

L2 English language use and attitudes among Norwegian gamers

*A qualitative case study of how two vocational students
in a Norwegian upper secondary school construct
meaning in their L2*

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<http://www.duo.uio.no/>

Abstract

Some learners of L2 English in Norwegian classrooms today are quite proficient at communicating in English. Some studies have examined L2 English proficiency in relation to online gaming, and this study has thus chosen to focus on students who are gamers. This study aims to investigate how Norwegian learners' English language use relates to their English language attitudes, and what role online gaming plays for the development of their oral English as well as the environment provided for English language use by online gaming. The research question for the study is: *How does L2 English language use relate to L2 attitudes and online gaming for two vocational students at a Norwegian upper secondary school?*

To answer this research question, I have employed multiple methods using data from the VOGUE project: (i) semi-structured interviews with the students in question, (ii) video observations from the classroom, (iii) screen recordings with video and audio from gaming at home, (iv) stimulated recall interviews with the students in question and lastly, (v) an auditory analysis conducted on both video observations and screen recordings.

The results indicated a connection between L2 English language use and L2 English language attitudes, and that for the two students, online gaming had a direct relationship with their oral English skills, working as a motivator to learn and to keep improving their L2 English. Additionally, the results showed that gaming being predominantly in English served as a catalyst for using L2 English among these two students. The implications of this study show that it can be beneficial for teachers of L2 English to investigate their student's attitudes toward L2 English and make the students aware of how it is affecting their own language use. Furthermore, this study indicates that it might be beneficial for teachers to identify students' motivations for learning L2 English and use these motivations to make the English subject more accessible to them in the classroom.

Sammendrag

Flere elever som har engelskundervisning i norske klasserom i dag, er ganske dyktige på å kommunisere på engelsk. Som noen studier har undersøkt, er denne dyktigheten i engelsk kommunikasjon enkelte ganger blitt relatert til gaming. Denne studien har derfor valgt å sette søkelys på elever som er gamere. Studien undersøker engelske språkholdninger og engelsk språkbruk blant to elever som har engelsk på yrkesfag. Dette for å se om det er noen sammenheng mellom deres språkholdninger og språkbruken deres, hvilken rolle onlinespill har for deres utvikling av muntlig engelsk og hvilket miljø gaming skaper for engelsk språkbruk. Forskningsspørsmålet i denne studien er: *Hvordan relaterer engelsk språkbruk seg til språkholdninger og online gaming for to norske yrkesfaglige elever?*

For å besvare dette forskningsspørsmålet har jeg anvendt flere metoder gjennom å bruke data samlet inn og klargjort i VOGUE-prosjektet: (i) semi-strukturerte intervjuer med de to elevene, (ii) videoobservasjoner fra klasserommet, (iii) skjermopptak med video og lyd hjemme hos de to elevene, (iv) kvalitative intervjuer med elevene som tar i bruk *stimulated recall* og (v) auditive analyser av både video- og skjermopptak.

Resultatene indikerer en kobling mellom elevenes bruk av engelsk og engelske språkholdninger, og at for disse to elevene hadde online gaming en direkte relasjon til deres muntlige engelskferdigheter. Denne relasjonen fungerte som en motivasjonskilde både for å lære seg og for å videreutvikle sin engelsk ytterligere. I tillegg til dette viste resultatene at kommunikasjon i gamingen for de to hovedsakelig foregikk på engelsk, som da fungerte som en katalysator for engelsk språkbruk for disse to elevene. Studiens implikasjoner er at det kan være fordelaktig for engelsklærere å undersøke elevenes holdninger til engelsk og gjøre dem oppmerksomme på hvordan elevenes språkholdninger påvirker deres egen språkbruk. Studien indikerer også at det kan være fordelaktig for engelsklærere å identifisere elevenes motivasjon for å lære engelsk, og bruke denne motivasjonen for å gjøre engelsk mer tilgjengelig i undervisningen.

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1 Introduction

Choosing what to write about for my MA thesis was not too difficult, as the choices concerning L2 language use and the whats and whys of those choices really intrigued me at the time. I had read a lot of research on L2 language use and attitudes toward L2 English language use, and theory on the different ways to use and teach L2 English in an L2 English classroom. This made the choice of researching something of the kind irresistible. One of the things that interested me when reading this research was how Norwegian learners seemed proficient enough in English that they would be able to make linguistic choices, and that they would understand what social meaning it would carry to practice those choices. Writing this MA thesis has been a grand endeavour, enlightening and enriching for me as a teacher and something that will affect my future practices as an English teacher.

In this study, I am researching how students' L2 language use connects to L2 language attitudes, how the development of two Norwegian vocational students' oral English relate to gaming, and how this gaming creates an environment for L2 language use. I have researched this by using classroom video observations and screen recordings from the students' gaming sequences, in addition to semi-structured interviews and stimulated recall interviews with these same students. The data are part of the VOGUE project¹ at the University of Oslo.

Previous research indicates that L2 language use and L2 language attitudes are connected (Rindal, 2013). Since it is difficult to fully grasp student L2 language use, and attitudes, at school and because we see an increasing use of online gaming in Norway (Stoll, 2020) in and out of school, online gaming might help grasp, and potentially bridge, L2 language use and L2 language attitudes. It is therefore important to figure out if, and if so, how, L2 language use and attitudes relate to online gaming and to each other. This relation is further elaborated on in this introduction as part 1.4.

¹ <https://www.uv.uio.no/ils/english/research/projects/vogue/index.html>

1.1 Language use and attitudes

The topic of language use in and outside of the L2 English classroom is a topic that occurs in several research articles, books, and studies linked to English didactics. Researchers like Brevik (2019a), Rindal (2013) and Sundqvist and Sylvén (2016) are all researchers who have explored this topic to various extents. Their research shows that adolescents are proficient English speakers (Rindal, 2013) and that they use English outside of school for their various interests (Brevik, 2019a; Sundqvist & Sylvén, 2016). Additionally, their research suggests that L2 proficiency is connected to identity (Rindal 2013) and that there might be a connection between English use outside of school and English language competence (Brevik, 2015, 2019a; Sundqvist & Sylvén, 2016). This topic, and especially the aspect of English use outside the English classroom, is key when one is looking to research the source of motivation for L2 English language learning, and the foundations of the L2 language attitudes adolescents might show. By observing L2 English language use both in and outside of school one may be able to show to what extent proficient Norwegian L2 English learners are able to vary their language use across contexts, or if that remains something the adolescents *intend* to do (Rindal, 2013).

1.2 Online gaming

In this study I aim to explore how the development of the two student participants' oral English relates to online gaming and how this gaming creates an environment for English use. Previous research shows that activity leads to identity and that these activities can work as motivation for learning (Gee, 2017). Online gaming is an activity and experience that initiates language development, and that might enhance one's life (Gee, 2017).

A nationwide student survey (i.e. *Elevundersøkelsen*, Norwegian Directorate of Education and Training [NDET], 2013) covering, among other aspects, students' motivations for learning, is conducted yearly. By covering students' motivation for learning through this survey, the survey communicates that, in Norwegian schools, it is considered important to keep up motivation for L2 English language learning. Anjomshoa (2015) and Gee (2017) also argue the importance of motivation in L2 English language learning. If motivation is important in teaching and learning and online gaming is an activity which ties to identity and motivation, it is important to research how online gaming, an increasingly popular activity in Norway (Stoll, 2020), can create an environment for L2 English learning, as well as motivate the development of oral English skills.

1.3 English in Norway and the English school subject

In this study I use “L2 English” to indicate English as a second or later language (Rindal, 2020). In Norway, English has traditionally been taught, not as a second, but as a foreign language. Norwegians do not qualify as speakers of English as a second language (ESL) under traditional descriptions (e.g. Graddol, 2006; Rindal, 2013). Additionally, English does not have official language status in Norway (Rindal, 2013, 2020). However, an increase in exposure to L2 English out of school has led to improved language proficiency and increased confidence, as well as a development away from the function of a ‘foreign language’ (Rindal, 2020). In the two latest national curricula, communication, both locally and globally, regardless of cultural or linguistic background, is in focus (NDET, 2013, 2019). The English subject is intended to help learners develop an understanding of various ways of living, thinking, and communicating across differing cultures (NDET, 2013, 2019). Furthermore, although English is not used as a lingua franca among Norwegians, learners of English might often encounter situations where they will need English to communicate with speakers of other first languages (Rindal, 2013, 2020). While English still has the identity of a school subject, the language is increasingly becoming a natural part of Norwegian speakers’ linguistic repertoire (Brevik, 2019a; Rindal, 2020). Norwegian adolescents have high competence when it comes to L2 English (Brevik et al., 2016), to expect language variation and active language choices.

The data used in this study were gathered the final year of the old curriculum (LK06), during the school year 2019–20. However, to show how this research is related to the expectations and demands of the new and current curriculum, the relevance of its core elements is presented here; *Communication*, *Language learning* and *Working with texts in English*. L2 English language use and online gaming are relevant topics for research in relation to the core element, *Communication*, following its description as referring to the creation of meaning “through language and the ability to use the language in both formal and informal settings” (NDET, 2019). Secondly, *Language learning* is described as a referral to “developing language awareness and knowledge of English as a system, and the ability to use language learning strategies” (NDET, 2019). Following this description, not only L2 English language use and online gaming, but L2 English language attitudes too, is a relevant topic for research. Finally, as *working with texts in English* is described as follows: “the pupils shall acquire language and knowledge of culture and society [of, by] reflecting on, interpreting and critically assessing different types of texts in English” (NDET, 2019), the research of online gaming can be given

further relevance. These core element's descriptions provide relevance for the topics explored in this study as the topics relate to those descriptions.

1.4 Research aim and research question

The aim of this MA thesis is to examine students' attitudes toward and their use of L2 English, to explore how oral English development relates to online gaming and how such gaming creates an environment for L2 English language use. The research question for this study is: *How does L2 English language use relate to L2 attitudes and online gaming for two vocational students at a Norwegian upper secondary school?*

The methods used for this MA study were semi-structured interviews, stimulated recall interviews, video observations, screen recordings of online gaming at home and expert panel commentary. The aim, by choosing these five data sources, was to see if what the students themselves reported about their L2 English language use, and what occurred of actual L2 English language use in and outside the L2 English classroom could provide a deeper understanding of these learners' L2 English use and consider whether their use of English outside school can be applicable in an educational setting. By using five separate data sources, each source could add a new vantage point and understanding of the phenomenon of L2 English language attitudes and use.

1.5 Outline

Following this introductory chapter is Chapter 2, which presents an overview of theory and previous research. The methods and the data used in this MA study, including the study's sample are presented in Chapter 3. Chapter 4 follows with the results from the study. The results are then discussed in light of theory and previous research in Chapter 5. In Chapter 6, I offer suggestions for further research and some concluding remarks. Lastly, the references and appendices are included.

2 Theory and prior research

This chapter is where the theoretical framework for my study and a review of relevant prior research are presented. The thematic focus in this thesis on language use and attitudes, combined with oral English and online gaming, allows for a broad and diverse theoretical framework. As I am researching how the development of two vocational students' oral English relate to their online gaming and how such gaming creates room for L2 language use, I will need a theoretical framework which includes these aspects.

Section 2.1 will contain Rindal's (2013, 2019, 2020) work on second language practices, attitudes, and pronunciation. Her research gives this MA study a backdrop for analysing language attitudes and language use. In section 2.2, Gee's (2017) theory on interest and identity will be presented. His theory on teaching and learning in a high-tech world, in which he explores language acquisition through online and digital use, introduces some relevant terms for this MA thesis. In section 2.3, Sundqvist and Sylvén's (2016) work on Extramural English is presented, in which studying what happens outside school is relevant. Furthermore, I will present Brevik's (2019a) definition and information about language profiles, especially the gamer profile. Codeswitching will be presented in section 2.4. This section contributes with a theoretical foundation to describe language use among the participants, whether that be while they are speaking English or commenting on their language practices in general.

Lastly, I include a section where I have conducted a review of prior research relevant for this study (2.5). These are studies that are relevant for interpreting adolescents' L2 language use and their self-reported attitudes on their language practices. The section consists of studies regarding adolescents' use of the English language in and outside school (2.5.1), including MA theses related to the subject of English didactics (2.5.2), and the relevance of these studies for my MA thesis (2.5.3).

2.1 Meaningful use of L2

In Rindal's (2013, 2019, 2020) research, she has shown that learners in Norway are able to use L2 English in a meaningful way. Section 2.1.1 on L2 Identity focuses on her work on second language practices and language ideology, while section 2.1.2 focuses on L2 attitudes.

English language practices and the status of English are apparent in the former English subject curriculum (LK06), and among Norwegian adolescent learners (Rindal, 2019). Comparing the status and language practices of English apparent in the English subject curriculum to research on English language practices among adolescent learners provides a reason to study whether learners in Norway can use L2 English in a meaningful way. English is characterised, increasingly, by the ones who use it as either a second or a later language - including those Norwegians who negotiate the meanings of English in the L2 classroom (Rindal, 2019). Rindal (2019) argues that the global circumstances related to the status of English (as a lingua franca, second language or later language), are mutually related to local beliefs of language among educational authorities, teachers and students in Norway, and that these have major implications for English as a discipline in both lower and higher education. These implications include the amount of English being taught, the different aspects of English being taught and how English is being taught. L2 speakers in Norway are highly proficient in L2 English and are therefore able to use English as part of their identity repertoire, as argued by Rindal (2020).

In Rindal's (2013) doctoral study, she presented and explored three areas of L2 English use, namely "attitudes towards native accents of English (responses to practice), their choices of target accent (reported practice), and their pronunciation of phonological variables (actual practice)" (Rindal, 2020, p. 337). This MA study builds on these three areas when researching L2 language use and attitudes among two vocational students engaged in online gaming. Rindal (2020) reported a discrepancy between her participants' responses to practice and reported practice, as well as between reported practice and actual practice. The discrepancy Rindal (2020) found was that even though a standard British English accent was considered the most prestigious accent, it was not the preferred accent aim among the adolescent learners. As this study also explores these areas, the study's results might be able to implicate or add to Rindal's (2020) reported discrepancy.

2.1.1 L2 identity

Rindal (2019) argues that L2 English has identity markers for Norwegian adolescents, and that there is something called second language identity: “Oneself-identity is intimately connected to one’s language, because it is through communication with others that the self is constructed; it is inevitable that development of second language proficiency entails some kind of development of identity” (Rindal, 2019, p. 14). This understanding of identity that this study draws on, is the understanding that Norwegian learners can express local and individual identity through the English language (Rindal, 2013, 2020; see also Gee, 2017).

The construction of identity comes from students exploiting linguistic resources from the English language and reshaping as well as adapting the social meaning of various variables in order to do so (Rindal, 2013). Rindal (2013) found that learners’ self-expressed accent aims correlated significantly with accent use, and that American English was the dominant pronunciation among Norwegian adolescent learners, even though British English was considered more prestigious while its American counterpart was associated with informality. Since my MA study explores L2 identity. Through the participants’ active adaptation and reshaping of various parts of the English language together with the idea that learner’s self-expressed accent aims correlate with their accent use, it might become possible to identify and explore the participants’ L2 language use and the various aspects of their L2 identities.

2.1.2 L2 attitudes

Rindal (2013) suggests that there exists a shared set of language attitudes towards English accents among Norwegian learners. These shared attitudes were in line with the self-expressed L2 accent aims among Rindal’s participants, as school-oriented British English was avoided due to the social meanings carried by that accent, and American English was a more accessible accent as it was not associated with “trying too hard” (Rindal, 2013, p. 327). Another reported desire among Norwegian learners was to use a neutral variety of English. According to Rindal (2013) this means that the social meanings that are related to these English accents are resources in Norwegian learners’ L2, so that English accent can be used according to the social meanings that users wish to convey. In Norway there might not be a great need for an L2 standard, as there is no self-evident “correct” first language form in this language community either (Rindal, 2013), meaning that there is not one “correct” way to speak Norwegian. My research aims to contribute to the discourse on the local appropriation of English in the Norwegian context.

2.2 Teaching and learning in a high-tech world

Gee (2017) argues that the use of language online can enhance the acquisition of the target language, and that the use of a computer both mediates and regulates humans' internalisation of the given environment - the way we understand and reflect on what is in front of us. Gee (2017) also offers examples of learning within the zone of proximal development (ZPD) (Vygotsky, 1978). ZPD is a theory around learners, with roughly three zones. The first one being what the learner is capable to learn without assistance from others, and the second zone in which learners are able to further develop their abilities with assistance, and the third, which is out of reach (Vygotsky, 1978). The second zone is the ZPD (Vygotsky, 1978). Gee's (2017) examples of learning within the ZPD includes the "socialization within families, and communities, parenting, laboratories, and distributed teaching and learning systems" (Gee, 2017, p. 76). He defines a distributed teaching and learning system as a self-organised system, in which one traverses a system of different activities and skills with various "mentors/teachers" (Gee, 2017, p. 78), finding the help one needs to develop their desired abilities.

2.2.1 Affinity spaces

Adolescents who have a specific interest might join various interest-driven groups or spaces, oftentimes online (Gee, 2017). Gee (2005, 2017) refers to these spaces where people with similar interests find each other in *affinity spaces*, as these spaces invites an affiliation with someone and something, for instance between gamers who engage in online gaming. Similar to physical spaces, Gee (2017) claims that "the affinity spaces can be mapped out and labelled, they are nested into one another, and they constitute the geography of development" (p. 120). An individual developing such affiliations will move between different digital and physical spaces, sharing the same interests and perhaps even passions (Gee, 2017). For gamers in particular, their gaming room at home is an affinity space, which is connected to and nested into the several interest-driven sites where they discuss and learn. The gaming rooms of their friends, LAN-events (events where you bring your computers and play with each other on your local internet), gaming stores and gaming conventions are other examples of the many affinity spaces gamers move between (Gee, 2017).

The affinity spaces themselves are either sites or forums in which the participants of specific communities offer and receive guidance and/or instructions from each other. The individuals

who offer instructions and guidance in these affinity spaces do this both orally and in written form. Therefore, these affinity spaces, commonly provide an environment in which English works as a mediator of knowledge, communication and even friendship. By having these affinity spaces, the gamers can increase their English competence by influence, exposure, listening and practising oral and written skills with different people in various forms and spaces. Gee (2017) states that distributing knowledge in classrooms is inefficient in comparison to these spaces, as classrooms are often not part of the affinity spaces that “owns” the knowledge that is being taught or learned. Access to affinity spaces are consequential, as they harbour tacit knowledge (Gee, 2017), and learning is therefore “no longer restricted to schools and classrooms” (p. 87).

Gee’s (2017) theory allows me to study how, through affinity spaces, students potentially adapt their spoken English in such spaces. The premise of adapting their L2 English to the negotiation of meanings of English is that the students have acquired a level of *language awareness*. Gee (2017) defines language awareness as the capacity to think about communication at a metalevel. What language awareness does, is that it allows us to further understand each other, be that in written or spoken forms of communication. Language awareness can be taught as well as learned (Gee, 2017).

2.2.2 Activity-based identities

According to Gee (2017), participation in affinity spaces relates to identities. His definition of identity can be understood in relation to as the surroundings the participants choose to partake in of their own initiative. He suggests that the common traits that individuals within such spaces share separate them from others and consequently create an original uniqueness (Gee, 2017).

Such identities are different from relational identities and are often imposed on or assigned to people, in terms of classifications such as their gender, their sexuality, their age or even their religion. “Relational identities are defined in terms of relations, contrasts, or oppositions between different types of people” (Gee, 2017, p. 97). Since these classifications are not apparent through computer screens, relational identities do not apply to affinity spaces. Rather, an individual visiting specific affinity spaces and developing an affiliation with these spaces will form an identity which leans towards the specific interest if enough time is spent doing it. This identity is connected to the interests of the individual, thus not a relational identity, but

rather what Gee (2017) labels an *activity-based identity*. The activity-based identity is not something that defines an individual, but something flexible and unstable:

Such identities change in history as groups change their activities, norms, values, or standards. Some activity-based identities go out of existence and new ones arise. Activity-based identities are for people to identify with something outside themselves, something that other people do and are (Gee, 2017, p. 105).

Gee (2017) emphasises that these activity-based identities do not exclusively involve forms of entertainment, but also opportunities for learning and teaching both online (in the virtual world) and offline (in the physical world), and that this will be enhanced by the experience of “mucking around”.

2.2.3 Mucking around

Gee (2017) introduces the concept of *mucking around* in order to emphasize the importance of learners being allowed to spend time to muck around, as part of the learners’ second language acquisition. For instance, to deepen their perspectives on skills and their contexts of application, learners could explore aspects of what they have learned instead of aiming to learn on a higher level (Gee, 2017). Gee (2017) connects the concept of mucking around to Vygotsky’s sociocultural theory and ZPD in how *play* mediates development, describing how teachers can be successful in their instructions and teachings in the classroom if they encourage their students to try and to fail, and then to try again. Gee (2017) argues, however, that this very process is similar to what is happening outside the classroom, where adolescents spend time in their affinity spaces, developing activity-based identities. Doing so, they are playing around with the language by conversing with people who share their interests, potentially trying and failing and trying again as part of developing their L2 communication skills.

2.3 Language profiles

Gee’s (2017) example of learning within the ZPD, is in line with Brevik’s (2019a) research-based language profiles. In explaining these language profiles, she argues that they build on Gee’s (2017) activity-based identities; specifically, Gamers, Surfers and Social Media Users. Utilising a sociocultural framing on the learning of languages, Brevik (2019a) identified the

roles of interest and technology in adolescents' use of English during their spare time, defining the language profiles as follows:

Gamers: Predominantly consists of boys who identify as frequent gamers due to their online gaming (typically somewhere in between three to eight hours of gaming per day). They use mainly English to read and respond to in-game instructions and to participate in oral and written chat within networks of Gamers. By themselves or together with others, they engage in various quests, solve several problems, and engage in the use of, as well as learning, gaming strategies (e.g., YouTube tutorials) (Brevik, 2020, p. 196).

Surfers: Predominantly consisting of boys, but also some girls, who are moderate gamers (less than three hours spent gaming per day) and identify as internet Surfers due to the extensive amount of time they spend online - to find authentic sources of information, mainly in English (e.g., YouTube instructions), or just actively surfing - looking for opportunities to use English (Brevik, 2020, p. 196).

Social Media Users: Predominantly consists of girls who are non-gamers (but typically have a history with gaming) and who identify as Social Media Users. This is often due to their engagement with English through various social media platforms and media-service providers (e.g., Netflix), likely to binge-watch several episodes of a single, or several, series in one sitting (Brevik, 2020, p. 196).

In my MA-thesis, I will use the *Gamer* profile in order to describe my participants' language profiles, as well as utilising a research-based explanation of their language-based interests outside school.

Drawing parallels between Brevik's (2019a) language profiles and Gee's (2017) activity-based identities, it seems that most *Gamers* are interested and invested in gaming, that they identify themselves as gamers, and that they are recognized by their fellow gamers as gamers. They are labelled *Gamers* not only because they have knowledge about online gaming, but predominately because they themselves participate in the act of gaming, to the extent that they identify as gamers. Then there are those adolescents who love gaming as a voluntary activity, but who do not identify as gamers. These adolescents might identify with the language profile *Surfers*, who sometimes participate in gaming activities but who spend more time on other online activities, such as surfing the Internet (Brevik, 2019a). Some *Surfers* have been *Gamers*

in the past, but who then have prioritized various other online activities over gaming (Brevik, 2019a). These adolescents might identify as surfers due to the various activities they partake in on the Internet, like a shared faith in the vast value of authentic, accessible information. Other adolescents identify as *Social media users*, if they have an interest in different types of social media engagement, such as a binge-watching of Netflix or TV series or frequently engaging in other social media activities (Brevik, 2019a).

Brevik (2019a) stresses the importance of individual differences with the use of different English activities outside school to explain the variety of proficiency within English reading and literacy (Brevik et al., 2016; Brevik & Hellekjær, 2018), as well as the variety in adolescents' interest toward all things English (Brevik, 2016). As I later present my participants' use of and exposure to English, I will use the *Gamer* profile as an analytical lens, to serve as a tool for deeper understanding of the participants, and as a backdrop to their identities.

2.4 Extramural English

Another way of framing the use of English outside school is in terms of *Extramural English*, which refers to English usage and exposure thereof outside of school boundaries (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) argue that such contact with English is “initiated by the learners themselves” (p. 6), and not by the teacher or any English instructor. Extramural English refers to a range of activities in English outside the school walls, including the watching of English movies and/or series, listening to English music, the reading of books in English, English blogs or even English news online, and additionally, the production of written or oral texts in English. To illustrate how these adolescent learners spend their time in front of their screens when not at school, Sundqvist and Sylvén (2016) introduced the extramural English house (Figure 1).



Figure 1. The EE House (Sundqvist & Sylvén, 2016, p. 139)

Within the house, the first floor consists of rooms with very accessible activities, like watching TV, listening to music, and watching movies. The second floor consists of rooms with a little less accessible activities like reading and gaming. Sundqvist and Sylvén (2016) argue that it takes more effort and a higher competence in English to climb up the stairs of the house to the second floor and partake in the activities there, in comparison to the first floor activities which are more passive and receptive and thus easily available for anyone to partake in and enjoy. They go on to underscore how access to English used to be more homogenous among adolescents, a classroom wherein different students within the same classroom learned English at similar speeds and competence. The teacher was the one in control of the students' access to, and input from everything English, subsequently being the main English influence for many adolescents. Today, this looks quite different, considering the amount of time students engage daily in extramural English activities, both at home and elsewhere. That includes time spent learning English through different, often quite authentic, channels, for instance through various affinity spaces as introduced by Gee (2004, 2017) and through several activities outside school, which can be related to codeswitching.

2.5 Codeswitching

In this section I will present theory and the definitions of codeswitching applied in this MA thesis. “Codeswitching is a speech style in which bilinguals alternate languages between or within sentences” (MacSwan, 2017, p. 168), and occurs among speakers from bilingual speech communities (Langman, 2001). CS has to do with the extent of which regular alternating use

of two separate languages (L1 and L2) within one and the same conversation, and there can be considerable variation between various speech communities (Langman, 2001). This section provides a theoretical description of CS. The reason I choose to use CS in my study, has to do with my understanding of CS as a resource:

If teachers recognize that codeswitching is richly structured and evidence of linguistic talent, as research has shown, then children's bilingual ability is more likely to be viewed as a resource rather than a deficit in educational settings. (MacSwan, 2017, p. 170)

Using CS in this MA thesis, enables me to differentiate between English and Norwegian in my analysis of the two adolescents' language use in and outside school.

2.5 Review of prior research

In this section, I will be presenting prior research that is relevant for various aspects of this MA thesis. These are studies on the use of English in and outside school (2.5.1), and MA studies on language and language identities, through adolescents' perspectives (2.5.2). Acknowledging that Scandinavian adolescents in general have a high competence in English, and that this is a situation that sets them apart from most other countries (Rindal, 2020), I have chosen to focus exclusively on Scandinavian research in order to narrow the scope of my review.

2.5.1 Studies on the use of English in and outside school

Based on a study among 10,331 upper secondary students reading proficiency in English and Norwegian (Brevik et al., 2016), a series of studies examined the connection between English proficiency and the use of English outside school (Brevik, 2016, 2019a, 2021; Brevik & Hellekjær, 2018). In one of these studies, she examined the connection between upper secondary students' reading comprehension and their English use outside school, Brevik (2016) found that five male students proved to be more proficient readers of English than of Norwegian, also acknowledging higher motivation for the English school subject than the Norwegian school subject. Additionally, Brevik (2016) found that all five of these students had chosen English as their preferred language outside school and that they argued that their high English proficiency was a direct result of extensive online gaming. Thus, Brevik (2016) came to develop the *Gamer* profile. Expanding the scope of this research, Brevik (2019a) combined reading test results, surveys, language logs, interviews and focus group interviews collected

from 21 upper secondary school students. Here she confirmed the findings of the previous study (Brevik, 2016) and identified the three language profiles already mentioned, based on their English use outside school: *Gamers*, *Surfers* and *Social Media Users*. Brevik (2019a) reported that these adolescents saw their high level of English proficiency as a result of their level of competence based on the English activities they engaged in outside school – predominantly for those partaking in online gaming within a network of gamers, but also for those engaging in Internet surfing and social media use through music, TV series and the reading of books and comics.

In Sweden, Sundqvist and Sylvé (2016) investigated the use of extramural English among students in primary and lower secondary school. Similar to Brevik (2016, 2019a), Sundqvist and Sylvé (2016) found that digital gaming played a more prominent role for English learning than other types of activities (see also Sundqvist, 2009, 2011). Furthermore, they found that there was a significant correlation between the amount of time spent on extramural English activities, oral performance, and vocabulary proficiency. Sundqvist and Wikström (2015) investigated Swedish lower secondary school learners, and how gaming outside of school affected their vocabulary proficiency. They deployed data sources like language diaries, questionnaires, student texts, vocabulary tests and grades, dividing the participants into three categories: non-gamers, moderate gamers, and frequent gamers. They found that the frequent gamers used more advanced English words in their texts and received higher grades in English, when compared to the other participants.

According to Rindal (2020), these studies are testament to a shared high English proficiency among Scandinavian adolescents.

2.5.2 MA studies on language and language identities, through adolescents' perspectives

Several MA studies have examined students' language identities and adolescents' self-reported perspectives on language use in a Norwegian context, and I have chosen to present two of these that are of particular relevance for my MA study, namely Garvoll (2017) and Skram (2019). I have chosen these two studies as they have affected the shape of my study, and its contents. Garvoll's (2017) confirmation of Brevik's (2016) results on the importance of using English for online gaming to develop English reading proficiency is in line with my understanding of

the relationship between gaming and oral English. Skram's (2019) use of stimulated recall interviews and focus on language influence has introduced me to the use of stimulated recall interviews and to studying influences on reported preference.

Garvoll's MA study (2017) was part of the VOGUE project. She examined five students' English use in and out of school, who were all part of a voluntary reading project at their vocational school. Over the course of seven months, she followed these five focus students through their daily use of English in the voluntary reading project. Garvoll did this both at school and outside school, combining test results, surveys, language logs, focus groups, and interviews with each other. The participants of the study confirmed Brevik's (2016) prior results on the importance of using English for online gaming to develop English reading proficiency. In addition to their English use for social media activities, listening to music, watching TV-series, watching movies, reading the news and other texts online and gaming, she found that their voluntary English use included the reading of books at school – through the reading project they participated in. Based on these results, she further confirmed Brevik's (2016) *Gamer* profile.

Skram's MA thesis (2019) was part of the LISE project². She studied influences and preferences regarding L1 and L2 use in the English classroom from the perspective of six lower secondary school students. The study aimed to provide information about the students' views on their own and their teacher's language use during English lessons. Skram (2019) found that students had different preferences depending on different functions for language use, but for metalinguistic explanations, the students preferred English. The results of this MA thesis showed a discrepancy between reported language practice and reported language preference, connected to students' beliefs on which language was used in various situations for the purpose of learning English in the best way possible. This divergence was especially visible regarding the teaching of grammar, where all six of the participants in this study preferred English to Norwegian, while practice showed that more often Norwegian was used for teaching English grammar. The interviews revealed that all the six students were able to list several influences on their spoken language in the classroom – and that the teachers' language practices were the most important variable. This study was an important factor for my choice of using stimulated recall interviews in my MA study, because by utilising video stimulated recall interviews, Skram (2019) was

² <https://www.uv.uio.no/ils/english/research/projects/lise/index.html>

able to have her students reflect on their own language practice after being reminded of their language practice by the video stimuli. The stimuli allowed the participants deeper reflection on their practice closer in time to the interview questions than the actual event.

2.5.3 Relevance for my study

In this chapter, I have aimed to show that in order to explore the relation between language use and language attitudes, how the development of oral English relates to online gaming for some adolescents and how gaming creates an affinity space for L2 language use. It is key to understand the participants' identity and to allow them to report on their perspectives, and to show this, and to be able to make supported claims about perceived and self-reported data material, I needed to apply relevant theory. Firstly, as I was interested in examining the attitudes of the participants in my MA study regarding their L2 English and their perceived use of this language, and, to the extent such an observation is practically possible, perceive their attitudes toward their L2 English, it was important to apply the concepts of *English language practice*, *attitudes*, and *L2 choices* (Rindal, 2013, 2019, 2020).

Secondly, as I was interested in studying a possible relation between the perceived attitudes and language use with the self-reported aspects of these two, from the participants of the study. I decided to use the concepts of *language profiles* (Brevik, 2016, 2019a), *extramural English* (Sundqvist & Sylvén, 2016), *affinity space*, *activity-based identities*, and *mucking around* (Gee, 2017). These were all key concepts in identifying, examining, explaining, and elaborating on these aspects. Finally, I decided to use *codeswitching* (MacSwan, 2017; Langman, 2001) as an aspect of L2 language use, both because one of my participants indeed practiced *codeswitching*, and because both participants had opinions on the matter, as I present in Chapter 4 Results, and discuss in Chapter 5 Discussion. In the following chapter I will elaborate on the various methodological choices of this MA study.

3 Methods

In this chapter I present the research design and the methods used in order to answer my research question: *How does L2 English language use relate to L2 attitudes and online gaming for two vocational students at a Norwegian upper secondary school?* First, I will present the VOGUE project, to which my study belongs (3.1), before I provide an overview of the research design I have chosen to utilise in my MA study (3.2). Then, I will present the sample and the sampling procedures I have used in the selection of participants (3.3). Next, I will address the data collection procedures and the data material itself (3.4), before I outline my data analysis (3.5). Lastly, the research credibility and ethics will be discussed (3.6).

3.1 The VOGUE project

The VOGUE project (Vocational and General students' Use of English) was initiated in 2015 by the project leader, Lisbeth M. Brevik, at the Department of Teacher Education and School Research, University of Oslo. I was invited to become part of the research team in the school year of 2019–20. As part of the VOGUE project, my role was to lead the team collecting data in two classes of the data collection in the autumn of 2019. My responsibility concerning the data collection allowed me to familiarise myself with the context of my data. VOGUE is a mixed methods study (Brevik, 2021; Greene, 2007; Johnson & Christensen, 2014) including a range of data sources; both qualitative data (video and screen recordings, student work, student and teacher interviews) and quantitative data (student reading scores and grades, student logs and surveys). The study received approval from the Norwegian Centre for Research Data (NSD), and all participants' written informed consent was provided. My MA study draws on data from the VOUGE project, from which I have selected participants, video recordings, screen recordings and interview data as shown in Figure 2 below.

3.2 Overview and research design

For my MA study, I have chosen a *qualitative* research design (Ryen, 2016), since I am interested in self-reports and actual use of L2 English. The purpose of my MA study is to research how students in vocational studies perceive and use L2 English to create meaning, as

well as how online gaming relates to their oral English skills and creates an environment for L2 English use. A qualitative approach allows for such a study, as it is suitable to answer “how” questions (Buston et al., 1998). A qualitative research approach harbours my understanding, as a researcher, of my participants’ opinions and opinions assigned to their utterances concerning L2 attitudes, or other phenomena, and so the research itself is largely led by the subjects of the study (Buston et al., 1998, p. 197).

My research design consists of two phases; the first phase (Phase 1) was conducted in the autumn of 2019 and the second one (Phase 2) during the spring of 2020. This first phase allowed for analysing the three first sets of data material (video and screen recordings, interviews), before I planned and executed phase 2, consisting of the stimulated recall interviews. Separating my data collection in two subsequent phases allowed me to gather specific data, to formulate the questions for the stimulated recall interview, as well as time to get specific clips ready for the recall part of the interviews.

The following figure (Figure 2) shows an overview of how my study relates to the VOGUE project, how phase one and two were conducted, and how this study is tied together. The model illustrates how my research design (Figure 2) draws on video data, screen recording data, and interview data from the VOGUE project. The design of my MA study is separated into two phases, phase 1 and phase 2, respectively. In phase 1, I first developed my research question, then selected the participants, the video data and stimuli from the video and screen recording data, and the semi-structured interviews for the study. Secondly, I transcribed and analysed the semi-structured interviews, and did an auditory analysis of the video and screen recording stimuli, and a content analyses of the video data, from which I developed an interview guide. Thirdly, I conducted a pilot for the stimulated recall interviews and reviewed the stimulated recall interview guide. In phase 2, I first conducted the stimulated recall interviews, then transcribed and analysed them. Secondly, I had a panel of experts connected to the VOGUE project and the Teaching Learning Video Lab (TLVlab) at the Department of Teacher Education and School research at the University of Oslo, who conducted an auditory analysis of the video and screen recording stimuli. Lastly, I integrated the results to compare and contrast them, and expanded on the results.

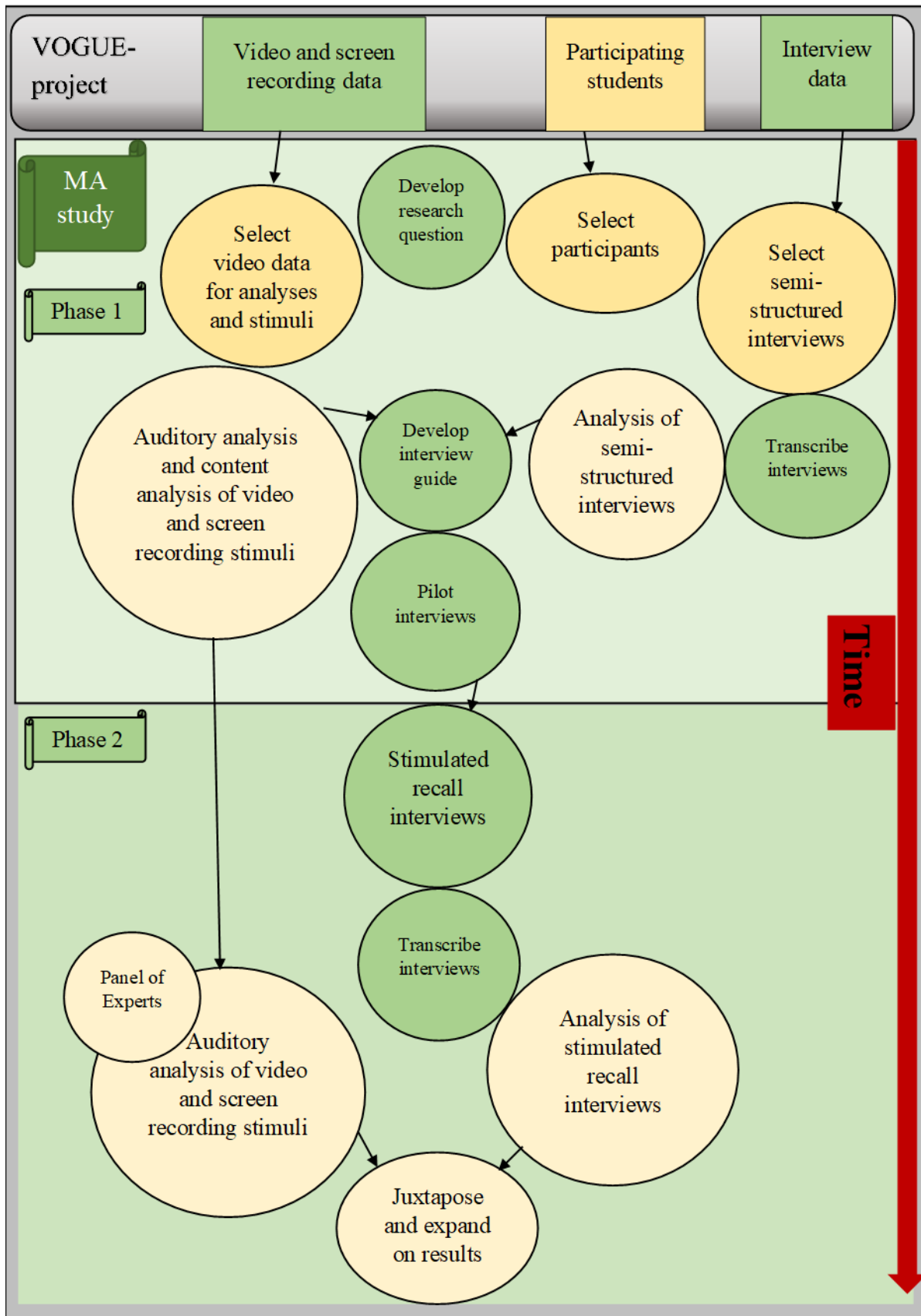


Figure 2. Model of the research design for my MA study's relation to the VOGUE project.

Table 3.1 provides an overview of my MA study. It illustrates my research question, my research design, the data material, the types of data analysis utilised, and the analytical themes. Table 3.1 provides a brief overview of my study

Table 3.1. Overview of my MA study

Research question	Research design	Data material	Data analysis	Analytical themes
<i>How does L2 English language use relate to L2 attitudes and online gaming for two vocational students at a Norwegian upper secondary school?</i>	<i>Qualitative Design Multiple methods Data triangulation</i>	<i>Qualitative data: Video recording Screen recording Expert panel commentary Semi-structured interviews Stimulated recall interviews</i>	<i>Auditory analysis of the recordings both by me and by the expert panel Content analysis of interviews and video data</i>	<i>1: L2 English language attitudes 2: L2 English language use 3a: Online gaming 3b: Gaming and English 3c: Gaming and the English subject 4: Codeswitching</i>

The study uses multiple research methods and methods of data collection to study a phenomenon (Johnson, 2013). I use two types of methods for studying L2 English language use; video observation (video recordings of both classroom and screen) and interviews (both individual semi-structured interviews and stimulated recall interviews).

I also use *data triangulation*, i.e. the use of two or more data sources, analytical procedures or methods in order to investigate the same phenomenon or research question and to see if data from one method are supported by data from another (Brevik & Mathé, 2021). I do this as I think the attitudes and language use among these participants can best be researched through multiple data sources, various aspects, environments, and situations (see Greene, 2007).

The very focus of qualitative research is authenticity; video recordings and interviews both allow for this and are both among recommended methods for data analysis of language use in qualitative research (Beiler et al., 2021). Silverman (2011) underlines the importance of not choosing too many data sets to answer a research question, when wanting to describe and interpret different sides to a phenomenon. However, I believe the methods and materials I have chosen constitutes of a well-constructed entity where the mixing of the data itself creates an important aspect of answering my research question, as well as providing a deeper understanding of the language phenomenon.

I selected the integration of video data (*video recordings* and *screen recordings*), to capture L2 language use, interviews (*semi-structured interviews* and *stimulated recall interviews*), to capture L2 attitudes, and *expert panel commentary*, to confirm and expand on my auditory analysis of the video data. The analyses I have used to answer my research question is *auditory analysis* of the *video data* both by me and by the *expert panel* and a *content analysis* of *interviews* and *video data*.

The analysis includes the following analytical themes: *L2 English language attitudes*, *L2 English language use*, *Online gaming*, *Gaming and English*, *Gaming and the English subject* and *Codeswitching*. Three of these themes were based on theory, while the rest derived from the data (see 3.5.1). I was interested in observing their L2 English language use and compare this with their reported attitudes toward their L2 English language use. Therefore, I selected semi-structured interviews as they enabled me to be rather flexible in regard to following up answers during the interviews (Creswell, 2007), which is a necessary flexibility to answer my research question. The semi-structured interview provided an opportunity to gain insight into the students' self-reported L2 opinions and attitudes. I selected the video data to observe actual L2 English language use. These considerations align well with a qualitative way of thinking (Ryen, 2016).

3.3 Sample

In this section, I will provide information on my sample, and the sampling procedure. The two students who participated in this MA study were in their second year in upper secondary school (VG2). They attended the same class, and both identified as gamers.

3.3.1 Sampling procedure

The VOGUE project used purposeful sampling in the sense that the school was recruited on the basis of the previous findings in the VOGUE project; specifically, by selecting a large vocational school and English classes with male-dominated study programmes (Brevik, 2016, 2019a; Brevik & Hellekjær, 2018). By utilising purposeful sampling, a common principle used in qualitative research, the aim was to “purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). At this school, two teachers and four of their English classes were willing and able to participate. As part of the VOGUE research team and active in the data collection, I was able to observe these classes during the data collection, allowing for contextual information and valuable insight to some of the practices of each class.

Because one class in VG2 provided screen recordings of online gaming at home with both video and audio attached – allowing for analysis of English use during online gaming, this class subsequently became the sample from which I selected the participants for the present MA study.

3.3.2 Sampling of participants

In line with my intended purpose to identify participants for my study, concerning their use of L2 English and their attitudes thereof, in and out of school, I chose *information-rich cases*, as suggested by Patton (2014). Patton (2014) argued that the logic and power of purposeful sampling has to do with choosing cases rich in information to yield “insights and semi-structured understanding rather than empirical generalizations” (Patton, 2014, p. 230).

In the collecting of consent for the various data sets, students could choose which data to provide. Since the purpose of my study was to explore the students’ perceived and self-reported use of and attitudes toward L2 English language use both inside and outside school, it was fundamental for my study to select participants who had provided the data sources I considered relevant. I found semi-structured interviews to capture their attitudes toward L2 English language use and their self-reported L2 English language use. Additionally, I found video and screen recordings to capture both their use of L2 English in school (classroom recordings), and outside school (screen recordings). To capture their response to their own L2 English use, I used stimulated recall interviews.

Therefore, my first criterion was (1) to select students who had agreed to being recorded at home while gaming. Being able to study gaming recordings from an authentic out-of-school situation gave me an understanding of their L2 English language use outside the classroom. This also provided the opportunity to explore how their oral proficiency relates to their online gaming and how this gaming created space for L2 language use. The second criterion was (2) to select gamers who had participated in the classroom video recordings, to capture in-school L2 English language use. My third criterion was (3) to select gamers who had partaken in the semi-structured interviews, to assess their attitudes toward L2 English language use.

This sampling procedure occurred after Phase 1 of the data collection was complete, which was a necessary decision to ensure that the participants had provided all of the required data sources, and not only consented to doing so. As I was interested in selecting participants that provided self-reported perspectives on their own L2 language use, and gain more insight as to how their oral proficiency related to their online gaming and how this gaming creates space for L2 language use, my fourth selection criterion was (4) to select participants who agreed to take part in a follow-up stimulated recall interview. This recall interview was conducted in Phase 2.

Aiming to identify my participants, I was initially open-minded as to the number of students to select. However, based on the principles of purposeful sampling by both Firebaugh (2008) and Patton (2014), I decided it was more important to select a few information-rich cases, rather than a larger number of students, where the study may lose some of its potential richness.

Using the four selection criteria, I identified the two participants that aligned with all criteria. Table 3.2 offers an overview of the two participants and the data sources chosen for my study. Their representation will be described, and their language use and attitudes further analysed in the next chapter, where I present my results.

Table 3.2. Overview of the two participants (pseudonyms)

Pseudonym	Gender	Screen recording	Video recording	Semi-structured interview	Stimulated recall interview

Jakob	Male	X	X	X	X
Edvard	Male	X	X	X	X

One of the essential points during a sampling procedure is the demand placed upon the data by the very need to examine alternate explanations, which further confirms my decision to sample more than one focus student, in line with Firebaugh (2008) who argued the importance of choosing so-called *strategic comparisons*. This essential point also relates to the inferences that arise when comparing across different data sources (Creamer, 2016), which in turn composes an important part of my study. In the following section, I detail the selected data sources.

3.4 Data collection and material

In this section, I will briefly explain the standards and procedures employed in the VOGUE project regarding the data collection process. Giving the reader insight into the process contributes to the openness and transparency of my study – thus increasing its legitimacy (Befring 2015, see also section 3.6).

Table 3.3. Overview of data material selected for analysis of the two participants (2019–20)

Method	Data	Duration	Number of lessons/sessions
Observation	Video recordings of classroom activity	1 min 32 sec	Lessons ($n=2$)
	Transcriptions	199 words	
Observation	Screen recordings of online gaming sessions	3 min 38 sec	Sessions ($n=2$)
	Transcriptions	457 words	
Interviews	Audio recordings from semi-structured interviews	0 hr 35 min	Sessions ($n=2$)
	Transcriptions	6628 words	
Interviews	Audio recordings from stimulated recall interviews	0 hr 37 min	Sessions ($n=2$)
	Transcriptions	5130 words	

Table 3.3 gives an overview of the data material that I have selected for analysis of the two participants. The two methods, *observation* and *interview*, provided four data sources, all includes *transcriptions*. The duration of the video, screen and audio data was 6 minutes and 22 seconds in total and the *transcriptions* consisted of 12.414 words in total. The total number of lessons/sessions were eight.

Interviews and observations are eligible to answer my research question as the data I get from them provides an insight into the participants' self-reported perspectives on their attitudes toward and their usage of L2 English and observation of their actual L2 English use. The data showed how the participants reflect upon their own L2 English language use, how they speak, and provide indications and reports of their perceived attitudes toward the language. One advantage of recorded speech data, both in interviews and in observation, is that the researcher can go back and analyse the data several times.

3.4.1 Data collection procedure

The first phase of the data collection was conducted from early autumn 2019, as the students and teachers were beginning to settle in. By conducting the video recordings, I was able to receive first-hand knowledge about the participants at school. During the data collection, I actively socialized and conversed with the participants whenever I was not actively recording, in line with Emerson et. al.'s (2011) claim that such socialization heightens the researcher's sensitivity to social life as a process. I will draw on these very considerations in my discussions of research credibility later in this chapter (3.6). The second phase of the data collection was initiated in the spring 2020, when the video and screen recording material was analysed and prepared for a stimulated recall interview with the selected participants.

3.4.2 Video recordings of English lessons

Video recordings allow for detailed, systematic investigation of complex educational situations (Blikstad-Balas, 2017; Klette, 2009). Four consecutive English lessons were recorded during two weeks in the school year 2019-20. This design was chosen because the amount has been shown to maximise the likelihood of reliable estimates of teacher practice (Cohen et al., 2016) and have been used in prior research in Norwegian classrooms (Brevik, 2019b; Brevik & Rindal, 2020; Klette et al., 2017). According to Blikstad-Balas (2017), video recorded data make it easier to capture certain patterns and detailed data of a classroom lesson, compared to

pure in situ observation. Researchers can also review the video material as many times as they want and therefore be able to properly capture and interpret body language, facial expressions, and contextual information in addition to verbal utterances (Blikstad-Balas, 2017). The video design relied on two cameras simultaneously recording the same lesson. A small wall-mounted camera at the front of the classroom faced the students and another faced the teacher; additionally, the teacher wore one microphone while another was fixed to capture the students (Brevik, 2019b, Brevik & Rindal, 2020; Klette et al., 2017). This design ensured good video and audio recordings of whole-class discourses and teacher–student interactions.

Each video recorded lesson lasted for 60 minutes. During filming, I was sitting in the very back of the classroom, watching the video and audio recordings in real time. I was therefore not only able to hear whole-class interaction, but even the teacher and individual students during more quiet conversations, as well as some pair or group conversations conducted in the classrooms. These interactions and conversations which I observed, in addition to the field notes I had taken during the data collection, were used for providing context to my study. I transferred the recordings to a secure area at the TLVlab at the University of Oslo.

3.4.3 Screen recordings of online gaming sessions

Screen recordings were collected from the students' computers at home during online gaming sessions. Screen recordings were used in order to gain insight into students' strategies and use of languages during online gaming sessions, providing videos of students' communication during gaming without recording their faces (Beiler et al., 2021). Screen recordings of online gaming sessions took place at home on the two students' individual computers. Two software programs were used to make the recordings, Captura (for pc) and Obs Studio (for mac), depending on the student's gaming computers at home. The students themselves turned the recordings on and off. When the students finished their gaming session, they saved the recording on an encrypted USB stick. The following day the students were contacted by the VOGUE team at school to replace the USB stick with a new one – for further recordings. At this exchange, the participants were also asked whether everything went smoothly considering both practicalities and ethical aspects of the recordings. The students recorded sessions for the number of days they wished to do so, over the course of two weeks. Jakob recorded a total of four sessions, among which, after listening to each of them, I chose the one in which he spoke the most English. As for Edvard, he recorded more than ten sessions, and among his recordings,

some were in Norwegian and some in English. In order to add more depth to my study, I chose a recording where Edvard was addressing an audience in English, as it was different from Jakob's recording, and thus beneficial to capture variation in my study (Firebaugh, 2008).

Thus, I used one recording from each participant as my main data source, and each of the sessions lasted approximately 30 minutes. I transcribed the screen recordings of online gaming sessions utilised in this thesis in full.

3.4.4 Semi-structured interviews

The semi-structured interviews allowed for detailed, systematic investigations of students' self-reported L2 language use in and outside school. The interviews were semi-structured (Creswell, 2014), based on an interview guide with pre-defined questions, allowing for follow-up questions formulated by the interviewer during the interviews.

Dalen (2011) states that individual interviews can elaborate on how the participant relates to and perceives their own social reality and their everyday life, where the concept of perception is essential. This perception has been of key importance in my study, in triangulating them with the screen recordings and the video recorded lessons, as well as the stimulated recall interviews. Additionally, Patton (2014) states that interviews enable the researcher to gain greater access to the participants' thoughts and feelings, which are important aspects when it comes to their perspectives on their own attitudes toward self-reported L2 language use. As I chose only two participants, the advantage is that it has allowed me to focus on depth and richness, rather than width (Silverman, 2011).

The standards and procedures employed by the VOGUE project for these semi-structured interviews relied on the combination of a small dictaphone on the table and the UiO-designed Nettskjema dictaphone application, and transferring, encrypting, and storing the recordings securely on the VOGUE area on the UiO server. The interview guide was piloted before the data collection. The interviews were conducted in the students' preferred language, English or Norwegian, allowing for the students' use of their L1 language if they wished, and with that a deeper and more flexible conversation about their perspectives (see Richards, 2020). The semi-structured interviews I am deploying in my thesis have been transcribed in full.

3.4.5 Stimulated recall interviews

In Phase 2, I conducted stimulated recall interviews with the two participants, using selected clips from the video-recorded lessons and their online gaming sessions at home. I chose to use stimulated recall interviews as a method for my study, because they allowed detailed, systematic investigation of the students' actual L2 English language use in and outside school, along with their own explanations of their motivation for the specific use of L2 English.

Similar to the semi-structured interviews, the stimulated recall interviews (Gass & Mackey, 2017) elaborated on how the participant related to and perceives their own social reality and their everyday life, where the concept of perception was essential (Dalen, 2011). This type of interview also enables the researcher to gain greater access to the participants' thoughts and feelings (Patton, 2015). These are important aspects when it comes to the perspectives of their own L2 English. By utilising stimulus, you achieve the production of both recall and hindsight report. Gass and Mackey (2017) emphasise several factors affecting the chance of reliable stimulation of recall, three of which I'll mention here as they are relevant for my study. These factors are: (i) how much time that has passed between the recorded situation of the stimuli and the time of the interview, (ii) how strong this stimulus is, and (iii) how the questions of the interview are phrased. Without the stimuli, the recall and hindsight report are less reliable.

The standards and procedures for these stimulated recall interviews relied, just as in the semi-structured interviews, on the combination of a small dictaphone on the table and the UiO-designed Nettskjema dictaphone application, and transferring, encrypting, and storing the recordings securely on the VOGUE area on the UiO's server. The interview guide itself was developed by me and was piloted before the data collection. These interviews were also conducted in Norwegian, for the students' ease (Richards, 2020). The stimulated recall interviews were transcribed in full.

3.4.5 Expert panel commentary

The panel consisted of three experts of English, each with various fields of proficiency. All three of them were MA students connected to the VOGUE project and the TLVlab at the University of Oslo and two of these were also employed as research assistants. One of them had an expertise within grammar (expert #3), one within accents (expert #2), and one in

observing language use (expert #1). The recordings used as stimuli in the stimulated recall interviews were analysed by the expert panel using an *auditory analysis*.

The panel members were given access to the video recordings via the TLVlab along with instructions of how to conduct the analysis (see Appendix –instructions for the expert panel). I allowed them to choose whether to record themselves or provide the commentary in writing. Expert #1 and expert #3 chose the latter, while expert #2 provided recorded commentary. When I received their commentary, I double checked their analyses with my analysis to confirm or expand on my own analysis.

3.5 Data analysis

In this section, I describe the procedures I have used to analyse the data material. As my goal is to gain knowledge and understanding of the phenomenon I am studying, I use theory to identify some themes that I wish to explore. Thus, based on my theoretical framework (see Chapter 2), I have identified themes I wish to explore, both each theme individually and the connections between the various themes. In addition to this, within these themes, I have allowed the data to tell their own stories, and due to this my analysis is both theory-driven and data-driven (Hsieh & Shannon, 2005). Consequently, I classify my analysis as content analysis, often used in qualitative research (Hsieh & Shannon, 2005).

I conducted the content analysis across the data sources in two phases. I started with the screen recordings, video recordings and semi-structured interviews, and then, after collecting the stimulated recall interviews. I analysed them and had the panel of experts analyse the screen recordings and video recordings. I then used the expert panel commentary to confirm and expand on my analysis. In the *auditory analysis* of video recorded lessons and the screen recording sessions I listened systematically to the recordings to be able to describe the participants' L2 language use, and so did the expert panel after me, to confirm and expand on my analysis.

The analysis of the video recorded lessons was my first step of analysis, in which, I used the six theoretical themes (Table 3.4) as analytical lenses. I used the full transcriptions in my content analysis. The analytical themes were particularly suitable in looking for how the students perceived and used L2 English and their attitudes toward L2 English. I investigated

and analysed how the students reported to use L2 English, in and outside school. Based on the screen recordings, and the answers they provided in the semi-structured interviews, these themes are also codes and categories in my research.

In phase two, I investigated and analysed how the students reported their use of L2 English, in and outside school. Based on the stimuli and the other answers they provided in the stimulated recall interviews, I operationalised the same themes as I used in the semi-structured interviews; analysing the participants' self-reported L2 English language use in and outside school, as well as their L2 English language attitudes. In the stimulated recall interviews, I asked particularly about their online gaming habits.

3.5.1 The analytical themes

As mentioned, the analytical themes are the codes used in my content analysis, three of which are based on theory, and three which were derived from the data (see Charmaz, 2001). Table 3.4 provides an overview.

Table 3.4. Analytical themes used in the analysis of the data sources in this study.

Analytical theme	Explanation
1. L2 English language attitudes	This theme seeks to perceive comments or reactions seemingly implying an attitude toward L2 English (Rindal, 2013, 2019, 2020). Applied in the analysis of the interviews. Utilised by the panel of experts as well.
2. L2 English language use	This theme examines and emphasises the students' L2 English language use. I used this to analyse what I had discovered after navigating through the recordings and mapping out whenever my participants were speaking (Rindal, 2013, 2019, 2020). Applied in the analysis of the recordings. Utilised by the panel of experts as well.
3. Online gaming	This theme focuses on the students' affinities (Gee, 2017). Here, I inspected the material for how the participants reported to engage in various spaces based on their interests and their L2 language use concerning gaming (Brevik, 2016, 2019a). Applied in the analysis of both the recordings and the interviews.

3a. Gaming and English	This theme encompasses that which has to do with use of the English language in connection to online gaming, where English is a language for gaming, YouTube and streaming and there seems to be an English language identity tied to gaming (Brevik, 2019a). Additionally, the theme emphasises the importance for a learner to be allowed to spend time – or <i>muck around</i> – as part of second language acquisition (Gee, 2017). Here, I looked for how the students might be playing with their English in regard to gaming. Applied in the analysis of both the recordings and the interviews.
3b. Gaming and the English subject	This theme covers what has to do with gaming and the English subject. For example, whether the teacher used gaming in her teaching. Additionally, this theme also emphasises the importance for a learner to be allowed to spend time – or <i>muck around</i> – as part of second language acquisition (Gee, 2017). Here, I looked for how the students might be using gaming to explore and play with their language in regard to English as a school subject (Brevik, 2019a). Applied in the analysis of both the recordings and the interviews.
4. Codeswitching	This theme enables labelling of codeswitching in the data as part of L2 language use, and when the participants speak about codeswitching (Bullock & Toribio, 2009; Langman, 2001; MacSwan, 2017). Applied in the analysis of both the recordings and the interviews. Utilised by the panel of experts as well.

These themes were created, in part, based on the theory in Chapter 2 and in part based on the data. Themes 1, 2 and 4 are developed based on theory, and function as codes in my analysis. Themes 3, 3a and 3b were new codes, constructed while working on my analysis. While analysing the video and screen recordings, I marked my transcriptions in corresponding colours whenever one or more of these themes were relevant.

The first analytical theme, *L2 English language attitudes*, was developed based on my research question and grounded in aspects of theory and previous research concerning L2 attitudes, accents and L2 learners (Rindal, 2013, 2019, 2020). When the students reported their attitudes on L2 English language use or their attitudes were made clear, I would mark them accordingly.

The second analytical theme, *L2 English language use*, was also developed based on my research question and grounded in theory concerning L2 English language use among L2 learners (Rindal, 2013, 2019, 2020). When the students spoke, I listened and analysed their L2 English language use through auditory analysis, I also had a panel of experts do the same auditory analysis to make sure my assertions were correct.

The third analytical theme: *Online gaming*, was grounded in theory (Brevik, 2019a; Gee, 2017) and applied after the first rounds of coding. Here I had to find a theme that suited the participants' reports on how online gaming was a part of forming their L2 repertoires. Theme 3a: *Gaming and English*, emphasises the language aspect of gaming. It is where I ask how their gaming and their gaming communities are connected to the English language, and in what ways? Theme 3b: *Gaming and the English subject*, emphasises the role gaming has and has had for these students in the English subject. It is where I ask if gaming motivates students to learn and practice English in the English school subject, and if they have experienced gaming as part of the English subject?

The fourth and final theme, *codeswitching*, was also derived from theory (Bullock & Toribio, 2009; Langman, 2001; MacSwan, 2017). Whenever the students used the interference of L1 or L2 while speaking the other language, I would mark it accordingly. I also included their attitudes concerning codeswitching in this theme.

3.6 Ethical Concerns and credibility

In this section, I discuss the reliability and validity of my study, along with ethical considerations. According to Johnson (2013), validity refers to “the correctness or truthfulness of the inferences that are made from the results of the study”, and furthermore, that reliability is present “when the same results would be obtained if the study were conducted again (i.e. replicated)” (p. 278). Brevik (2015) argues that the difference between these two concepts can be described as “the trustworthiness of the inferences drawn from the data (validity)” (p. 46) and “the accuracy and transparency needed to enable replication of the research (reliability)” (p. 46). For a study to have such validity it must therefore also have reliability, even though a study can have reliability without having validity, something I discuss below.

3.6.1 Reliability

Johnson and Christensen (2013) state that a study's reliability is concerned with whether the obtained results are repeatable. However, in qualitative research, the exact results are impossible to repeat. As Brevik (2015) argues, "research where people are involved can never be fully replicated; for instance, the atmosphere in a classroom will never be identically recreated and identical utterances will not be uttered" (p. 46). The results of my study are of this character and can therefore not be fully replicated.

Hallgren (2012) states that reliability can be divided into inter-reliability and intra-reliability. Firstly, inter-reliability is concerned with the degree to which the study agrees with the results of other researchers. Although this is a qualitative study with the focus on two students, I utilise several theoretical themes based on previous research. I use analytical themes such as L2 English language attitudes and L2 English language use based on Rindal's (2013, 2019, 2020) research, language profiles based on Brevik's (2016, 2019b) research and codeswitching (Bullock & Toribio, 2009; Langman, 200; MacSwan, 2017). By showing how the empirical data in this study agrees with previous research and theory, the reliability increases.

Secondly, intra-reliability measures to what degree there is an agreement among multiple repetitions of one and the same test (Bryman, 2015). In all the data material deployed in my study, the interviews were piloted and executed responsibly, according to ethical standards (NESH, 2016). Furthermore, I have recordings, which allowed me to discuss my interpretation with my supervisor and the VOGUE project leader, as well as the other members of the VOGUE team. Additionally, the video recordings and screen recordings can be investigated repeatedly and paused, allowing me to focus on various segments in detail (Beiler et al., 2021). Having collected much of the data myself enabled close observation of all the data and its contextualisation. This was an advantage in confirming or disproving interpretations from the video and screen recordings or for remembering what was said by the participants through *in situ* observations outside of what was recorded in the classrooms.

3.6.2 Validity

In this section I provide an account of what strategies I have utilised in order to enhance the validity and the trustworthiness of my study. Regarding validity, Johnson (2014) claims that

for a study to be deemed valid, it must be “plausible, credible, trustworthy, and therefore defensible” (p. 299). The validity does not simply refer to the data itself, but rather to the researchers’ judgement and thoroughness through the process and the finishing of a study, and whether the conclusions and the inferences that are drawn from the data are both trustworthy and defensible (Brevik, 2015). The transcriptions of all the interviews in this study have been carried out by me, fellow MA students and other members of the VOGUE team. That other MA students and team members have worked on the transcriptions of these interviews adds transparency and descriptive validity to my study because they can estimate my inferences and decide if I have presented a trustworthy analysis of these transcriptions (Johnson & Christensen, 2013).

Creswell (2014) states that qualitative validity “means that the researcher checks for the accuracy of the findings by employing certain procedures” (p. 201), which means that as a qualitative researcher I cannot rely solely on my interpretation, but in addition have to check whether inferences drawn from the study are plausible. Thus, I have focused on these three aspects; reactivity, triangulation, and researcher bias, which might hinder the possible inferences I have drawn in this study. I also offer possible solutions to all these aspects.

Reactivity concerns the influence that a researcher might have on a setting or on the people of a study (Maxwell, 2013). Since I was present at the research site during the recording of the English lessons, it might have affected some of the participants. For instance, making them more aware of themselves, of how they speak and how they act (Kleven et al., 2014). However, increased language awareness in the participants is arguably not necessarily a weakness for my study, if they were more aware of how they spoke, they may be more likely to have elaborate thoughts on their own language practices, and might even enhance these desired practices.

Another possible source to reactivity is the observation equipment, that the participants’ awareness of being taped and filmed impacts their actions in front of the camera (Wickström & Bendix, 2000). However, Blikstad-Balas (2017) argues that the effect this has on the participants is overrated, as the participants might forget that they are being filmed. This argument might be likely for the participants in my study, because even though the cameras and an observer were present in the classroom, the participants hardly seemed to notice or care. This was also reported by the teacher in a brief conversation after the first lesson. For the present study, this threat is also minimized by the positive effect learner awareness of their own L2

practice has for this MA study. I argue that the video recordings depict the natural environment of this class, and that if they are more aware of their own language practices that is not problematic for my study.

The triangulation applied in this study also strengthens its validity (Creswell, 2014; Johnson, 2014). As my MA study consists of several different data sources - semi-structured interviews, stimulated recall interviews, video recordings, screen recordings of online gaming sessions, and expert panel commentary, I argue that the data sources confirm and complement each other, as I triangulated answers from the semi-structured interview and the stimulated recall interview with the video recordings and the screen recordings (Brevik & Mathé, 2021). The triangulation enabled me to validate the different data gathered by different methods to eventually find how this provided a coherent justification when compared to each other (Brevik & Mathé, 2021; Creswell, 2014).

Lastly, the aspect of researcher bias can influence the inferences that I draw from my data, affecting both the results and the validity of my analyses (Maxwell, 2013). During the process of data collection and the process of writing this MA thesis, I have attempted consistently to minimize the aspect of researcher bias, by expecting unexpected results, and by actively making sure not to search for the results that I expected to find (Johnson & Christensen, 2013). In working in the VOGUE team with fellow MA students, the project leader and the TLVlab throughout the data collection process and the processing of the data material afterwards, I truly believe that working with the material so collectively, this threat has been severely limited.

For further enhancement of my study's validity, I asked a panel consisting of three experts to validate my assertion of the participants' actual L2 English language use. Furthermore, despite my small sample of participants, the strength of this study lies in its rich descriptions. Johnson (2013) states that generalisability is not typically the purpose of qualitative research, and that therefore, external validity tends to be a weakness. Additionally, for most qualitative research studies, the goal is to attain rich descriptions of either a certain group of people or a certain event in a specific context rather than the generation of results that could be applied broadly (Johnson, 2013). I have chosen two cases, two different persons in slightly different settings with slightly different outcomes. It is reasonable to imagine that my results regarding the participants' perspectives are also found in other upper-secondary classrooms in Norway. However, I cannot make any generalisation beyond the two cases of my study. Because I utilise

prior research and theory, it is possible that some of the discussions regarding my results may be recognisable in similar contexts.

3.6.3 Ethical considerations

Throughout the data collection, the data processing, and the writing of this thesis, research ethics has played a key role in ensuring the privacy and the well-being of the participants. During the data collection period I was provided first-hand knowledge on how to protect the privacy of students who participated in the project; in line with the new General Data Protection Regulation (GDPR) requirements. The GDPR, is a regulation in EU law on data protection and privacy, with a focus on the protection of personal data and the transfer of these data. All the participants are anonymised by codes in the data sources, and by pseudonyms in this study. All the data collected were brought straight to the TLVlab and stored on encrypted devices in an assigned area for the VOGUE project. The VOGUE project was approved by the NSD and all of the participants provided their written informed consent (NESH, 2016) and agreed to the data material being used in MA theses.

Befring (2017) places emphasis on the right to privacy for the participants in a study, or rather to those who do not want to participate. In line with the VOGUE guidelines, any students who were not comfortable with partaking in the video recording, were carefully placed outside of the camera's reach, within the classroom. Whenever these students spoke during the recording, the timing of their utterances would be noted, and the audio from it deleted shortly after filming, to ensure their rights of not being a part of the data material (NESH, 2016).

4 Results

In this chapter, I present the results of the study based on the data material from the screen recordings from online gaming sessions at home (screen recording), the classroom recordings (video recording), the semi-structured interviews, and the stimulated recall interviews. I present three of the four themes from my methods chapter as separate sections in this chapter, Gaming and English (4.1), L2 language use (4.2), and attitudes towards L2 language use (4.3). The fourth theme, codeswitching, will be presented under both L2 language use (4.2) and attitudes towards L2 language use (4.3). Throughout this chapter, I will use data from the various sources to illustrate my results.

4.1 Gaming and English

Jakob and Edvard are both *gamers*. They spend time gaming almost every day. Jakob plays the PC games *League of Legends* and *Minecraft*, and Edvard plays *Fortnite* and *Call of Duty*. Both use English to communicate online whilst gaming, and the games they play are inherently English-based games, which they do on a regular basis. Jakob reported that he was often to be found at the computer:

Jakob: I am a little like, a PC-nerd [...] I partake in gaming just about every day.
(*Semi-structured interview, T4.8-9*)³.

Edvard reported that he identified as a gamer, and while gaming he recorded himself playing video games, and streaming it live for an online audience, who are able to participate through a written live chat:

Edvard Sometimes I speak with people as I am gaming.
Interviewer: Yes, do you game?
Edvard: Yes. [...] Additionally, I stream and speak English

³ T4.8-9 refers to the original participant and expert panel quotes, which can be found in the Appendix – Original Transcriptions. I have translated these quotes from Norwegian to English. For the remainder of the chapter just the code will be used for reference to the original in the Appendix. Untranslated quotes will be referenced as excerpts from original transcripts. T = transcript. T4 = translated from interview transcripts. 8-9 = refers to which numbered transcript the quote has been translated from.

(*semi-structured interview, T4.15*).

Their online communities were connected to gaming. Edvard's main affinity space came across as the Twitch platform, where he streamed his gaming on with the games *Call of Duty* and *Fortnite* and communicated with his audience. In the screen recording of his gaming sessions at home, he recorded himself playing the game *Fortnite*. When Edvard was streaming, he occasionally received questions from his audience. In the following extract from the screen recording, Edvard responded to a question from this interactive audience about his language use, while he continued gaming:

Edvard: Norwegian, English, Swedish, I know a little bit German and yeah, I think that's the... Okey, and where did this dude go? Easy gg⁴'s... Okey. Two kills, ten people left gg. Every language, yeah Norwegian, Swedish, English and a little bit German, That's I think yeah, [...] that's it I don't know any more like that... Yeah like all the countries I mean. Easy gg [laughter] yeah, easy gg again... But yeah, I think that's all the countries I know, or languages I know. I don't think I know anyone else if I'm, yeah. (*from original transcript*)

Edvard also reported to be a consumer of YouTube. Due to relatively few Norwegian YouTubers, most of the YouTubers Edvard has watched were speakers of English. YouTube thus came as another virtual affinity space for Edvard's English use:

Edvard: Yes, really, lately I watch YouTube and such and there one must know English because there is not that many, in my opinion, there are not that many Norwegian creators [of YouTube videos] that are good. Because they are mostly concerned with makeup, like girls and such. Anyhow, it is almost a must to know English if you want to keep up, so to speak, with what everyone else is watching. So, you must know English, everything is in English. So, yes, that is actually why [I use English]. (*Stimulus interview, T4.31*)

Edvard stressed the importance that online gaming has had for his English skills. He reported that since Norwegian is not a language most games are usually dubbed into, he himself, and other Norwegian *Gamers*, end up reading and listening to English:

⁴ gg = good game

Edvard: I believe games matter a lot. Because, [...] we often started gaming pretty early and then since Norwegian is not a like international language they[...] dub the games into, it becomes the way that we hear, we start reading and hearing English much earlier [...] So, I think [...] gaming has likely affected English a lot for us. (*Stimulus interview, T4.29*)

For Jakob, his online communities included the *League of Legends* space, comprising a community derived from the game he played regularly, and *Minecraft*, a space where he had access to native English speakers who shared his interest in online gaming. Additionally, *Minecraft* was a virtual space where Jakob was able to test his English skills in authentic situations.

Jakob: I started [speaking English] [...] because I was playing online games [...] I met people when I played Minecraft and then I would add them on skype and talk to them. (*Stimulus interview, T4.24*).

Jacob also identified as a gamer, and in addition to gaming in English, he met people while gaming who he then contacted through other spaces to communicate with them further. Jakob reported that his English skills developed more rapidly than those of his peers and suggested this was a consequence of him using the English language in online gaming:

Jakob: I got a proper head start in English, especially at an early age. Because I had, often I knew everything we traversed in our English lessons, because I had already learnt it from a game. Like glossary and the like I never had any trouble with, because I recognised the words. (*Stimulus interview, T4.23*)

In their stimulated recall interviews, Jakob and Edvard also talked about teachers when it comes to gaming and the English school subject. They reported that their teacher organised activities to increase L2 awareness and provided tasks related to their gaming interests:

Jakob: She did make, she has made some tasks related to our gaming, where she wanted us to make clips of us gaming a little like one of the clips there [the gaming recall clip]. Just that afterwards we were to explain why we spoke like we did, among other things. Kind of like this meeting. (*Stimulus interview, T4.23*)

Edvard: It was just that one gaming assignment we had, where she, where she used me as an example and such. [...] It was like, we were supposed to record ourselves gaming and then we were to, somehow analyse our language afterwards or such, and look at like if we were speaking formal and not formal [language], that kind of stuff. (*Stimulus interview, T4.30*)

Jakob and Edvard spoke about this activity, which combined gaming and the English school subject, with a subtle enthusiasm in their voices and expressions.

4.2 L2 Language use

In this section, I present the results related to L2 language use, using data that was collected from all four sources. These sources included data related to observed L2 Language use, for instance excerpts from classroom video recordings, excerpts from screen recordings from online gaming sessions, excerpts from comments made by the panel of experts, and excerpts of the participants' reflections and reports on L2 language use from both their semi-structured interviews and their stimulated recall interviews. These data provide insight into Jakob's and Edvard's actual L2 language use.

4.2.1 Formality

The panel of experts reported that they perceived these gamers' spoken English use in the classroom recordings to be more formal than in the gaming recordings and that their language in the classroom was generally less relaxed than while gaming:

I would say, about formality, that they were both more formal in the classroom, than when they were in the gaming sessions. (*Expert #2, expert panel statement, T2.F1*)

They are more comfortable while gaming, than in school, both of them sounds more relaxed while gaming. (*Expert #2, expert panel statement, T2.F4*).

Zooming in on Jacob

Related to Jakob in particular, expert #3 specified that Jakob sounded more formal in the classroom than outside of it, which Jakob himself confirmed in his stimulated recall interview:

His tone [in the classroom] is neutral in terms of formality [...] The language [while gaming] is informal. (*Expert #3, expert panel statement, from original transcript*)

Jakob: when I am trying to speak more formally, I end up stuttering some more than usual. When I am just gaming with random English people, I speak completely normal, I do not follow any scripts or anything, and then I do not stutter. (*Stimulus interview, T4.20*)

When Jakob reported to be stuttering, he was probably talking about the stops and general abruptions from a natural flow of words, reducing the fluency of his speech, rather than actual stuttering. The panel confirmed this further by reporting that he spoke in a non-fluent manner within the classroom. Furthermore, in the following excerpts, they tied this lack of fluency to both uncertainty and formality:

It is a little non-fluent, likely from insecurity [...] He speaks with a subtle informality. (*Expert #2, expert panel statement, T2.F2*)

The gaming video is way more informal, but the flow and articulation are much smoother, you can tell he is more relaxed in this recording. (*Expert #2, expert panel statement, T2.F3*).

Here, the expert specified that the formality of Jacob's English language use in the classroom context was high when compared to the gaming context. While gaming, Jakob did not have this non-fluent type of speech and his language was more informal. Jakob confirmed the informality that the expert discovered during Jakob's screen recording, as he commented on his own language choices in the classroom and outside school, in the stimulated recall interview:

Interviewer: How do you decide on what language to use as you are about to say something?

Jakob: When I am about to say something, that totally depends on who I am speaking with. Like if I am at school and I am speaking with the teacher or having an oral presentation or something I cannot speak like I do whilst gaming, that would be a little too, yeah, it is self-explanatory. So, when I am speaking with friends, especially online, it is then my language is the ugliest. It is then it is easiest to speak horrible. As I am not face to face with them, so.

Interviewer: Is it possible to use the terms formal and informal? That you are somewhat informal in a way?

Jakob: Yes. I am informal when I am gaming with friends and the likes online.

(Stimulus interview, T4.22)

In this excerpt, Jakob reflected on his language while gaming. The terms he used to express how he talked while gaming were, “ugly” and “horrible”. While these terms might indicate informality, as suggested by the excerpt, they could also point to language use in terms of accent, as suggested in section 4.2.2 below.

4.2.2 Accent

The differences and similarities between the two gamers regarding their L2 English accent use, are presented in this section. Both Edvard and Jakob reported to aim towards an American English accent. When they said they were aiming for an American English accent, they are most likely referring to the standard version of this accent, General American. The collected data, video recordings, screen recordings, semi-structured interviews, stimulated recall interviews and the panel of experts all supported this reference. Signs of a General American accent is observable in the recordings, and the panel of experts support this in their reports. In both interviews the gamers spoke of their American English accent aims in a manner that implies a standard.

Jakob’s classroom recording consisted of talking with his teacher about a presentation he was tasked with. Jakob’s L2 English accent in the classroom was a Norwegian-accented General American accent. More specifically, the majority of phonological segments were recognisable as General American, but both the phonological segments and the intonation was Norwegian-accented. The panel of experts supported this analysis as stated in the following extract:

He has a strong Norwegian accent that leans more to a General American than an RP British one. *(Expert #2, expert panel statement, T2.A1).*

His pronunciation of various words is of an American accent, a lot of it in the use of the rhotic R, but in the flow between words as well. *(Expert #1, expert panel statement, T1.A1).*

Expert #3 emphasized the notion of General American, by pointing out his use of a rhotic R, which is a typical indicator of a General American accent. While gaming, Jakob's L2 English accent seemed to become less American more Norwegian-accented. This might be linked to codeswitching, as he mainly used singular words or short phrases in English while gaming.

Jakob: Det funker ikke å skrive good luck da. De ser det ikke, liksom, du må bare ikke flame. [...] Se nå, tre kills. What the... Går det an? [laughter] Okay? Nei jeg teleporta til den lille edderkoppen til Elis, imens hu dreiv å fighta. Å, Elis tar det, nice. (*excerpt from screen recording of gaming at home*)

This potential link between codeswitching and a more Norwegian-accented L2 English accent was strengthened by the reports from the panel of experts:

The pupil [...] frequently makes use of words borrowed from English. These words are mostly terms related to the specific video game he is playing in the clip. The English words are spoken with Norwegian intonation/pronunciation, but with greater fluency than the previous clip. (*Expert #3, expert panel statement, from original transcript*)

Jakob was reported by the expert panel to be speaking with greater fluency in his screen recording than in his classroom recording. So, even though he switched between his L1 Norwegian and L2 English while speaking, his fluency improved when compared to speaking in both contexts in L2 English only. I will now present the results concerning Edvard's accent.

Zooming in on Edvard

Edvard's accent in the classroom was also a Norwegian-accented General American, confirmed by the expert panel when they analysed Edvard's classroom recording:

He speaks a General American here in this recording, with some spurs of Norwegian-accented words and even an occurrence where he is sounding more British [...] He is speaking quite formal as well (*Expert #1, expert panel statement, T1.A2*).

Edvard reported, indirectly, on his American accent aims in his stimulated recall interview, which enforces the idea that he deliberately aimed to speak with a General American accent. In response to watching himself in a classroom recording, where Edvard used the abbreviated term "cuz" in place of "because", he explained that he used it as it is an abbreviated term he knows to be frequently used in American English accents:

Edvard: I do not know if I said so in that video, but either way when I speak English I use like, very often instead of saying like, "because", and the like, I just say like "cuz" and those things, but that is quite usual at least like in America and like, so, I think that is where I got it from. (*Stimulus interview, T4.31*)

While gaming, Edvard's accent was influenced by Norwegian phonology and intonation in the beginning of the recording, but he sounded increasingly more General American-like from mid to end of the screen recording. Even when compared to his language use within the classroom, his accent was more General American-like while gaming at home, as in the following excerpt:

Edvard: Yeah, just give me two seconds. Okay, so my name is *Edvard* and I, I play *Fortnite* and *Call of Duty*, I am best at *Fortnite* but I, no, best at *Call of Duty* but I, I like *Fortnite* as well. [...] I try to stream, as often as I can, so lately I have been streaming like almost every day. I've been grinding really hard. [...] Yeah, do you want to know anything more? [...] Okay so I know one dude is behind there like. [...] So as long as you hear something about this it's good. (*Screen recording, from original transcript*)

The panel of experts reported that Edvard's accent, in the above screen recording, was a General American accent:

In [the beginning of the recording], instead of leaning on a General American accent, his accent sounds more Norwegian but the pronunciation is really good [...] He comes back

to a very General American sounding accent [toward the middle of the recording] [...] Even more General American than in the classroom. (*Expert #2, expert panel statement, T2.A2*)

Although Edvard made some language mistakes in the gaming recording, both Edvard himself and the panel of experts supported this statement. In the stimulated recall interview, Edvard spoke of how he made these mistakes as he was multitasking:

Edvard: I thought about it in those Fortnite-clips there I spoke... Because I, the thing is that when I am gaming, I am, I actually heard, I felt my English was like quite normal, I believe, but there were like a few things I said that was a little like wrong. Like I said countries instead of languages, but that is like, thought about this most likely because I, since I am gaming, right, the situation is a little stressful, then things just slip out. But it sounded like, I am not going to lie, it sounded a little worse than what I thought, really. I think. Maybe not the last clip, that sounded very usual, but those Fortnite-clips at least. (*Stimulus interview, T4.31*).

The online gaming sequence he referred to here, is where he lists the languages he knew (see p. 38). The panel of experts made the same observation, worded below by expert #2.

He has some mistakes but keeping in mind that he is gaming at the same time, it is not surprising. (*Expert #2, expert panel statement, T2.A3*).

Comparing the two gamers, the differences and similarities between them regarding their L2 English accent use, is interesting. Whereas both gamers' accent in the classroom was a Norwegian-accented General American, Jakob's accent was more Norwegian-accented than Edvard's while gaming. In other words, their main difference lies in the difference of their L2 English accents while gaming, whereas their similarity in terms of accent is their General American accent use in the classroom, as they both utilised a Norwegian-accented English. However, Jakob was less fluent than Edvard in the classroom context.

4.2.3 Codeswitching

To Jakob, codeswitching was part of his daily language routine, just as natural as speaking either Norwegian or English only. He explains how his friends and himself has mixed small words from the English language into their predominately Norwegian conversations:

Interviewer: What language do you speak when you and your friends talk to each other?

Jakob: That is Norwegian, but we have kind of mixed in some English, in our language.

Interviewer: Does that consist of small words here and there, or are there some things you talk about where you speak more English?

Jakob: It consists of small words

(Semi-structured interview, T4.10)

Jakob was mainly talking in Norwegian during the online gaming screen recordings, but all the while codeswitching from Norwegian to English. In the gaming recordings, while Jakob spoke to one of his Norwegian friends while gaming *League of Legends*, he used several gaming-related words and other expressions in English rather than in Norwegian. The excerpt below, retrieved from the transcription of Jakob's screen recording, illustrates this codeswitching:

Jakob: Controll board? Det er sykt OP⁵. [...] Å fy, hvorfor er han så rask? Oh my god. Oh my god [...] Å my god, what jeg var blinda, det er derfor. [...] Men jeg var blinda så jeg fikk ikke snappa den, ja, de tapte nettopp gamet for å drepe meg. *(from original transcript)*.

Jakob reports that his codeswitching is so natural that he describes it as happening on “autopilot”.

Interviewer: What do you think of switching between Norwegian and English, yes, when you are gaming?

Jakob: That is because one has so many expressions in English, it is sort of like those kinds of words, that somehow are gaming words, they were just made for gaming and has not been translated to any other languages, so those words often just exist in English. Not just that, but it is often so that I write those words like in the chat in English, I just say them sometimes in English but that... I do that on autopilot sort of. *(Stimulus interview, T4.25)*

⁵ OP = overpowered

The panel of experts also reported that Jakob predominantly used Norwegian, while also codeswitching:

He is speaking Norwegian, but he is codeswitching between Norwegian and English loan and gaming words. (*Expert #3, expert panel statement, from original transcript*).

He uses a type of codeswitching between Norwegian and English loan and gaming words. (*Expert #1, expert panel statement, T1.C1*).

Comparing Jacob's and Edvard's L2 language use through the use of formality, accent, and codeswitching, I find that both Jakob and Edvard are less formal while gaming than they are in the classroom: specifically, the aspect of formality seemed to affect Jakob's fluency although both participants sounded more relaxed while gaming. Jakob's and Edvard's accent use across the two contexts of the English classroom and the gaming context at home and in the gamer affinity space.

Jakob was less formal while gaming than he was in the English classroom, and he spoke with a Norwegian-accented General American accent in the classroom which became even more Norwegian-accented while gaming. He also used codeswitching while gaming, speaking predominately Norwegian, but using loanwords and gaming-related terms from the English language continuously. Edvard was, like Jakob, more formal in the classroom than while gaming. Edvard also used a Norwegian-accented General American accent in the classroom. However, unlike Jakob, Edvard's L2 English accent sounded more General American in the gaming context. Lastly, Edvard did not use codeswitching in any of the recordings used for observing L2 language use, either at home or in the classroom.

4.3 Attitudes towards L2 language use

In this section, I present the results concerning the attitudes towards L2 language use, which is data collected through the semi-structured interviews and in the stimulated recall interviews. My main finding was that there was a discrepancy between Jakob's and Edvard's attitudes toward the language use of their peers on the one hand, and the standard they hold for themselves on the other hand. Their attitudes when it comes to the language use of others were quite liberal; they expressed opinions that others may speak in whichever way they liked, as

long as their English was intelligible. For themselves, that standard is stricter. Jakob said that it was not a problem for him if others deviated from the implied standard accents of English. He would rather aim towards another accent than a Norwegian one, as evident by this extract:

Jakob: I do not mind if others speak with a Norwegian accent, it is just that I would prefer [not to do] that. (*Stimulus interview, T4.21*).

Regarding their own language use in the stimulated recall interviews, I perceived this strictness through their choice of words. They talked of missing their accent aims as mistakes and sounding Norwegian as something that should be neutralised. The following extract is related to Jakob's thoughts around his own English use:

Jakob: It happens that I stutter sometimes, [as English is] not my mother tongue, however, I do feel like my accent and such things are pretty ok now. You cannot tell, it sounded very Norwegian, like when I was little of course, now I have tried to, just like, kill it, if that makes sense.

Interviewer: Oh, why is that?

Jakob: I just think it sounds nicer, if that makes sense
(*Stimulus interview, T4.21*)

Edvard, too, did not condemn those who deviated from the supposed standard. To him, accent was simply unimportant for communicative purposes and therefore it did not matter which accent one chose to use:

Edvard: As long as you are speaking in English you are intelligible [...] the most important thing is that you're speaking in English in a way that people understand the words you are using. (*Stimulus interview, T4.27*).

In the following extract, Edvard stressed the importance of pronouncing certain sounds in a manner similar to that of native speakers of his reported accent aim:

Edvard: No, it is just like, one has to, it is a little like a learning-thing you know, at least to us living in Norway you know, but like, like the TH-sound and the likes. If you have got the pronunciation of it. Got a good grip on it, it sounds, it provides a better flow and it sounds better. So, I do try... I feel that my, yes, it comes and goes, but to us Norwegians

it is a little hard, that is evident when listening to most Norwegians. (*Stimulus interview, T4.28*)

There was a consensus between Jakob and Edvard that American English was either preferable over British English or at least a source they were more commonly exposed to when it came to which accent to aim for. Jakob reported to always have believed so, while Edvard portrayed his opinion by exclaiming his preference is due to exposure:

Jakob: I always found American to be much cooler, and so I tried to get that in instead. (*Semi-structured interview, T4.1*).

Edvard: I end up speaking American. [...] that is what I hear the most of. (*Semi-structured interview, T4.11*).

Jakob reported in his interview that his current English teacher had explicitly said that accent did not matter in the context of L2 English speech:

Jakob: She just mentioned how accents do not matter, and that those who say they do matter are wrong. (*Semi-structured interview, T4.5*).

Jacob's utterance indicated that the teacher's statement might have affected the way Jakob thought about accent regarding his peers, but not related to himself, since he was more tolerant towards their accent use than he had towards his own accent use. Edvard, on the other hand, has no recollection of such a conversation with his current teacher. He had previously had a teacher who recommended that the class he attended at that time aimed for a British accent rather than any other:

Interviewer: Did your teacher ever speak of the choice or use of L2 English accents?

Edvard: No, not that I, no, I don't think so. I guess there was a time in, I don't remember whether it was in elementary school or at lower secondary school, the teacher said something about how we should try to speak in a British accent, but I don't think anyone did.

Interviewer: No, and here at upper secondary school, you have not discussed it?

Edvard: No

(*Semi-structured interview, T4.12*)

Edvard reported that codeswitching was not an admirable practice, however, it is something he stated to be doing himself:

Edvard: I feel it is a little like, I think it is a little like, yes, like often when I am gaming, I am streaming, so, I switch between Norwegian and English, but that is for, for the viewers. Because that is, most of them are from England or, something like that, so you are more understood. But in general, to switch like in everyday situations I am not [...] a fan of that kind of switching if you know what I mean like [...] some people they say [...] a sentence in Norwegian and then a sentence in English and then they continue like that throughout their day right. That I think is a little annoying in my opinion. But I think [...] if you speak and use like English words here and there instead of Norwegian [...] then it is, that is one thing, that is fine. I feel. But if you are like the type who like have a like every other sentence, Norwegian English, I think that is [...] a little annoying in my opinion.

Interviewer: Yes, but are such words and expressions ok?

Edvard: Yes, such words and expressions like usual expressions, for your sake yes, I find that fine sort of. It is, it is completely, I do that myself. So, I can, it would be a little narcissistic to complain about it.

(Stimulus interview, T4.34)

Here, Edvard reported that he believed that intentional codeswitching can be both positive and negative, and he suggested that the difference was in the necessity of the codeswitching, depending on the people he communicated with in the virtual spaces. In sum, the findings in this chapter has shown that the activity of online gaming and its relationship to the English language affects both language use and attitudes toward language use. This relationship affected language use as the boys are using and developing their L2 English, and it affected their attitudes as they grew accustomed to a variety of English speakers, both L1 English speakers and L2 English speakers from within these virtual gaming spaces engaged in the context of this activity. It was their interest in online gaming that drove their motivation for learning and developed their L2 English. In the following chapter, I will discuss these results in light of theory and previous research.

5 Discussion

In the previous chapter, I presented how Jakob and Edvard reported on their own attitudes toward L2 language use, how these self-reports compared to their actual L2 language use, and what part they reported that online gaming has played for their development, motivation and use of the English language. When analysing the data, four themes were identified, namely, Gaming and English, L2 language use, Attitudes towards L2 language use, and Codeswitching. These four themes are, in this chapter, discussed in relation to two overall issues. These are Language proficiency and awareness (5.1), which can be considered an overarching aim for language learning across contexts, and Identity (5.2), exploring identity in relation to L2 language use. Finally, as for the implications of this study, they are discussed as Implications and didactic relevance (5.3).

5.1 Language proficiency and awareness

The two gamers' language use was analysed and described by the auditory analysis and observations made by me and the panel of experts. The descriptions include what language choices the participants made, the formality of their utterances, how they varied their language use both in and out of school, and their awareness about how they could reflect upon and consciously apply the choices that they made. Jakob and Edvard both reflected on their aims and choices related to the L2 English formality and accent in various spaces. Additionally, the observation of their actual L2 English language use mostly aligned with their reflections, suggesting that Jakob and Edvard had developed considerable language awareness (Gee, 2017).

English is the language of the internet, and Jakob and Edvard wanted to be a part of that. Their gaming communities were available mostly in English. So, in order to take part in these games affinity spaces, Jakob and Edvard needed to learn the language, and so their gaming has been key in their development of L2 English language proficiency and awareness. Jakob reported that his English skills grew more rapidly than those of his peers and suggested that this was a consequence of him playing around with the English language while gaming. They both reported on the importance of online gaming for the development of their L2 English, and their reports indicated that their English skills have developed due to partaking in English gaming activities and virtual gaming spaces out of school, which is what Brevik (2019a), Gee (2017)

and Sundqvist and Sylvén (2016) suggested as a possible reason for developing higher English proficiency. Jakob and Edvard have thus developed proficiency and awareness in L2 English due to online gaming. This finding aligns with Sundqvist and Sylvén's (2016) argument that it takes a higher competence in English to partake in gaming, which they place on the second floor of their extramural house.

Jakob and Edvard's L2 English language use differed across various contexts. They spoke with less formality and broader accents while gaming than in school. Jakob was more fluent in English while gaming than in the classroom. The gamers' own reports reflected an awareness of the observed language use, suggesting that the L2 English language variation across contexts was intentional. Rindal (2019) has shown that Norwegian learners of L2 English *intend* to adapt their pronunciation to different contexts and purposes, and my study shows that there are at least two Norwegian learners who *do* in fact adapt their L2 English pronunciation to specific contexts.

Both gamers reported to aim toward an American English accent, Jakob because he found it more appealing and Edvard because he was more exposed to it regularly. These findings support Rindal's (2013) results that American English was the more accessible accent aim, as well as the dominant pronunciation among Norwegian L2 learners. Also, in line with Rindal (2013), self-expressed accent aims aligned with their actual accent use. Jakob aimed to speak a General American accent and sounded somewhat American. Jakob reported that he was most comfortable speaking in informal speech situations, such as when he was gaming with friends online. An American English accent tends to be associated with informality among Norwegian L2 learners (Rindal, 2013). Jakob's choice of using an American English accent might indicate that he associated the American English accent with informality, and that he viewed the activity of gaming with his friends as informal.

In this study, L2 language use has been observed through two different contexts, the classroom context and the online gaming context. Jakob and Edvard have in addition to these contexts provided reports of yet another context, namely the context of being among their friends. In this third context, among friends, they reported to be less formal than in the classroom, and that they both codeswitched to English regularly. Codeswitching (Langman, 2001; MacSwan, 2017), is a concept of which both Edvard and Jakob have had their opinions. Edvard found it an annoying but natural habit of bilingual speakers, himself included. Jakob thought it to be natural,

something he simply does on “autopilot”. Jakob’s constant codeswitching while gaming was deliberate and portrayed a focused effort to communicate efficiently. In the gaming clip, Jakob spoke to one of his Norwegian friends while gaming *League of Legends*. A lot of Jakob’s codeswitching use came down to either gaming-specific terms which often does not have an equivalent word in Norwegian, or typical English loan words. He was consciously adapting his language to the context he was partaking in (Rindal, 2013). To Jakob, codeswitching was a part of his daily routine. It was just as natural to him as it was to be speaking either language (L1 or L2) on their own.

Conversely, there was a discrepancy between the participants’ attitudes toward the language use of their peers, and the standard to which they held themselves. Jakob and Edvard were tolerant toward others’ L2 English language use, but not that tolerant toward their own. They reported that intelligibility was enough to be good speakers, while their own aims reached beyond intelligibility toward an American English accent rid of L1 interference. For instance, Edvard practiced the TH-sound in order to sound more authentic. Their evaluations distinguish between adequate practice and own practice, where adequate practice is to speak intelligibly with no recognisable native-speaker accent, and own practice is to follow and aim for a General American accent. In other words, the discrepancy lies between the freedom from a “standard” and the following of, or the commitment to, a “standard” (Rindal, 2013, p. 316).

There was, additionally, a discrepancy between their self-reported language use – accent aims, and their actual L2 English – the realisation of phonological variables. The participants’ L2 speech was considerably influenced by Norwegian phonology. Although there was a correlation between the reported accent aims and their actual language use, the extent to which Norwegian phonology influenced their pronunciation went beyond what was to be expected from their reported accent aims. What this discrepancy suggests, is that accent may not always be an intentional choice, maybe especially in an L2, as also suggested by Rindal (2013, 2019). Other variables that might affect their L2 language use are the students’ own levels of competence and their amount of exposure to the L2. In this study, Jakob reported that he had “chosen” an American English accent because every game he had, and the people he had played them with, used an American English accent. An American English accent was more preferred among both gamers, as it was easily accessible due to extensive exposure. The gamers’ reasoning behind their respective accent choices showed that they could use the American English accent to project their desired identities, to portray audibly who they were, and what virtual community

of affinity space they were a part of (Gee, 2017). However, when they then spoke with a more Norwegian accented L2 English than they intended to, they might either not have been realising that they sounded more Norwegian, or they may have spoken more Norwegian accented due to the given context. Either way this implied that Jakob and Edvard also deviated from the “standard” of a General American accent and while they stated that they would not like to have a Norwegian accented L2 English, in this context they did.

5.2 Identity

Both Edvard and Jakob identified as *gamers*, which supports Brevik’s (2019a) gamer profile. As a gamer, Edvard was also a youtuber and a streamer, which means that within the gamer affinity space, he identified as a creator as well as a consumer. Jakob was more of a consumer in this sense. Edvard was as much of a consumer as Jakob when he was gaming with his friends or watching video content about gaming. The participants’ identities were characterised by their online communities, as these were where Jakob and Edvard’s affinity spaces were shaped. The gamers expanded on their identities through affiliation (Gee, 2017), meaning that by spending time on their interest-based activities, they began to identify with them, and their interest became a part of their identities (Brevik, 2019a).

Jakob and Edvard’s affinity spaces were connected to gaming, and Edvard stressed the importance his affiliation with gaming had had for his English skills. Both for Edvard and for Jakob, gaming seemed to be one of the key factors for their motivation to develop their English skills. Jakob and Edvard’s affinity spaces were both connected to various online video games. For Jakob, one of those games was *League of Legends*, an MMORPG (Massively Multiplayer Online Roleplaying Game). One of Edvard’s games was *Fortnite*, a BR (Battle Royale game). As Jakob and Edvard had gained an affiliation with these online games, they were able to join in on various interest-driven collaborative groups (Gee, 2017). Like physical space, Gee (2017) claims that these affinity spaces “can be mapped out and labelled, [that] they are nested into one another, and [that] they constitute the geography of development” (Gee, 2017, p. 120).

These affinity spaces provided safe places in which Edvard and Jakob were free to muck around (Gee, 2017) with their L2 language, all the while becoming more comfortable and efficient speakers of English. During Jakob’s screen recording it was apparent that he had recorded a session in which he was able to play around with his L2 language within one of his affinity

spaces. This was apparent due to the nature of which he could seemingly freely swap between L1 and L2 languages when uttering emotional expressions. These affinity spaces are found outside the classroom (Gee, 2017), usually at home, connected to the world online (Syndqvist & Sylvén, 2016). The possibility to muck around clearly motivated Jakob and Edvard to use English, and the activity of mucking around was a link between their gaming and their English motivation.

Jakob and Edvard played around with their L2 language within their affinity spaces on a regular basis. Mucking around took place within these affinity spaces, and both these concepts built on the gamers' identities. Where they spent their time and where they were comfortable with playing around with their L2 English language was a key part of their personal identities. As part of the gaming community that made videos, where individuals were doing commentary or chatting while screen recording gameplay, became popular on YouTube, Edvard affiliated with gaming and with this specific community, and consequently YouTube became a natural affinity space for his L2 English language learning. In this affinity space, Edvard was free to play around with his L2 English language use in the context of streaming the game *Fortnite* on Twitch and recording videos for his YouTube channel. *Minecraft*, combined with the online chat program *Skype*, was a game and setting where Jakob could test his skills in authentic situations, providing an affinity space suitable for mucking around with his L2 English (Gee, 2017). As Jakob and Edvard played their games, they were exploring and experiencing the English language.

Another part of Jakob and Edvard's language identities had to do with the concept of codeswitching, as both Edvard's opinions on, and Jakob's practice of, codeswitching matters for the understanding of their identities. Attitudes toward, and the practice of, codeswitching also has to do with language identity in that it is a natural part of being a bilingual speaker (MacSwan, 2017). In addition to being a natural part of being a bilingual speaker, codeswitching can mark a particular type of identity (Rindal 2019). Tied to his language identity, Jakob's use of codeswitching while gaming worked as a marker of a *Norwegian gamer in English*. While gaming, Jakob had less formality but more fluency in his speech. His codeswitching was part of this fluency, showing that codeswitching was a part of his language proficiency (MacSwan, 2017). Both Jakob and Edvard reported to be using codeswitching as part of various activities. Making use of these activities to play around with their L2 English,

Jakob and Edvard showed that codeswitching can be part of Gee's (2017) concept of mucking around with language.

5.3 Didactic relevance: Implications for English teaching

This study has relevance to the teaching of L2 English in the classroom as it demonstrates how L2 English language use might vary across contexts, and how attitudes and affinities are part of shaping language use and identities for learners of English. The study can contribute to an understanding of how Norwegian adolescents interact with the learning of L2 English in and out of school. These participating students are not only representatives of their respective gaming spaces, but individuals for whom the process of engagement with gaming and the English language played a part in their own development of L2 English skills.

Jakob and Edvard's language awareness and their ability to assess and process language on a metalevel (Gee, 2017) allowed them to use L2 with intention and in a manner which they deemed suitable for the given context. Rindal (2019) raised the question of whether Norwegians adapted their pronunciation to different contexts and purposes, or if there was only an intention to do so. This study found that these two Norwegian gamers did in fact adapt their pronunciation to different contexts and purposes. They varied their degree of formality, their accent articulation, their fluency, and expressions for various contexts. In the current curriculum it is stated that after finishing VG1, the learner should be able to "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation" (NDET, 2019). This means that these students have reached this competence aim, and this study has shown that their gaming has been a key element in reaching it. However, they need to get the opportunity to show this at school as well.

What is also interesting is that the data has some degree of spoken variation, as the gamers also spoke more Norwegian-accented at times. This has didactic relevance, as the current curriculum describe oral skills as "adapting the language to the purpose, the receiver and the situation and choosing suitable strategies" (NDET, 2019), and as adapting accents to receivers and situations fits with that description. Rindal (2013) argues that the learners in her study exploit linguistic

resources from English and reshape and adapt the social meanings of the variables to a local construction of identity. Jakob and Edvard also reshaped and adapted the social meanings of linguistic resources from English to their affinity spaces (Gee, 2017), through their choice of accent, use of codeswitching and mucking around (Gee, 2017).

Jakob and Edvard's gaming identities were linked to their affinity spaces (Brevik, 2019a). They both had deep connections to gaming and gaming activities, which over time had become part of their activity-based identities (Gee, 2017). This affiliation was as strong as to have contributed to their motivation for learning and using L2 English. Their English skills had developed due to English being the language of the internet, at least when it came to the gaming and gaming communities that they have had extended access to due to these skills. Another didactic relevance ties to the current curriculum's focus on digital skills, where students should aim at "being able to use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English" (NDET, 2019). This study shows that Jakob and Edvard used gaming (digital media) to strengthen their language learning. However, they need to be provided with the opportunity to show this too, in school.

This study shows that the meanings of L2 English is negotiated within the affinity spaces of the two gamers and their peers, and that the participants experienced motivation to continue to develop their English skills in order to participate in the gaming activities. If teachers are able to identify these students' motivations for learning L2 English within these affinity spaces out of school, and integrate it in their lessons, the teachers will be able to use that source of motivation to make L2 English more accessible, and classes or tasks more enjoyable. This resonates with Rindal's (2019) prediction of increased influence from social constructionist perspectives as a logical development for Norwegian ELT, and the existing focus on communicative competence in the English school subject (NDET, 2013, 2019).

Jakob's and Edvard's teacher may or may not have stated that accents do not matter. On the one hand Jakob reported in his interview that their teacher had stated so, while on the other hand, Edvard had no recollection of such a statement coming from their teacher. However, Edvard had heard from his previous teacher that the students should aim for a British accent. Like Rindal (2013) has stated, these examples indicate that Norwegian teachers of English may have differing opinions on the importance of accents and of using specific accents, and that

they chose to direct their students in relation to their opinions. Jakob and Edvard reported that their teacher organised free play with their L2 English language use and provided tasks related to their gaming interests. Using a gaming example in teaching might indicate that their teacher had identified their affinity for gaming activities. This finding resonates with findings by Brevik and Holm (in press) on the relevance of connecting language use across contexts in and outside school, which is of particular relevance in the current curriculum, which for the first time has included the word “game” in a competence aim: “discuss and reflect on form, content and language features and literary devices in cultural forms of expression in English from different media in the English-speaking world, including music, film and gaming” (LK20). Through these types of tasks their teacher was mediating mucking around (Gee, 2017), as she invited her students to explore their L2 English skills.

6 Conclusion and suggestions for further research

Engagement in gaming influences L2 English language use, L2 English language attitudes and L2 English language learning. As Jakob and Edvard's gaming habit and interests were predominately made available to them through the practice of the English language out of school, and as most of these communities Jakob and Edvard partook in were General American accented, their gaming interacted with their L2 English learning and L2 English accent aims. When they then received lessons in English as a school subject, their interest and practice of their L2 English outside school provided a foundation of interest-based expertise.

The influence of engagement in gaming is apparent as their language use, through this engagement, affected their language attitudes and their language learning. Jakob's and Edvard's gamer identities had strong connections to both their L2 English language use and their L2 English language learning. Teachers can utilise this influence when teaching L2 English. In this study I argue the influence of engagement in online gaming. However, gaming should be exchanged for other English-based interests when needed. Engagement in other English-based interest could have a similar influence on L2 English language use, L2 English language attitudes and L2 English language learning.

This MA study has explored L2 English language practices by two Norwegian gamers in a vocational upper secondary school, their attitudes towards L2 English language use, how the development of their oral English related to their gaming, and how online gaming created a space for their L2 English language use. The study has shown that the gamers varied their L2 English language use across contexts, and that their attitudes toward L2 English language use shaped how they spoke. However, a limitation for this study is that it only sampled two gamers, and future research could use a larger sample.

The study has also shown that the participants' oral English was motivated by online gaming, and the environment of their gaming spaces encouraged increased proficiency in L2 English through the desire to access information and enhance the quality of interaction among English-speaking peers. Lastly, this study has shown that online gaming works as motivation for L2

English learning. However, the effects gaming might have on L2 English language use and how gaming provides an environment for L2 English language learning can be explored further. To research this will also likely prove quite useful for teachers teaching L2 English according to the current curriculum (NDET, 2019) and for the use of gaming for learning (Gee, 2017; Vlachopoulos & Makri, 2017).

To show implications of L2 English language attitudes and language awareness, and to identify attitudes and awareness, this study used two types of interviews and two separate situational observations. My suggestion for further studies on the subject will be to investigate a larger sample of participants, and to place a closer focus on specific aspects of L2 English language use, L2 English language attitudes and L2 English language learning, using multiple methods.

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Appendix – Original Transcriptions

Semi-structured interviews

T4.1

Interviewer: Aksent på engelsk, hva tenker du om det er det sånn at du bruker eller prøver å bruke for eksempel en amerikansk aksent eller britisk aksent eller ingenting? Jakob: Vell jeg har jo vært på ferie da. Interviewer: Ja. Jakob: Der jeg snakka engelsk med familie eller venner av pappa. Interviewer: Mhm. Jakob: og hvertfall ifølge dem så har jeg en sånn blanding av norsk og britisk aksent da. Interviewer: Ja. Jakob: Det er'ke noe jeg prøver på liksom, men. Interviewer: Nei. Jakob: sånn har det bare blitt. Interviewer: Ja (ler). Jakob: Så (ler). Interviewer: Kan du tenke deg hvorfor det? Jakob: Ja. Interviewer: Har du for eksempel hatt, er det noe som har påvirket det? Jakob: Når vi hadde engelsk på barneskolen. Interviewer: Mhm. Jakob: Så ble vi jo lært britisk. Interviewer: Ja. Jakob: Men jeg syntes alltid amerikansk var mye kulere. Interviewer: (ler). Jakob: Så jeg prøvde å få inn det i stedet for. Interviewer: Ja. Jakob: Og da tror jeg atte blanda seg litt da. Interviewer: Ja, jeg skjønner. Jakob: At jeg fikk sånn aksent jeg har nå.

T4.2

“Interviewer: Er det noen per, har du noen du ønsker å høres ut som når du snakker engelsk? er det noen du ser for deg i hodet som. Jakob: Nei”.

T4.3

“Interviewer: Hva mener du om andre elevs bruk av ulike aksenter på engelsk? Er det sånn. Jakob: Den er, bryr meg ikkeno”.

T4.4

“Interviewer: Hva mener du om læreren din sin aksent når hun snakker engelsk? er det noe du har tenkt over? Jakob: Nei”

T4.5

Interviewer: Har læreren din snakket om valg eller bruk av aksenter i engelsk? Jakob: Ja, [...] hun har snakka litt om det [...] men hun nevnte bare om, hu bare nevnte hvordan aksenter ikke har noe å si. [...] Og de som sier det har det, eller de som sier at det har det. [...] Tar feil.

T4.6

Interviewer: Hva bruker du engelsk til utenfor skolen? Jakob: Jeg bruker det når jeg er på nettet vis jeg spiller for eksempel. Interviewer: mhm, gamer du? Jakob: Ja! Interviewer: Ja? Jakob: Da snakker jeg med folk på engelsk, Interviewer: med mikrofon? Jakob: mhm. Interviewer: eller chat? Jakob: Mikrofon, begge deler. Interviewer: Begge deler. Og da brukes, snakker du engelsk? Jakob: Ja. Interviewer: mhm. Jakob: Ellers så leser jeg tegneserier. Interviewer: Ja. Jakob: På engelsk. Interviewer: Mhm. Jakob: Også ser jeg på youtube da. Interviewer: Ja. Jakob: mhm. Interviewer: Så da er det mye engelsk input da! Jakob: Ja.

T4.7

“Interviewer: Ser du på deg selv som en seriøs gamer? Jakob: Ja jeg vil si det”.

T4.8-9

Interviewer: hvor ofte gamer du? Jakob: Ganske ofte det kommer ann på, i hvor stor grad du ser det på da. [...] Menne hvis du bare tenker på noe som helst gaming [...] I det hele tatt [...] Så vil jeg si omtrent

hver dag [...] Hvis du tenker på de større spilla da, som jeg spiller på pc og konsoll [...] Så blir det vel fem seks ganger i uka. Interviewer: Og de fem seks gangene hvor lenge er det da ca? [00:03:35.15] JAKOB: I, jeg vil si i seks timer da. [...] I, om dagen kanskje [...] I helgene så blir det lengst da (...) Jakob: Litt mindre i hverdagene.

Interviewer: Er engelsk viktig for deg som person, for din identitet? Jakob: Ja! Interviewer: Ja Jakob: Det syns jeg. Interviewer: På hvilken måte da, tror du? Jakob: Velle, måten jeg ser på meg selv hvertfall, eller hvordan jeg ser at andre ser meg. (...) Er at jeg er litt sånn en pc-nerd, hvis det gir mening. (...) Jakob: Så jeg tenker at jeg kan godt engelsk. (...) Jakob: Passer liksom godt inn med det da.

T4.10

Interviewer: Hvilket språk snakker du og dine venner med hverandre? Jakob: Det er jo norsk, men vi har liksom blanda inn en del engelsk da, (...) i språket. Interviewer: Er det sånne småord innimellom, eller er det noen ting dere snakker om der dere snakker mer engelsk? Jakob: Det er småord.

T4.11

Interviewer: Når det er snakk om aksent på engelsk altså som, dialekt da, på en måte, bruker du eller prøver du å bruke en bestemt engelsk aksent for eksempel britisk eller amerikansk, eller? Edvard: Prøver ikke nødvendigvis, men jeg ender opp på å snakke amerikansk (...) Interviewer: (...) vet du hvorfor det kan være at det har blitt sånn? Edvard: Vil tippe det er fordi de fleste sånn youtubere og sånt snakker amerikansk da er det det jeg hører mest av i hverdagen.

T4.12

Interviewer: (...) Har du noen du ønsker å høres ut som når du snakker engelsk? (...) Edvard: Nei. Interviewer: (...) Har læreren din snakket om valg eller bruk av aksenter i engelsk? Edvard: Nei ikkeno som jeg, nei, trokke det. (...) Det var vel en gang på, husker ikke om det var barneskolen eller ungdomsskolen, så sa lærern noe om at vi burde prøve å snakke britisk engelsk, men (...) Trokke det var noen som gjorde det. Interviewer: Nei, og her på videregående har dere ikke snakka om det? Edvard: Nei.

T4.13

Interviewer: (...) Hva mener du om andre elevs bruk av ulike aksenter på engelsk? Edvard: Hva jeg mener? Interviewer: Ja har du noen, har du tenkt noe på det? Edvard: Nei. Interviewer: Nei. Hva mener du om lærerens d'ns aksent når hun snakker engelsk, er det noe du har tenkt over? Edvard: Nei, jeg husker ikke helt hvordan hu høres ut akkurat nå, men jeg hadde tenkt no særlig over det. Interviewer: Nei. Syns du at læreren, engelsklærern din er et godt språklig forbilde for elevene? Edvard: Selvfølgelig, engelsken ikke den, sånn aksenten er'ke den sånn beste, men vil ikke si den er dårlig, hatt værre lærere.

T4.14

Interviewer: (...) Når du er med dine venner, hvilke språk snakker dere da? Edvard: Norsk. (...) Litt engelsk innimellom da (...) Små ord og sånne setninger og sånn. Interviewer: Ja så det er også setninger det er'ke bare små ord eller? Edvard: Ja. Interviewer: Ja? Interessant. Hvilke situasjoner skjer det? Edvard: Det er mer sånn, egentlig bare, sånn helt randome situasjoner (...) Hvor man bare, lizzom tar første setning også sier man fordi det er morsomt og sånt (...) På engelsk.

T4.15

Interviewer: (...) Hva bruker du engelsk til utenfor skolen? Edvard: Noen ganger så snakker jeg jo med folk når jeg spiller. Interviewer: Ja, gamer du? Edvard: Ja. (...) Edvard: Også bruker jeg å streame, og snakke engelsk. Interviewer: Ja, snakker du da med muntlig eller skriftlig i chat? Edvard: Muntlig. Interviewer: Ja, og når du spiller med andre? Chatter dere da eller er det også muntlig? Edvard: Som oftest spiller jeg med norske folk så da snakker vi norsk, men det hender jeg skriver meldinger på pc'en på engelsk og sånt til folk.

T4.16

Interviewer: Nei, Mhm. Ser du på deg selv som en seriøs gamer? Edvard: Ja. Interviewer: Hva innebærer det? Hvor ofte gamer du? Edvard: Så og si hver dag. Interviewer: Mhm, og hvor lange perioder da? Edvard: Sånn tre til fem timer. Interviewer: Mhm, gjør du det med en gang du kommer hjem fra skolen eller er det mer mot kvelden på en måte? Edvard: Så si med en gang jeg kommer hjem. Interviewer: Mhm. Edvard: Men noen ganger så bare chiller jeg fordi jeg er sliten av skolen.

T4.17

Interviewer: Ja. Er engelsk viktig for deg som person? For din identitet? Edvard: Ja, det vil jeg si. Interviewer: Ja. Edvard: Til en viss grad i hvert fall. Interviewer: Mhm. Identifiserer du deg med det engelske språket? Vil du si, det er kanskje litt vanskelig å svare på? Edvard: Ja det er litt vanskelig å svare på. Interviewer: (Ler) Men det har litt å si for deg? Edvard: Ja.

Stimulated recall interviews

T4.18

Interviewer: Det er kult, også har jeg et til spørsmål litt på grunn av måten du svarte om aksenter på, i det andre intervjuet, og det er, hva tenker du om ulike måter å snakke engelsk på? **Jakob:** Vel, det har ikke noe å si for meg egentlig. Jeg synes det kanskje er litt interessant da. Med at man snakker annerledes, men det er ikke noe at det plager meg eller noe sånt. **Interviewer:** Mhm, men hva du synes er interessant da? **Jakob:** Jeg vet ikke, det er liksom det at. Ofte når jeg møter nye folk over nettet så er det bare det at man pleier å gjette hvor den andre kommer fra da, det pleier jeg å gjøre ganske ofte. De også, det er bare noe sånn running trend på en måte da. Hvis det gir noen mening. **Interviewer:** Ja, det gir mening. Pleier du å få noen spørsmål, eller, pleier folk å gjette hvor du er fra liksom? **Jakob:** Ja, jeg hører masse rart iblant noen ganger så er det Frankrike, noen ganger så er det Sverige, som er ganske nære. **Interviewer:** Ja, ja, nei så gøy.

T4.19

Interviewer: Og nå går vi, på en måte over til det neste segmentet som jeg pratet om Synes du det er viktig å snakke på en bestemt måte, når du snakker engelsk i klasserommet? **Jakob:** Ikke egentlig. Jeg måtte jo det på barneskolen, da ble jo vi, da skulle vi snakke Britisk, men jeg hadde jo alltid jobba med Amerikansk jeg, over nettet. Så det ble jo veldig sånn clash for meg. Jeg var ikke vant med Britisk i det hele tatt. Så jeg pleide å bare snakke Amerikansk jeg, selv om alle andre snakka Britisk. **Interviewer:** Ja, og jeg forstår det sånn at sånn er det ikke nå, eller var det ikke nå på videregående, da løste det opp, eller kanskje det. **Jakob:** Ja, det har løsna veldig opp nå. Nå kan man snakke som man vil egentlig.

T4.20

Interviewer: Mhm. Så, hva er det første du tenker på når du ser disse klippene? **Jakob:** Ja. Det er ikke noe spesifikt jeg tenker på akkurat, det er bare, helt vanlige ting da. Som, ja, det er bare helt vanlige greier da. **Interviewer:** Men høres det ut som du trodde det skulle høres ut? **Jakob:** Ja, jeg har jo hørt meg selv en del ganger da. Så, det var det. **Interviewer:** Hva legger du spesielt merke til ved engelsken din? **Jakob:** Spesielt legger merke til, det er jo kanskje litt den stamminga da, som jeg snakka om ... **Interviewer:** Ja, okei. **Jakob:** Sånn, når jeg skal prøve å snakke litt sånn formelt, sånn som jeg gjorde i det andre klippet, så ender jeg opp med å stamme en del mer da, enn det jeg gjør til vanlig. Når jeg bare spiller med tilfeldige engelske folk, snakker jeg bare helt vanlig – følger ikke noe manus eller noe, og da stammer jeg ikke.

T4.21

Interviewer: Ja. Er det noe spesielt du selv tenker over at du vil prøve på når du snakker engelsk? **Jakob:** Nå, hva tenker du på da? **Interviewer:** Da tenker jeg på om, om du, har liksom en idé om hvordan du har lyst til å høres ut når du ... **Jakob:** Det eneste jeg vil prøve å få fjerne er jo stamming da. Det hender at jeg stammer iblant. Fordi, det er jo ikke morsmålet mitt da. Men jeg føler aksenten min og sånn da, er egentlig ganske ok nå. Den høres ikke, den hørtos jo veldig sånn norsk ut da jeg var liten selvfølgelig. Nå har jeg prøvd å liksom, ta livet av det da. Hvis det gir mening. **Interviewer:** Åja, hvorfor det? **Jakob:** Jeg bare synes det høres finere ut. Hvis det gir mening. Sånn jeg har ikke noe imot om at andre snakker med en norsk aksent, det er bare at jeg ville foretrukket [å ikke] gjort det.

T4.22

(...) **Interviewer:** Ja, også har jeg litt sånn tenkespørsmål her; hvordan bestemmer du deg for hvilket språk du skal bruke når du skal si noe? **Jakob:** Når jeg skal si noe da, det kommer helt an på hvem jeg snakker med da. Så hvis jeg er på skolen og jeg skal snakke med læreren eller holde en presentasjon eller noe så kan jeg ikke snakke som om jeg driver å gamer da, det blir jo litt for, ja, det sier seg selv. Så når jeg snakker med venner da, spesielt over nett, det er da språket er styggest. Det er da det er lettest å snakke stygt da. Jeg er ikke i ansikt mot ansikt med dem så, **Interviewer:** Går det an å si litt sånn formell, uformell? At du er litt uformell på en måte. **Jakob:** Ja. Jeg er uformell når jeg driver å gamer med venner og sånn da over nettet. **Interviewer:** Du er enig i at man kan bruke de begrepene. **Jakob:** Ja.

T4.23

Interviewer: Ja. Kult. Har språk i Gaming noe å si for dine ferdigheter i engelsk? **Jakob:** Ja. Nesten alt egentlig. Sånn, nå er jo, jeg fikk skikkelig sånn «headstart» og sånn i engelsk, spesielt når jeg var liten. Fordi jeg hadde jo, ofte så kunne jeg alt vi skulle gå igjennom i timene fordi jeg hadde allerede lært det i et spill da. Sånne gloser og sånt har jeg aldri noe problem, for de ordene hadde jeg hørt. Og sånn er det jo selv nå også. **Interviewer:** Kult, ja, jeg hadde skrevet oppfølgingsspørsmålet; Hvorfor det tror du? Men du svarte så godt på det at det, men er det noe du tenker læreren burde vite? Her ved, de kunnskapene i engelsk du satt med fra før av på en måte? 17:04 **Jakob:** Den læreren jeg har nå, på VOG03, er egentlig veldig flink på akkurat det da. Det pekte hun jo med en gang vi fikk hun, at aksenter og sånn ikke hadde noe å si. Vi kunne bare snakke sånn som vi ville. Det er jo også, den læreren jeg hadde på barneskolen som ville at vi skulle snakke Britisk. Hun var en veldig gammel lærer da. Så det kan jo ha noe å gjøre med det. **Ja. Interviewer:** Men, tenker du at det er en fordel, i engelskundervisning, at læreren er litt mer på, og på en måte vet at man kan ha en del styrker i faget når man kommer fra en sånn gaming-bakgrunn da? **Jakob:** Ja. Det ville vært greit egentlig. Fordi, når du driver å gamer så, da må du lære bra engelsk, for å skjønne. Ellers så får du ikke gamet. Og hvis du liker å game, så har du ikke noe valg. Hvis det gir mening. **Interviewer:** Det gir veldig mening. Ja, vet læreren din at du gamer? **Jakob:** Ja. Hun vet det. **Interviewer:** Ja. Kunne du lært enda mer om læreren trakk dette fram, eller trekker læreren dette fram på noe vis, og er det en positiv måte? **Jakob:** Hun har jo lagd, hun har lagd noen oppgaver i forhold til gamingen vår, hvor hun vil at vi skal lage klipp av at vi driver og gamer da, litt sånn som det ene klippet der. Bare at vi skal i etterkant forklare hvorfor vi snakket som vi gjorde da, blant annet. Litt som det møte her da. **Interviewer:** Ja, så kult! **Jakob:** Så ja, hun har lagd sånne oppgaver. **Interviewer:** Ja. Det, det er gøy. Ja, før vi avslutter, er det noe annet du har lyst til å fortelle? Noe jeg ikke har spurt om, eller? Kanskje spesielt med tanke på at dere hadde den oppgaven med læreren også, ser jeg for meg at du sa noe kult som jeg kanskje ... **Jakob:** Ja. Ja det var en, egentlig en ganske grei oppgave, veldig morsom og effektiv. Oppgaven var jo nesten bare at vi skulle ta opp at vi spilte da. Så da. Bare at vi skulle forklare ting i etterkant, så vi også fikk nytt inntrykk da, av hvordan vi selv snakker. Fordi, ja, oppgaven krevde at vi skulle gå igjennom klippet og se gjennom alt selv. Hvis vi skulle gjøre dem bra da.

T4.24

Interviewer: Hvor lenge har du snakket engelsk? **Jakob:** Det er veldig lenge, Jeg startet jo rundt femte sjetten klasse, fordi jeg drev og spilte online spill, også møtte jeg for eksempel folk der. Det startet jo med Minecraft da. Jeg møtte folk når jeg spilte Minecraft og så add'a jeg dem på Skype og snakket med dem da. **Interviewer:** Ja ja, mhm, men da kunne du allerede litt engelsk liksom? **Jakob:** Ja, for jeg hadde spilt mye før óg, jeg startet ganske tidlig egentlig. **Interviewer:** Så da var det det vil du si, som førte til at du begynte å bruke engelsk på fritiden og når du gamer liksom? **Jakob:** Ja. Fordi jeg gjorde, jeg starta med det fra en veldig ung alder da, så jeg ble egentlig aldri noe redd for å bruke det åpent, hvis det gir mening. **Interviewer:** Det gir mening. Ja. Men hadde dere også engelsk på skola? Liker du å prate/skrive engelsk i engelskfaget? På fritiden? **Jakob:** Jo, jeg hadde det, men det var ikke så mye muntlig på det punktet. Det var bare gloser og, vi lærte grammatikk og sånt. **Interviewer:** Ja. Neste spørsmål er, liker du å prate eller skrive engelsk i engelskfaget? **Jakob:** Ja, jeg gjør jo det. Jeg synes jo det er gøy da. Men det føles ikke så veldig annerledes ut fra norsk for meg da. Jeg er så vant til å bruke begge to. **Interviewer:** Det er spennende! Men hvordan vil du vurdere eget nivå i engelsk muntlig? **Jakob:** Føler jeg er ganske grei muntlig egentlig. Jeg vet ikke om jeg kan sette noe tall på det selv, men fra en til ti, med at ti er en som kommer rett fra USA eller England eller noe så har jeg kanskje satt meg selv på sju og en halv, åtte, rundt der. **Interviewer:** Hm, enn skriftlig? **Jakob:** Skriftlig er jeg flinkere på faktisk. Så der er det hakket over.

T4.25

Interviewer: (...) Hva synes du om å bytte mellom norsk og engelsk, ja, når du gamer da? (...) **Jakob:** Det er fordi man har så mange uttrykk på engelsk, det er liksom sånne ord, som på en måte er gamerord da, de ble bare skapt til gaming og de er ikke blitt oversatt til noen andre språk, så de ordene finnes ganske ofte bare på engelsk. Ikke bare det, men det er jo ofte at jeg skriver de ordene sånn i chatten på engelsk, Jeg sier dem bare av og til på engelsk, men det. Jeg gjør det på autopilot liksom. **Interviewer:** Ja, ja. Hva med i klasserommet, hva synes du om å bytte mellom norsk og engelsk, også når andre bytter mellom norsk og engelsk i klasserommet? **Jakob:** Til engelsktimer, tenker du nå? **Interviewer:** Ja, i engelsktimer. **Jakob:** Det går jo greit der og egentlig, men vi får jo, vi får jo valget da. Om vi, selv i engelsktimen når vi skal snakke, om vi skal snakke på norsk eller engelsk. Så, det er valgfritt egentlig.

T4.26

Interviewer: (...) forstår jeg det riktig når jeg sitter igjen med tanken om at grunnen til at du veksler mellom norsk og engelsk er fordi at, altså for det første så snakker du med en annen norsk kompis, men de engelske ordene du bruker er litt sånn, som regel gaming-begreper, ikke nødvendigvis bare gaming-begreper i league of legends, men sånne generelle gaming-begrep, sånn som når du sier «movement speed» og, men så er det jo noen eksempler på andre ting. Som når du sånn, uttrykk for følelser som «oh my», **Jakob:** Ja, jeg skjønner. (latter) **Interviewer:** og når du sier «control board», så var det jo også på noen andre greier, når du snakket om at det var «op». Men det er litt sånn, det er den sjargongen vi allerede snakker om som er ... Har jeg forstått det riktig da liksom? **Jakob:** Ja, det finnes ikke ordene på norsk liksom. Da er det lettest å si det på engelsk.

T4.27

Interviewer: Gøy. Hva tenker du om ulike måter å snakke engelsk på? **Edvard:** Ulike måter, kan du utdype litt **Interviewer:** Da tenker jeg litt på hvordan man uttaler seg, aksent og ... **Edvard:** Hva jeg tenker om det? **Interviewer:** Ja. **Edvard:** Jeg har egentlig ingen formening om det. Jeg mener, så lenge du snakker engelsk er du jo forståelig da. Men, nei jeg vet ikke jeg har egentlig ingen formening om det med aksent og sånne der ting ass. Det er bare, det viktigste er jo at hvis du skal snakke engelsk, så er jo det viktigste at du snakker engelsk så man skjønner ordene dine. For det er jo kommunisering. **Interviewer:** Nå forstår jeg det slik at du tenker at det kanskje ikke er så nøyte hvordan man uttaler det, men det viktigste er å gjøre seg forstått? **Edvard:** Foretrekker jo Amerikansk, men, altså min da, selv da, men jeg foretrekker det selv, men sånn, andre som snakker så lenge de snakker engelsk og jeg skjønner dem så har det ikke noe å si egentlig for meg. **Interviewer:** Kult.

T4.28

Interviewer: Er det noe spesielt du tenker over at du vil prøve på når du snakker engelsk? **Edvard:** Nei, det er ikke, ikke noe spesielt jeg prøver på, når jeg snakker engelsk. Jeg vil jo, jeg vil jo for det meste bare bli forstått, men jeg liker å prøve å ha uttalen ordentlig og sånt da. Liker å prøve å på en måte snakke min beste engelsk da når jeg først snakker engelsk. **Interviewer:** Ja, kan du beskrive din beste engelsk? **Edvard:** Hvordan, hva mener du, hvordan skal jeg gjøre det? **Interviewer:** Ja, det høres litt spennende ut, altså er det liksom, for jeg antar at det ligger noen slags tanke om flyt, og kanskje du har noen sånne spesielle ordlyder som du har lyst til å holde deg litt til eller? **Edvard:** Nei, det er liksom bare sånn, man må jo, det er jo litt sånn lærings-ting da, i hvert fall for oss som bor i Norge da, men sånn, sånn TH-lyden og sånt, hvis du har den liksom bra så høres det, det blir bedre flyt å høres bedre ut. Så jeg prøver jo ... Jeg føler min, ja, den kommer litt og går, men det er for oss norske, så er den jo litt vanskelig, det hører man jo på de fleste nordmenn. Men jeg føler i forhold til nordmenn så klarer jeg den ganske bra, men det varierer litt. Noen ganger er den, som oftest er den bra, men sånn, innimellom så blir den dårlig og det ... Ja. **Interviewer:** Ja, ikke sant, men du tenker faktisk på sånne små **Edvard:** Ja, når jeg snakker og sånt.

T4.29

Interviewer: Hvordan bestemmer du deg for hvilket språk du skal bruke når du skal si noe? **Edvard:** Det spørs jo litt hvem jeg snakker med. Men jeg prøver jo å holde meg til norsk, men. Det jeg har merket i det siste i hvert fall, sånn som når jeg har snakket med mamma for hun blir så irritert når jeg bruker sånne engelske ord for hun kan dem ikke. Men det er jo egentlig bare fordi. For å være ærlig så er det sånn, noen ord på engelsk, jeg vet ikke hvorfor, det har jeg ikke noe svar på, men noen ord på engelsk, det er så, jeg husker dem ikke på norsk, jeg bare sånn, må tenke over hva det er på norsk. Så det er egentlig derfor jeg

snakker, bruker engelske ord. Så, men, jeg snakker egentlig bare norsk til vanlig. Også bruker jeg sånne engelske ord og uttrykk. Hvis, hvis det er et sånt engelsk uttrykk som høres bedre ut på engelsk så sier jeg det. Men sånne engelske ord, det er bare for, rett og slett, fordi jeg kommer på det engelske ordet før det norske. Rett og slett. **Interviewer:** Skjønner, ja. Har språk i Gaming noe å si for ferdighetene dine i engelsk? **Edvard:** Språk i gaming? Hva tenker du, på spillene eller hva da? **Interviewer:** Ja jeg tenker på en måte, ja jeg formulerte dette spørsmålet sånn, men jeg kan også formulere det; føler du at din språkbruk, når det kommer til gaming, har noe å si for dine ferdigheter i engelsk? **Edvard:** Ja, det tror jeg. Jeg tror spill har ganske mye å si. Fordi, jeg vet ikke hvordan det blir nå med disse andre generasjonene for de begynner jo med telefon så mye tidligere nå. Men i hvert fall vår generasjon da, vi, ja, gutter vi begynte jo som oftest å spille ganske tidlig og da siden norsk ikke er et sånn internasjonalt språk som de, hva skal jeg si, «dubber» spillene til, så blir det sånn vi hører, vi starter å lese og høre engelsk mye tidligere, også sånn ... ja. Så jeg tror det har, gaming har nok påvirket engelsk veldig mye for oss. Det er jo veldig mye forskjell fra gutter og jenter og sånt. For eksempel når det gjelder engelsk, nå til dags, og jeg tror det har mye med spill å gjøre. **Interviewer:** Og det du sier om gutter og generasjonen din generelt, gjelder det for deg også? **Edvard:** Ja.

T4.30

Interviewer: Nemlig. Er det noe du tenker, eller er dette noe du tenker at læreren burde vite, eller lærere generelt, engelsklærere? **Edvard:** Ja, det går jo an å, det kan jo ... Det varierer jo litt fra undervisningen da, men, ... det kan jo være lurt å ta hensyn til da, du, for hvis du har en klasse med for eksempel bare gutter. Så vet du jo at de vil være litt liksom bedre i engelsk og da, kanskje sannsynligvis litt, i hvert fall mer komfortable med å snakke engelsk da. Fordi vi er vant til å gjøre det «online» og folk skjø, vi vet at folk liksom forstår oss da. **Interviewer:** Det er spennende. Vet læreren din at du gamer? **Edvard:** Ja. **Interviewer:** Føler du at du kunne lært enda mer om læreren trakk det fram på noe vis, eller er det sånn at læreren din trekker det fram og i så fall er det noe som er spennende? **Edvard:** Jeg vet ikke om det hadde hjulpet meg noe mer hvis hun hadde trekt det fram tror jeg, jeg tror ikke hun, hun nevner det ikke så ofte egentlig. Det var bare den ene gaming-oppgaven vi hadde, hvor hun, hvor hun brukte meg som eksempel og sånt. **Interviewer:** Ja, hvordan oppgave var det? **Edvard:** Det var sånn vi skulle filme oss selv spille og så skulle vi, på en måte analysere språket vårt etterpå og sånt og se på sånn om vi snakket sånn «formal» og ikke «formal», sånne der ting.

T4.31

Interviewer: Okei, så hva er det første du tenker på når du hører disse klippene? **Edvard:** Nei, det første jeg tenkte var at jeg blir sånn, jeg hadde liksom glemt alt det der jeg, men når jeg først så det så husker jeg det, det er jo, men jeg vet ikke, jeg har ikke noe særlig tanker, du må stille spørsmål så kan jeg **Interviewer:** Ja, det skal jeg gjøre. Høres det ut sånn som du trodde det skulle høres ut? **Edvard:** Jeg tenkte på det når jeg så de «fortnite»-klippene der snakket jeg ... Fordi jeg, det som er greia er at når jeg spiller så er jeg, jeg hørte egentlig, jeg følte engelsken min var sånn ganske vanlig føler jeg, men det var sånn noen ting jeg sa som var litt sånn feil. Sånn jeg sa «countries» istedenfor «languages», men det er sånn, tenkte på det her mest sannsynlig fordi jeg, siden jeg spiller ikke sant så er det så stresset, da bare kommer det ut ting. Men det hørtes, jeg skal ikke lyve det hørtes litt dårligere ut enn det jeg trodde faktisk. Tror jeg. Kanskje ikke det siste klippet, det hørtes ganske vanlig ut. Men de fortnite-klippene i hvert fall. **Interviewer:** men er det noe du legger spesielt merke til ved engelsken din? **Edvard:** Nei, ikke noe sånt spesielt. Akkurat. Nei, ikke noe egentlig, ikke noe spesielt, du. Jeg vet ikke, jeg vet ikke om jeg sa det i videoen der, men i hvert fall når jeg snakker engelsk så bruker jeg sånn, veldig ofte så istedenfor å si sånn «because» og sånn, så sier jeg bare «cuz» liksom. Og sånne ting da men det er ganske vanlig i hvert fall sånn i Amerika og sånn så jeg tror at det er der jeg har fått det i fra. **Interviewer:** Ja. Så i gaming-klippet, og i de fleste gaming-klippene som jeg har sett så, eller, der du snakker masse engelsk så skjønner jeg det sånn at du prater med en skriftlig chatt, det er ganske kult! **Edvard:** Ja, som oftest i hvert fall **Interviewer:** Og i klasserommet så opplever jeg at du snakker minst like fritt som du gjør når du gamer. Og det er også veldig kult. Fordi det får deg til å virke veldig komfortabel med å snakke engelsk. **Edvard:** Ja, det stemmer veldig godt. **Interviewer:** Ja, også har jeg egentlig skrevet spørsmålet hva tenker du om eget språkbruk, i klippet her, men det har du egentlig, det følte jeg du svarte ganske godt på, nå må jeg si selv at ... Jeg synes du er flink altså i engelsk og nå har jeg også sett på «twitch»-en din og du blir jo bare bedre og bedre også, sånn i tillegg til at du allerede er ganske god, følte jeg måtte få inn det siden du hakket deg litt ned i sted. **Edvard:** Takk, takk.

T4.32

Interviewer: Herlig. Så, første spørsmålet er; hvor lenge har du snakket engelsk? **Edvard:** hvor lenge jeg har snakket engelsk? Ja, det er litt vanskelig å si sånn akkurat da, men jeg startet jo liksom å lære meg engelsk sånn på barneskolen, det var da jeg begynte å lære sånt ord og sånt. Men sånn snakka sånn engelsk, sånn faktisk klare å snakke, det er vel sikkert siden sånn fjerde klasse kanskje femte, sånn faktisk klare å snakke sånn ordentlig da, hvis du skjønner hva jeg mener. **Interviewer:** Ja, ja, ja, jeg tror jeg skjønner. Men hva var det som førte til at du begynte å bruke engelsk på fritiden, slash når du gamet? **Edvard:** Hva som fikk meg, det er egentlig, det er vel egentlig bare at på en måte, gaming liksom, spillene er jo på engelsk ikke sant, så man må jo på en måte kunne engelsk for å skjønne spillene for det første. Også, ja så bare bruker man bare de ordene egentlig som er i spillet og sånt da. Så da, man ender jo opp med å bare gjøre det egentlig uansett. **Interviewer:** Ja. Så det som på en måte førte til at du brukte det på fritiden var at du begynte å spille spill? **Edvard:** Ja egentlig, nå senere så ser jeg jo på Youtube og sånt også og der må man jo også kunne engelsk fordi det er ikke så, i min mening, det er ikke så mange norske «creators» som er bra. For det er bare sånn sminke, sånt jenter og sånt. Men i hvert fall så man må nesten kunne engelsk hvis man liksom vil få med seg, ja hva skal jeg si, sånn det alle ser på da. Så må man kunne engelsk, alt er på engelsk. Så ja, det er egentlig derfor da.

T4.33

Edvard: Nei jeg synes hvis jeg skal skrive på skolen så liker jeg å skrive på engelsk, men det er ikke noe forskjell egentlig i forhold til hjemme og, det er bare hjemme så bruker jeg litt mer sånn, sånne forkortelser og sånn der ting da, litt sånn, ja. Litt sånne forkortelser og ord og sånt da.

T4.34

Interviewer: Ja. Men hva synes du om å bytte mellom norsk og engelsk, også i klasserommet, men også når du gamer? **Edvard:** Føler det er litt sånn, jeg synes det er litt sånn, ja, sånn ofte når jeg spiller da, så streamer jeg jo, så jeg bytter jo mellom norsk og engelsk, men det er jo for, for seerne sin del da, fordi det er jo, de fleste er jo fra England eller, noe sånn der ting da, så man er mere forstått. Men sånn generelt å bytte sånn i hverdagslivet-situasjoner, så er jeg ikke så, liksom sånn «fan» av sånn bytting da hvis du skjønner sånn jeg vet ikke, jeg har ikke noen eksempler på det da, men du vet sånn noen de sier sånn en setning på norsk og så en setning på engelsk og så fortsetter de sånn gjennom hele dagen ikke sant. Det synes jeg er litt sånn irriterende i min mening. Men jeg tenker sånn, hvis du snakker og bruker sånn engelske ord her og der i stedet for norske og sånne ting, så er det, det er en ting, det er greit. Føler jeg da, men sånn hvis du er sånn typ sånn har sånn annen hver setning da, norsk engelsk. Jeg synes det er, det synes jeg er litt irriterende i min mening. **Interviewer:** Ja, men det er greit med sånne ord og uttrykk? **Edvard:** Ja sånn ord og uttrykk sånn vanlig uttrykk sånn, for din del ja, jeg synes det er greit liksom. Det er, det er helt. Det gjør jeg selv. Så jeg kan, det blir litt sånn «narsissistisk» å skulle klage på det. **Interviewer:** Ja, nei samme, tror de fleste kanskje, det har jo blitt en ganske naturlig del av språket. **Edvard:** Ja

J-Classroom recording

09:43: The first ever touch screen was invented in nineteen sixtyfive.

Teacher: Nineteen sixty-five, okey.

09:50: Yeah, but it was never really used.

Teacher: why?

09:55: It was very, it didn't have many uses. Because we didn't really have proper programming

10:04: So, we couldn't really connect the touches with any usable functions. If you understand me.

Teacher: Yeah yeah yeah. So, it was just cool, but it didn't have any functional uses.

10:19: Yeah, we used it for traffic lights.

Teacher: Traffic lights?

10:26: Yeah. Just to change the colour, yeah.

Teacher: Do you have your charger with you?

10:34: No, but I can borrow it from.

J-Screen recording of gaming session

07:40 Jeg recorder det her ... skrive sånn Master oppgave om det ellerno. Ja, det bare er ikke så mye voice chat. Men man adder jo folk som man spiller med. Key hvis jeg instalocker nå- Vet du hva jeg bare

spammer søren meg random, også locker jeg da blir det pleb. (Latter) Det funker ikke å skrive good luck da. De ser det ikke liksom du må bare ikke flame'e.

08:06: Se nå, tre kills. What the... Går det an? (latter) Okey? Nei jeg teleporta til den lille edderkoppen til Elis. Imens hu dreiv å fight'a. Å, Elis tar det, nice.

08:25: og når jeg faller av så har jeg så lite movement speed, så jeg rakk ikke å løpe til siege å ta den i tide. Har han poke'a deg mye han har fått sykt masse greier fra cleptomancer.

08:40: NEI han flash'a. å, det der er så bullshit, der ville jeg faktisk flame'a deg.

08:47: Controll board? Det er sykt OP. Han fække farm'a. Er bare det at jeg blir gang'ka snart da.

08:59: Garen er så tanky at jeg kan ikke akkurat bli feed'a på han heller.

09:09: Jeg kan bare bli feed'a på far.

09:12: No, rip. Å FY, hvoffor er han så rask? Oh my god. Oh my god så knærja hun krabba, nice.

09:27: Å my god, what jeg var blind'a, det er derfor. Men jeg var blind'a så jeg fikk ikke snapp'a den, ja, de tapte nettopp game'et får å drepe meg.

E-Classroom recording

09:30: Here on the what do you, what the assignment text asks for? Teacher: Mhm. Edvard: When it says, yeah right here, like for example are you gonna talk about technology, we kind of did that last time right? Teacher: Yes.

09:45: and we are going to kind of have that? Teacher: Yes. Edvard: Cuz, that was kind of hard, I think, the thing that I wrote at least I think no one from the eighteen hundreds would understand that. Teacher: No.

09:55 So I probably have to make it a little bit easier, Teacher: Yes. Edvard: an also (inaudible) Teacher: A lot more easier, yeah?

09:59 Include some like, we don't have to have some like different powerpoint pages for each of them, Teacher: No, no no no no. Edvard: I can include this in like another one. Teacher: Yes yes yes.

10:10: So as long as you hear something about this it's good? Teacher: Yes.

E-Screen recording of gaming session

08:00: Norwegian, English, Swedish, I know a little bit German and yeah, I think that's the

08:10: Okey, and where did this dude go? Easy gg's

08:15: Okey.

08:17: Two kills, ten people left gg. Every language, yeah Norwegian, Swedish, English and a little bit German, That's I think yeah, tha, that's it I don't know any more like that.

08:30: Yeah like all the countries I mean. Easy gg (latter) yeah, easy gg again.

08:40: But yeah, I think that's all the countries I know, or languages I know. I don't think I know anyone else if I'm, yeah.

08:55: Yeah, just give me two seconds. Okey, so my name is *Edvard* and I, I play fortnight and call of duty, I am best at fortnight but I, no, best at Call of Duty but I, I like fortnight as well.

09:10: I try to stream, as often as I can, so lately I have been streaming like almost every day. I've been grinding really hard.

09:17: Yeah, do you want to know anything more?

09:25: Okey so I know one dude is behind there like.

Panel of Experts

Jeg ville sagt, om formalitet, at begge var mer formelle i klasserommet enn når de gamet (*Expert #2, expert panel statement, T2.F1*)

His tone [in the classroom] is neutral in terms of formality (...) The language [while gaming] is informal (*Expert #3, expert panel statement*)

Det er litt hakkete, på grunn av usikkerhet tror jeg (...) han snakker litt uformelt når han snakker. (*Expert #2, expert panel statement, T2.F2*)

Gaming-videoen er mye mer uformell, men flyten og artikulasjonen er mye smudere, du merker at han slapper mer av i dette klippet. (*Expert #2, expert panel statement, T2.F3*).

De er mer komfortable når de gamer, enn på skolen, begge høres mer avslappet ut når de gamer. (*Expert #2, expert panel statement, T2.F4*).

Han har en sterk norsk aksent som lener mer mot en General American, enn en Britisk RP (*Expert #2, expert panel statement, T2.A1*).

Uttalen hans av diverse ord har en Amerikansk aksent, mye av det har å gjøre med bruken av Rhotic R, men flyten mellom ordene også. (*Expert #1, expert panel statement, T1.A1*).

The pupil (...) frequently makes use of words borrowed from English. These words are mostly terms related to the specific video game he is playing in the clip. The English words are spoken with Norwegian intonation/pronunciation, but with greater fluency than the previous clip (*Expert #3, expert panel statement*)

Han snakker en General American her i dette klippet, med noen innslag av ord med Norsk aksent og til og med en hendelse hvor han høres litt Britisk ut (...) Han snakker ganske formelt også (*Expert #1, expert panel statement, T1.A2*).

I det første klippet, istedenfor å lene seg på en General American, høres aksenten hans mer Norsk ut, men uttalen er veldig god (...) Han kommer tilbake til en veldig General American aktig aksent (...) Enda mer General American enn i klasserommet (*Expert #2, expert panel statement, T2.A2*)

Han har noen feil, men med tanke på at at han gamer samtidig, er det ikke så overraskende (*Expert #2, expert panel statement, T2.A3*).

He is speaking Norwegian, but he is codeswitching between Norwegian and English loan and gaming words (*Expert #3, expert panel statement*)

Han bruker en type codeswitching mellom norsk og engelske låne- og gaming ord (*Expert #1, expert panel statement, T1.C1*)

Appendix – Original instructions for the expert panel

Instrukser til ekspertpanel

Kjære ekspert, tusen takk for at du har sagt deg villig til å bidra i min forskning, det du sier/skriver om de følgende klippene vil være helt essensielt for mine resultater.

Det er som sagt snakk om totalt fire klipp. Disse er EC, EG, JC og JG. Hvor første bokstav er forbokstav til navnene brukt i oppgaven (Jakob og Edvard) og bokstav 2 representerer henholdsvis «classroom», og «gaming».

Jeg ønsker at du skal høre på én av deltakerne om gangen, og reflektere ferdig rundt den ene før du tar nestemann. Altså, enten EC EG og så JC JG, eller omvendt. Dette for ikke å blande dem siden de kan være så like i ulike sammenhenger.

Klippene:

Tenk på følgende når de snakker i hvert enkelt klipp:

Hvordan er uttalen i klippet du hører på nå?

Hvordan er flyten i klippet du hører på nå?

Hvilken aksent har de i klippet du hører nå?

Hvordan er formaliteten i klippet du hører på nå?

Snakker de engelsk eller norsk i klippet du hører på nå?

Hva er ditt helhetsinntrykk av de ulike deltakerne, altså Jakob og Edvard?

Spill inn eller skriv ned svarene/refleksjonene dine og send dem til meg. Gjør det tydelig hvilket klipp du snakker om, enten ved å skrive inn «JC» eller ved å si det i innspillingen.

NB! Husk å slette alle filene du har bidratt med etter du har sendt meg denne refleksjonen.