vilken typ

13. **Gamification/Spelifiering:**
    a. Vad betyder begreppet gamification/spelifiering för dig?
    b. Har du arbetat med gamification/spelifiering?

c. **Om ja:** På vilket sätt?
d. Vad ser du för fördelar med att använda gamification?
e. Vad ser du för nackdelar med att använda gamification?