Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms

A study exploring online second language use and learning in connection with video games among students in upper secondary school

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Abstract

This study investigates *Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms* by looking at how upper secondary school students engage with video game related websites or platforms, particularly how they encounter or use English during their online activity, as well as their thoughts about potential influence on their own English from those activities. This study uses a mixed methods approach with an embedded design, i.e. a sequential quan (survey) → QUAL (interviews) design. The survey was distributed in two different schools; School 1, general studies/sports and athletics programme, N=25 8 boys, 17 girls, School 2, electricity and electronics, N=24 21 boys, 3 girls. All students responded to the survey (N=49). The survey was used to determine suitable interviewees, as well as providing comparisons to the interviews, six students were interviewed; two boys and one girl from each school.

The survey showed a clear tendency for girls to generally play video games less frequently, or more limited genres, i.e. "Simple mobile games". This also showed in the other results, i.e. girls are less likely communicate in English while playing or visit video related websites. Girls who are frequent gamers (DGG3) and play more complex genres display mostly similar tendencies as the DGG3 boys. The survey also showed that gamers identified a positive relationship between L2 proficiency and (1) video games, (2) chatting during gameplay and (3) activities on video game websites. From the interviews, this study has found that there is a perceived positive L2 influence among students that are frequent visitors on video game websites, particularly in achieving more native-like pronunciation, and vocabulary, areas where L2 influence has been identified by all six interviewees. As a result, this study argues that activities on video game websites should be considered more when investigating the relationship between video games and L2 acquisition or proficiency.

However, despite the internal validity being strengthened by being able to compare different sets of data, i.e. survey and interviews, the findings in this study are not conclusive. This is due to the low external validity of the study, the sample size (N=49) being too small to make any generalizations applicable to a larger population. Instead, I would argue that the findings may instead be viewed as indicative of video game websites or platforms having an influence on L2 proficiency similar to that of other video game related activities, i.e. playing video games and/or communicating in English while playing video games.

Sammendrag

Denne studien undersøker *norske elevers oppfattede engelskpåvirkning fra interaksjon med videospillrelaterte nettsider eller plattformer* ved å se på hvordan elever i den videregående skole engasjerer seg på videospillrelaterte nettsider eller plattformer, spesielt hvordan de møter og bruker engelsk i aktivitetene på internett, samt hva tankene deres er om potensiell engelskpåvirkning fra disse aktivitetene. Denne studien benytter seg av en blandet metodisk tilnærming med et innebygd design, nærmere bestemt en sekvensiell kvantitativ (spørreskjema) → Kvalitativ (intervjuer) design. Spørreskjemaet ble distribuert til to forskjellige skoler, Skole 1, allmennfaglig/idrett N=25 8 gutter, 17 jenter, Skole 2, elektrofag, N=24 21 gutter, 3 jenter. Alle elevene svarte på spørreskjemaet (N=49). Spørreskjemaet ble brukt til å finne passende intervjuobjekter, samt å gi grunnlag for sammenligning med intervjuene. Seks elever ble intervjuet, to gutter og en jente fra hver skole.

Spørreskjemaet viste en klar tendens for jenter å generelt spille videospill sjeldnere enn gutter, eller mer begrensede sjanger, dvs. «Enkle mobilspill». Dette viste seg videre i de andre resultatene, dvs. det er mindre sannsynlig at jenter kommuniserer på engelsk imens de spiller, eller at de besøker spillnettsider. Jenter som spiller ofte (DGG3) og som spiller mer komplekse sjangre viser stort sett liknende tendenser som DGG3-guttene. Spørreskjemaet viste også at de som spiller videospill identifiserer et positivt forhold mellom engelskferdigheter og (1) videospill, (2) snakking under spilling og (3) aktiviteter på videospillnettsider. Fra intervjuene har denne studien funnet at det er en oppfattet positiv engelskpåvirkning blant elever som ofte besøker videospillnettsider, spesielt innen engelskuttale, som de mener er blitt mer lik en innfødt uttale, og vokabular, områder hvor engelskpåvirkning har blitt identifisert av alle seks intervjuobjektene. På grunn av dette argumenter denne studien for at aktiviteter på spillnettsider bør få mer oppmerksomhet når man undersøker forholdet mellom videospill og engelsktilegnelse og engelskferdigheter.

Men, til tross for at den interne validiteten blir styrket ved at man kan sammenligne ulike datasett, dvs. spørreundersøkelsen og intervjuene, er funnene i denne studien ikke endelige. Dette på grunn av den lave eksterne validiteten til studien, utvalget (N=49) er for lite til at man kan generalisere funnene til en større befolkning. Istedenfor vil jeg argumentere for at funnene kan være antydende på at videospillnettsider har en påvirkning på engelskferdigheter liknende det andre spillaktiviteter har, dvs. videospill og kommunikasjon på engelsk imens man spiller.

Acknowledgements

This research project has been a challenging experience, to put it mildly. At the same time, it has been really interesting for me to investigate a topic I am interested in, however, I must admit, it is more fun to play video games and browse video game related websites than it is to write a thesis on it. Some special people have made it a bit easier though. First of all, I want to thank my supervisor, André, for helping me so much with my work. Our meetings and your comments on my drafts have been priceless to me, thank you! I also want to thank Aud for her valuable comments in the initial part of my thesis work. I am also grateful to my family, friends and others close to my heart that have supported me in various ways during this process.

I also wish to thank the people who have made this study possible, the principals and teachers that took time out of their days in order to allow me to collect data from their students. Thank you so much to the students who answered my survey. Finally, a big thank you to the interviewees who bothered with answering my questions. I enjoyed our conversations, and I am very grateful for your contributions to my work.

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1. Introduction

Video games suffer from a bad reputation among many. Whether it is the president of the United States blaming tragedies on video games, or people in comment sections agreeing with such a sentiment. Concerned parents that believe their children are being corrupted, or at least, are wasting away their lives playing video games, or frustrated partners that want their significant other to stop playing in order to pay attention to more important matters, just to name a few. Video games have rarely received much praise outside of the community itself in the past, however, perceptions are changing as a result of changing demographics, i.e. the group that has grown up with video games becomes increasingly larger every day, as well as the medium becoming increasingly more sophisticated technologically. Video games are no longer just low-resolution polygons moving across the screen accompanied by chiptunes, but experiences that have the ability to present and provide narratives, dialogue, emotions and excitement just as well as more respected art forms like books and movies. However, video games let people be interactive, either by interacting with the game itself, or by interacting with other players, sharing the experience. As someone who has played video games since the 1990's, first on a Sega Master System from the 1980's, with the low-resolution polygons described above, I have personally experienced the transition video games have gone through, both in how technology have made it possible to play games more reminiscent of motion pictures, but also how gaming culture has developed to become a massive global community that interacts on a number of different platforms. When deciding on a topic for my thesis, I felt that something within video games would be suitable, based on my interest in the topic, and also the realisation that I actually could do something on a topic I was interested in after attending an English didactics lecture where a study on video games and L2 was mentioned.

When trying to identify a research gap, however, I found it more difficult. As explored further in Chapter 2, most research on the topic, at least to the best of my knowledge, primarily focuses on either video games in itself, or communication taking place during gameplay, and I struggled to find an interesting angle I could take that was not already explored in more comprehensive studies than what I could manage. I was then reminded of a South Park episode (#REHASH, S18E09, 2014) I had seen, where one of the characters, Kyle, could not get his head around how his little brother, Ike, preferred to watch someone on YouTube play and comment on a new video game, rather than to play the game himself. The

episode basically revolves around how Kyle and his friends starts becoming more and more like their parents, in that they do not understand the appeal of watching people play video games on YouTube, similarly to how his parents do not understand the appeal of playing video games. While an inclusion in South Park is a good testament as to how wide-spread an activity watching people play video games on websites is, the Swedish video game YouTuber featuring in the episode, PewDiePie, is possibly an even better measure with his 102 million subscribers on YouTube (as of 2019). Furthermore, based on my own experience with video game websites, I knew that video game websites were much more than just YouTube. There is a wide variety of platforms, e.g. professional video game news-outlets that write articles, reviews and more, to community based interest communities like Reddit, or streaming websites like Twitch, and different chat-rooms for voice chat or text chat, just to name a few. As I could not find any previous research on the relationship between these activities and L2 use and learning, I decided it would serve as an interesting topic for my research.

1.1   Research aims and research questions

This study aims to find out more about how Norwegian EFL students engage with video game related websites or platforms, particularly how they encounter or use English during their online activity, as well as their thoughts about potential influence on their own English from those activities. Also, the study aims to compare these activities with other video game related activities, i.e. playing video games and communication during gameplay. This study will use a mixed methods approach, an embedded design where survey responses from two Norwegian upper secondary schools will complement the main data from the interviews of six students, three from each school, in the analysis. The research aims are formulated by the research questions below:

What is Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms?

- o Sub-questions:
    - What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?
    - What are possible gender differences when it comes to video game related websites or platforms and English use and learning?
    - What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?
    - What English skills do Norwegian EFL students believe to be influenced by their interaction with video game related websites or platforms?

The main research question aims to find out what students perceive as having an influence on their English skills, if any, and in what area of their L2 competence do they indicate an influence. The sub-questions are all related to the main research question, aiming to illustrate specific areas that might be relevant to the main research question, either directly, or indirectly by providing context in light of other video game related linguistic activity.

1.2   An outline of the thesis

This study is divided into six chapters, Chapter 1 introduces the topic and establishes the research questions, Chapter 2 establishes the context of English in Norway, before going into different theories related to video game activities and presenting an overview of previous research on the topic, Chapter 3 describes the methods and materials of the study, Chapter 4 presents the results and findings, Chapter 5 discusses the findings in light of theories and previous studies and Chapter 6 contains the conclusion.

Chapter 2: Literature Review on the relationship between gaming and learning English as a FL

2.1 English use and learning outside educational contexts

English learning is not contained solely to the English classroom, as Norwegian pupils' use of English takes place in an increasingly large number of situations in life. A development that is accelerated by the rise of new technologies that facilitate ever more exposure and use of English. The Norwegian Media Barometer, a survey about Norwegians' mass media use that has been conducted every year since 1991, shows that the Internet has taken over as the dominant form of mass media. It has even surpassed television, the most popular apart from the Internet, as the most used mass media from 2012 onwards (SSB, p.12), also, since 2015, the Internet surpassed television in terms of amount of time spent on the media (SSB, p. 13). Young adults, i.e. 16-24 years old, spend the most time on the Internet (252 min/day) of all the age groups ranging between 9-79 years old (SSB, p. 65). As English is the dominant language on the Internet (Unesco, p. 33, 2009), it is fair to assume that people will be in contact with the English language to a larger degree than when interacting with other forms of traditional mass media.

In addition, Norway placed fourth on the EF English Proficiency Index (EF EPI) in 2018 (EF, 2018). The EF EPI measures the English proficiency of countries where English is a foreign language, incorporating the Common European Framework of Reference for Languages (CEFR) Levels as a basis for their own ratings, the EF EPI, has five proficiency bands ranging from Very High to Very Low (EF, p. 46, 2018). The EF EPI is based on the results from 1,3 million responses to the EF Standard English Test (EF SET), an online, adaptive English test of reading and listening skills (EF, p. 44, 2018). Norway, along with, predominantly, other similar European countries, is categorized as a country with Very High proficiency. Some descriptors that categorize the level of proficiency in the EF SET are "Use nuanced and appropriate language in social situations", "Read advanced texts with ease",

"Negotiate a contract with a native English speaker" (EF, p. 46, 2018). Jensen (2017) refers to Denmark, a similarly very highly proficient country, as a country that in many respects has societal bilingualism due to how proficient the population is in English (p. 4). Societal bilingualism is used to refer to any kind of bilingualism or multilingualism at a level of social organization beyond the individual or nuclear family (Sebba, p. 445, 2010), e.g. Canada (Officially bilingual at a federal level and French and English are both official languages) or Finland (Finnish and Swedish are both official languages, but only a small portion in certain regions speaks Swedish) (Sebba, p. 446, 2010). While Norway does not recognise English as one of its official languages, English still holds a prominent role in Norwegian society because of its early introduction in the educational system, and its importance in administrative and institutional spheres, e.g. in the way most official documents are found in English versions or how government websites have English versions. As a result, one can assume that because Norwegians are generally among the most proficient users of English as a foreign language, they are capable to participate in situations that require higher linguistic sophistication. Concerning online activities, this might mean that a Norwegian is able to understand, assess and discuss content or topics in a similar way that a native speaker would, or that they can participate in communication with other people online in a way similar to a native speaker. In other words, Norwegians are generally not restricted by their own English language skills when accessing the English online world. However, even though the EF EPI provides average scores for comparison of the general level of proficiency in a given country, there are outliers in both ends of the spectrum that constitute the mean value, i.e. people of either lower or higher proficiency than the proficiency band of their country. As a result, it is not always the correct thing to assume that a Norwegian participant in a study will share the language proficiency characteristics constituted by the mean value (Very High). Instead, a participant might also belong to one of the four lower categories.

In addition, television, the second most used form of mass media in Norway, does not dub movies or series, with the exception of a few programs aimed at children, or larger productions that have a Norwegian narrator, e.g. nature programs. Thus, Norwegians are exposed to English in a much larger degree than what is typical of the larger countries in Europe, with the exception of other smaller European countries that use similar arrangements when it comes to subtitling instead of dubbing. As there is very little dubbing, Norwegians will be able to pick up English words, expressions and pronunciation that is not possible when

watching a show dubbed to a different language. However, Peters, Heynen & Puimège (2016) found that, in terms of learning vocabulary from English-language programs with L1 subtitles, most learning gains will have been partial learning gains, as learners' moved from no knowledge of an item to recognition of the form or from form recognition to meaning recognition or recall(146).

2.2 Extramural English and other theories about learning English outside of school

Pia Sundqvist introduced the term *extramural English* in 2009 (Sundqvist & Sylvén, 2016, p. 6). Extramural English, or EE for short, is kind of an umbrella-term for the English language that people encounter outside of school contexts. Extra, Latin for 'outside', and mural, Latin for 'wall', thus, "EE corresponds to 'English outside the walls' and by that we mean the English that learners come in contact with or are involved in outside the walls of the classroom." (Sundqvist & Sylvén, 2016, p. 6) An important feature of EE is that the contact or involvement is not initiated by teachers or other people working in educational institutions, rather, it is, in general, voluntarily initiated by the learner on their own, or together with someone else, for instance a friend or a parent. According to Sundqvist (2009), "In extramural English, no degree of deliberate intention to acquire English is necessary on the part of the learner, even though deliberate intention is by no means excluded from the concept. But what is important is that the learner comes in contact with or is involved in English outside the walls of the English classroom. " (Sundqvist & Sylvén, 2016, p. 6, excerpt from Sundqvist, 2009, p.25) This means that EE may include any activity where a learner in some way or another encounters English outside of the classroom, e.g. physical encounters where it is communicated in English, or encounters that use communication technologies for the same purpose. Further, using the Internet, watching television, reading books, listening to music or playing video games, in essence, all interaction with mass media that use English language can be considered extramural English activity, as long as it takes place outside of the classroom.

EE encompasses all the essential components of L2 acquisition, i.e. input, output and/or interaction. (Sundqvist & Sylvén, 2016, p. 7) Input refers to language perceived by the learner. Essentially, input that builds L2 knowledge. For instance a book, a website, a video or

other content that in some way improves a learner's reading and listening comprehension, vocabulary, pronunciation etc.. Output, on the other hand, refers to language produced by the learner. For instance, when a learner is writing or speaking, he/she uses the knowledge gained from previous input, but also previous output, e.g. how speaking a lot improves fluency over time, or how writing improves grammar, spelling etc. Interaction consists of both input and output, but incorporates a lot more variables based on the type of interaction. For instance, a face-to-face interaction where discourse is spoken will be affected more by things such as participants' body language, dialect and accent variations, turntaking, false starts and repairs, sensitivity to the listener's attitudes etc. (Fenner & Skulstad, 2018, p. 120), and the participants' skills in terms of these features, than if the interaction happens through a medium where some or all of these features become less important, e.g. an online voice chat, but especially if it is written communication. As EE is an umbrella-term for language activities and interactions outside the walls of the classroom, there are many theories and concepts about L2-acquisition that fits within it. Just the terms 'input', 'output' and 'interaction' have a significant number of theories and literature attributed to them, however, an in-depth discussion of these terms are not within the scope of this thesis, instead, the terms have been touched upon in order to illustrate the scope of EE as a concept that includes the most essential components for L2-acquisition.

Sundqvist & Sylvén (2016) includes a discussion of how EE relates to other concepts and terms within the field (p. 7-9). Firstly, they mention Benson's (2011) use of *out-of-class learning of English*, a term that, like EE, involve learning activities that are not associated with an educational institution. Instead, it "…takes the form of "self-directed naturalistic learning", in which the learner engages in language use for pleasure or interest, but also with the broader intention of learning.' " (Benson, 2011, p. 139, citation from Sundqvist & Sylvén, 2016, p. 8) Like out-of-class learning, EE activities can include an "intention of learning", however, EE differs in that it is not a requirement. For instance, for a student to learn English from playing a video game, he or she does not necessarily have to intend to learn English to be able to learn English from the activity. The same goes for other leisure activities involving English, e.g. a student, or any other person for that matter, will not listen to his/her favourite pop song with English lyrics with an intention of learning the English language that is in the song, rather, the intent behind listening to the song is likely outside any form of educational sphere. However, it is likely that by listening to a lot of music with English lyrics, a listener might learn new vocabulary, pronunciation or other L2-knowledge through the music

listening, i.e. incidental language learning (if the learner is aware of learning something), or implicit language learning (if the learner is not aware of learning, but still learns). *Implicit language learning*, learning without either intentionality or awareness, differs and resembles EE in the same way as incidental learning (R.Ellis (2009), p.7, citation from Sundqvist & Sylvén, 2016, p. 9). Sundqvist & Sylvén (2016) argues that *incidental language learning* and *out-of-class learning of English* can be seen as sub-categories of EE, as EE incorporates both intentional and incidental learning as (p. 8). Lastly, they mention *online informal learning of English* (OILE), which incorporates many similar activities of EE, but limited to only online activities (p. 9).

However, a potential flaw of the EE model is its stringent focus on physical location if one is to think of it in literal terms. In particular, in terms of extramural English activity that may take place in the physical space of the classroom. Seeing as computers with Internet access provide opportunity for the same EE activities to take place inside a classroom as outside of it, even though the activities might be of a more leisure-oriented than pedagogical nature. In practise, it is hard to imagine that EE cannot or will not take place inside a classroom in a Norwegian upper-secondary school. Seeing as all students are equipped with a personal computer or smartphone with Internet access, it might be naïve to think that students will maintain fully focused on teacher directed tasks the entire sessions, never "sinning" by engaging in non-academic activities on their laptops or smartphones.

2.3 Video games as a source of informal learning of English

In Norway, young adults between 16 and 24 years old, along with the youngest group from 9 to 15 years old, also play 'digital games', i.e. video games, considerably more than the rest of population. (SSB, p. 71) As the majority of games sold in the West use English as the language for all its written information, its dialogue and its linguistic landscape, e.g. billboards, signs etc., and the fact that in-game communication with other players most often is in English, the L2 acquisition potential of video games is substantial. However, some games do offer alternative languages for the user interface, e.g. in FIFA you can choose Norwegian as the language for the user interface, but commentators or dialogue will still be in English. Other language options, e.g. German, Dutch, Italian, French or Spanish, also provide audio-commentary in those languages. Another example is the Assassin's Creed series, where

the user interface will be set to the language that corresponds with the geographical location of the video games system that the player uses. This means that menus and in-game HUD (head-up display) will be in L1 if supported, but all dialogue is in English. However, in this particular example, it might be detrimental to L2 language learning, as the game includes walls of text that provide the player with more detailed information about real-world locations they visit in the game, but also about historical events, real historical figures, and about additional fictional figures. As these are translated according to the geo-location of the video game system, a lot of reading exercise that could potentially be conducive to L2 learning is lost. However, as video games more often than not require English to be played, they are likely to be an important motivational factor to those who play them. (cf. Sundqvist & Wikström 2015, Brevik, 2016) This was for instance shown in the interviews in Brevik (2016), where the participants, answering why they were better readers in English than in Norwegian, mainly pointed to their preference of English as their out-of-school language. Particularly, for playing online video games on a daily basis. They viewed themselves as gamers, "…which implicitly meant that English was a prerequisite for being gamers."(p. 53). Meaning that English is not only the necessary language for playing video games, or for using other related media and for participating in fan communities online for that matter, but it is also a language whose users (within the video game community) are motivated to use in order to be able to participate in said activities.

2.4 Learning principles

James Paul Gee (2003), in his book, "What Video Games have to Teach Us About Learning and Literacy", identifies 36 learning principles connected to video games. Several principles, though not all, are applicable when looking at the connection between video games and L2 learning. Furthermore, as this thesis primarily focuses on activities connected to video games, rather than video games themselves, some principles are not equally relevant. Gee (2003) stresses that not all video games necessarily inhabit all 36 learning principles, rather, they are claims about the potential of good video games, while at the same referencing factors outside the video game itself as important factors, e.g. how and with whom it is played or discussed (p. 49). On the formulation of the principles, Gee explains that, "I state each principle in a way that is intended to be equally relevant to learning in video games and learning in content areas in classrooms." (Gee, 2003, p. 49) In other words, Gee argues that learning principles

present in video games are applicable to classroom learning, and learning in general. Throughout the book, the learning principles are contrasted with the performance-focused, skill-and-drill principles that are emphasized in American schools, which Gee talks unfavourably about. In particular, Gee (2003) emphasizes that there are certain types of deep learning that is not possible to access by those traditional methods.

Several of the learning principles are intertwined and concern themselves with specific instances surrounding an overarching topic. One of the most important overarching topics concerns how video games foster, and require, active and critical learning. The first principle, the *active, critical learning principle* (Gee, 2003, p. 49)*,* maintains that all gaming activity is essentially active and critical, meaning that a player who do not abide to these principles will not be able to complete the game. E.g., how video games as a family of "semiotic domains", i.e. "any set of practices that recruits one or more modalities (e.g., oral or written language, images, equations, symbols, sounds, gestures, graphs, artifacts, etc.) to communicate distinctive types of meanings." (Gee, 2003, p. 18), usually contain features that require an active and critical approach to be able to master them. Those features, also called content, that define the semiotic domain as viewed internally (Gee, 2003, p. 26), are for instance how a first-person shooter game usually will be played in first-person view, that there likely will be different kinds of weapons that all require different strategies of use, that there are likely different types of enemies, or that it is likely violent, i.e. the "design grammar" (Gee, 2003, p. 30-36) of a first-person shooter. To interact with the semiotic domain in a critical way means that there is thinking at a metalevel taking place, where a player thinks of the game, aka the semiotic domain, as a "design space" that manipulates the player, but that the player can also manipulate (Gee, 2003, p. 43). Video games require this form of thinking to function, and it is not possible to be passive while interacting with it. The first principle is therefore interconnected with the *semiotic principle,* the *semiotic domains principle* and the *meta-level thinking about semiotic domain principle* (Gee, 2003, p. 49–50). These principles are also important to L2 learning, where being able to understand the domain you are in, for instance a written genre or the conventions of a specific discourse community, and to be able to reflect on what it entails to operate linguistically within it. The principles explained above, along with the *discovery principle* and the *probing principle* (Gee, 2003, p. 138,107), which highlight the rewards of discovery without overt instructions and of trying and failing to gain new knowledge, share similarities with what Ian Bogust calls *procedural literacy.* Meaning, "…a capacity to restructure and reconfigure knowledge to look at problems from multiple

vantage points…" (Jenkins, 2006, p. 45) Something, which is important also in L2 learning, both in terms of reading and writing.

2.5 Affinity groups and participatory cultures

While a lot of learning principles as presented by Gee (2003) focus on video games themselves, and their principles for learning, there are also learning principles that focus more on the social and interactional dimension of video games. Semiotic domains viewed internally, as mentioned above, is different from viewing a semiotic domain externally, which is to view it in terms of people engaged in a set of social practices (Gee, 2003, p. 26). For instance, first-person shooters as a semiotic domain viewed externally will include how people play that type of game, how they partake in activities associated with it, e.g. Youtube videos or streams, how they feel that those types of games create an identity etc. These external aspects of video games are equal parts of the principles mentioning semiotic domains above. Members of a semiotic domain, when viewed externally, are those who comprise an "affinity group". (Gee, 2003, p. 27) Affinity groups can be found in professional, educational, communal or social contexts. Gee (2003) identifies six features that are common to affinity groups. Firstly, members of an affinity group bond to each other primarily through a common endeavour and only secondarily through affective ties, which are, in turn, leveraged to further the common endeavour. Secondly, the common endeavour is organized around a whole process, meaning that members participate in the entire process, not only in one stage. A member of a video game specific affinity group will be able to contribute on an online forum about an entire game, not only about one specific thing, also, members are not divided into a hierarchical structure with separate roles or tasks. Instead, the third and fourth features of an affinity group, require members to have both extensive knowledge, i.e. members must be able to take on multiple functions and roles, and intensive knowledge, i.e. members might have specialist knowledge that they can contribute to the group. The fifth feature concerns itself with how knowledge is manifested throughout the affinity group. Firstly, knowledge is often tacit, meaning that it is not necessarily explicit, but rather embodied in the members, their interactions with each other and their tools. E.g., how a skilled player cannot easily write down what makes him/her skilled, but the skills or knowledge can nevertheless be of value to the affinity group in some way, also described as the *intuitive knowledge principle* (Gee, 2003, p. 111)). Knowledge is at the same time distributed across various members, practices

and technologies, meaning that one member does not hold all knowledge; instead, the entire knowledge base is comprised of many smaller "knowledges" that each member contributes. Neither is all knowledge in one site, instead, it is dispersed across different sites.

This shares similarities with the concepts presented in Jenkins's (2006) discussion of *participatory cultures,* which shares many similarities with Gee's (2003) affinity groups and their features. In particular, *distributed intelligence* (p. 65-71) and *collective intelligence (p. 71-78).* The former pointing to what Roy Pea (1993) defines as "…resources that shape and enable activity are distributed in configurations across people, environments, and situations. In other words, intelligence is accomplished rather than possessed*."* (p. 50). Meaning, not only technologies that in some way possess or supports part of the knowledge and intelligence of humans, but also skills in how to use those technologies to accomplish tasks or knowledge production. Collective intelligence, which is closely related, describes the social production of knowledge (Jenkins, 2006, p. 68). Websites such as Reddit is a good example of a combination of both of these terms combined. There are different "sub-reddits" that define individual affinity groups where members can engage in helping each other, discuss topics and contribute to the site in different ways, i.e. a social production of knowledge, by using different technologies along the way to produce knowledge, i.e. distributed intelligence.

The last feature of affinity groups is that "The role of leaders in affinity groups is to *design* the groups, to continually *resource* them, and to help members turn their tacit knowledge into *explicit knowledge,* while realizing that much knowledge will always remain tacit and situated in practice." (Gee, 2003, p. 192-193) Leaders are not bosses; instead, they are guiding people who "…are committed through their immersion in practice, since it is the practice itself that gives them their identity and not some "occupation," fixed set of skills, or culture apart from the practice." (Gee, 2003, p. 193) Further, Gee (2003) writes of young gamers "…young people who play video games often experience a more intense affinity group, leverage more knowledge from other people and from various tools and technologies, and are more powerfully networked with each other than they ever are in school." (p. 194). This participatory culture that takes place in affinity groups is potentially conducive to L2 learning. Particularly, leisure-oriented affinity groups like those within the video game domain provide many opportunities for L2 learning, as motivation is no hindrance to participation in L2 activities associated with video games. The common endeavour and the distribution of knowledge associated with that endeavour favours interaction between members. Interaction that, most of the time in Western Europe, will take place in English,

seeing as knowledge is dispersed across several countries, where English often acts as a *lingua franca* to the participants.

How learners are motivated to take part in video game activity, contribute to prolonged L2 exposure, use and interaction between members of an affinity group. The *practice principle* (Gee, 2003, p. 71) states that learners get lots of practice in an environment that is not boring, i.e. playing video games. Meaning that players are motivated to spend considerable amounts of time in, if the video game is in English, an environment where dialogue, text, linguistic landscape or other modalities of L2 input is used to provide exercise in English. This repetition of input is particularly conducive to vocabulary learning, which, "…according to usage-based theories of language acquisition, is of great importance for language learning." (Ellis, 2009, cited in Jensen, 2017, p. 13-14) This view is corroborated by the following quote from Sylvén & Sundqvist (2012): "Cobb and Horst (2011), in their study on 12- and 13-year-olds, found that word retention was larger two months after than immediately subsequent to game play and that in order for learning to be consolidated, longer periods of playing are necessary." (p. 315). Furthermore, a Japanese study by deHaan, Reed & Kuwada (2010) on university undergraduates investigated to what extent interactivity would help or hinder the noticing and recall of L2 vocabulary. To do this they examined groups playing a music-based video game where one group played the game and another watched the game being played. Results showed that both groups recalled words, but that watchers recalled significantly more in-game words, attributing this finding to the cognitive load of playing as a detriment to vocabulary retention. However, both groups forgot many words, also pointing towards longer periods of playing being necessary to be able to store words in the long term memory (Sundqvist & Wikström, 2015, p. 66-67). At the same time, it might suggest that L2 vocabulary acquisition might be higher when learners engage in video game related activities that do not require interactivity, like watching gameplay videos. Then, a learner might benefit from not being interactive in the moment, but at the same time benefitting from having a situated understanding of L2 words that come up, which will be explained further below. In addition, if the player is using the online capabilities of his/her video game system, there is potential for L2 output and interaction in English. The same principle is relevant when looking at L2 activities associated with video games, like watching videos about gaming, reading articles and other types of text, or writing in comment sections or forums etc.

Reading texts on video games, or discussing video games, often involve complex specialist language. Gee (2011) calls it *lucidly functional language* (p. 108). The term is connected to the *situated meaning principle,* which states that meanings of signs, i.e. words, objects, artefacts, texts etc., are situated in embodied experiences (Gee, 2003, p. 108). "A situated understanding of a concept or word implies the ability to use the word or understand the concept in ways that are customizable to different specific situations of use" (Gee, 2011, p. 110). In simpler terms, to applicate a word or concept in actual use, rather than just being able to cite what its definition or general meaning is. It is this kind of situated understanding that one attains from experiencing phenomena, e.g. a scientist that has worked on experiments or a person who has played a certain video game, that make lucidly functional language work in use. Without these embodied experiences, reading a text written in specialist language about the topic will be difficult for an "outside" reader to understand. Either if it is a scientist writing about his experiment, or a gamer writing something about a game, without having experience with similar scientific experiments or without having played the game, it will be difficult to really understand what is being discussed. Gee (2011) uses kids as young as 7-years old playing a Japanese trading-card game called Yu-Gi-Oh to exemplify this. The game is very advanced, but the children play the game expertly, and when they discuss the game and its rules they use lots of specialist language, syntactic structures and discourse features while doing it (p. 108). Further, Gee (2011) points to texts that players encounter when visiting websites associated with the game, highlighting that the complexity of the language is much higher than what it will be in any textbook, but because of the situated understanding, the lucidly functional language is understood despite its difficulty (p.108). Regarding L2 acquisition, this type of language is relevant as learners are exposed to L2 input of high complexity, but that learners are potentially able to master because of the situated understanding they get from playing video games. This is in line with Krashen's (1982) Input Hypothesis, which states "…that acquisition takes place as long as learners are exposed to comprehensible input one step beyond their present stage of linguistic competence." (Sylvén & Sundqvist, 2012, p. 305). Even if the input, as shown above, at first glance seems to be more than one step beyond their present stage of linguistic competence, the embodied experience that provides a situated meaning to words or other types of input helps bridge the gap between complexity and understanding. In terms of video games, the embodied experience also gets deeper and more immersive as video game technology progresses.

Further, Gee (2011) stresses the role of lucidly functional language as something that is practised socially in groups, pointing out that more advanced peers often play a major educative role (p. 109), akin to Vygotsky's (1981) Zone of Proximal Development. Furthermore, Gee (2011) writes, "They learn to relate oral and written language of specialist sort, a key skill for specialist domains, including academic school." (p. 109), highlighting another important learning principle in Gee (2003), the *transfer principle* (p. 138).

The transfer principle is not exclusive to lucidly functional language, but instead highlights how learners are given opportunities to practice and to transfer and adapt what they have learned to later problems. This practice will often happen while interacting with others in the affinity group. One problem with the transfer principle, however, is that L2 learners might not think of the English that they learn out-of-school as something that is useful in school (Brevik, 2016, p. 50), the same goes for other competences related to gaming (Brevik, 2016, p. 52). Another contrary opinion to the transferability of specialist language presented in Gee (2011) is Thorne, Black & Sykes (2009), who, when talking of MMOs and virtual reality games, states that "Language socialization processes and outcomes that notably diverge from conventional L2 competencies… may result in communicative repertoires that are specific to local speech community norms and potentially less transferable to education and other contexts" (p. 814). Their argument is that the way people learn, and what they learn, differs too much from traditional L2 competencies to be applicable in the "real world". On the other hand, studies like Sundqvist & Wikström (2015) argues that there is transferability (p. 74).

Returning to the point, the role of more able peers may help push less experienced members of an affinity group to operate at the outer edges of their competence, as the *regime of competence principle* illustrates (Gee, 2003, p. 71). In terms of L2 learning, this could mean that less competent L2 learners can benefit from being challenged in their L2 use, but also by being aided by better language users. Much like Long's (1981) Interaction Hypothesis, where L2 learners "Through such interaction, supposedly, the learner is able to acquire new features of the L2 thanks to instances of negotiation of meaning and episodic attention to form." (Sylvén & Sundqvist, 2012, p. 305). Furthermore, Thorne et al. (2009) refers to two studies that illustrate features that may affect L2 learning within the relationship between less and more able peers. Firstly, they refer to Rogoff et al.'s (2009) "intent participation", as a term describing the role of less able peers in online multiplayer games, i.e. learning through keen observation and listening. Furthermore, as the goal is to maximize success for everyone (in the game), it is necessary to get all players to a level where they

benefit the group, thus "In intent participation, talk is used in the service of engaging in the activity, augmenting and guiding experiential and observational learning" (Rogoff et al., 2009, p. 195, citation from Thorne et al., 2009, p. 810). Secondly, they refer to Peña & Hancock (2006), a study analysing communication in online video games, where it was reported "…significantly more socioemotional talk (e.g., turns intended to release tension, expressions of solidarity, compliments, encouragements) than purely task-associated communication, a finding that underscores the salience of interpersonal communication and relationship maintenance, even within gaming spaces ostensibly oriented toward battle and competition." (Thorne et al., 2009, p. 810). This reflects what is written of how affinity groups function above, as a place where there is a common endeavour that is the driving force behind the activities, whether in-game, or on other platforms out-game. This common endeavour connects new and expert players, but also less proficient L2 users with more proficient English speakers, in a space where real-world consequences are lowered and where learners can take risks (c.f. *"Psychosocial Moratorium" Principle,* Gee, 2003, p. 67), and where, as shown by Peña & Hancock (2006), more proficient L2 users try to facilitate less proficient L2 users.

In his concluding remarks, Gee writes of video games that "They operate with—that is, they build into their designs and encourage—good principles of learning, principles that are better than those in many of our skill-and-drill, back-to-basics, test-them-until they-drop schools." (Gee, 2003, p. 205). In essence, this quote summarizes Gee's main argument, that video games are not what they are often portrayed by outsiders, i.e. a childish, or violent, or any other typically negative adjective, waste of time. Instead, even if they include some of those negative traits, they still hold potential for learning in how they are designed, and in how video games foster communities and interaction between community members that have the potential of being conducive to learning.

2.6. Previous research on gaming and English proficiency in Scandinavia

Although several studies have already been mentioned above, the following section will present some recent research on video gaming and L2 language learning in Scandinavia. While these studies do not focus directly on activities associated with video games, they do

specify gamers, particularly frequent gamers, as L2 users that generally score highly on language tests. Since frequent gamers usually also use other platforms to interact with video game related content, this may be a relevant factor influencing their L2 proficiency. However, I have not been able to find any studies that research the exact topic of this thesis; i.e. how activities taking place on online platforms associated with video games might influence L2 proficiency. Therefore, it is only a hypothesis as of now. Instead, previous research has mainly focused on English learning from video games themselves, or from interaction taking place while playing video games as a source of English learning. This thesis, however, is focused more on the use of English and potential influence on L2 proficiency from engaging in activities outside of the video games and the online gameplay itself, i.e. video game related websites, fan communities, forums etc. The research presented below most often relies on self-reported data, rather than observing the phenomenon in its naturalistic environment, similarly to this thesis. Some fundamentalist views on research methodology, although arguably archaic, discredits these practices as having too many variables affecting the reported data. However, as with most extramural English, it is difficult to observe something that takes place in the privacy of people's homes. Furthermore, using self-reported data has become a widely accepted and legitimate practice in research.

Sylvén & Sundqvist (2012) is a mixed methods study featuring a questionnaire, a language diary and three proficiency tests. The study features 39 boys and 47 girls (N=86) aged 11-12 from Sweden. The study investigates if there is a positive correlation between learners' L2 proficiency and their engagement in extramural English activities in their spare time (i.e., time spent playing), and if there are gender differences regarding the learners' engagement in extramural English activities and L2 proficiency. They present empirical evidence that L2 English proficiency correlates with the frequency of gaming and types of games played. The study uses a distinction between three different Digital Game Groups (DGG), DGG1 represents non-gamers, DGG2 represents moderate gamers and DGG3 represents frequent gamers. This distinction is also used in other studies. A clear pattern emerged from the data, showing that frequent gamers, i.e. gamers who play more than 5 hours a week, outperformed moderate gamers who, in turn, outperformed non-gamers in both reading and listening comprehension. These differences were statistically significant; however, there were no gender-related differences (Sylvén & Sundqvist, 2012, p. 314). The only gender-related difference in the proficiency tests were the L2 vocabulary scores, in which the boys

outperformed the girls (Sylvén & Sundqvist, 2012, 315). However, Sylvén & Sundqvist (2012) argue that gender in itself does not create this difference, but rather that boys play video games considerably more than girls do, which means that the group "frequent gamers" consists mainly of boys, and that they play different genres of video games that might involve more L2 learning possibilities. While a study focusing on 11-12 year old kids in Sweden might not seem very relevant to this thesis, which focuses on 16-18 year olds in Norwegian upper-secondary schools, it still has relevance in that L2 learning functions the same also among older students with a different proficiency level. In addition, Sylvén & Sundqvist (2012) argue that the findings corroborate the findings in Sundqvist (2009), a similar study on a different age group (15-16), where it was also found a positive correlation between digital gaming and L2 proficiency, particularly L2 vocabulary, and with a similar difference between genders (p. 302).

Furthermore, Sundqvist & Wikström (2015) finds similar tendencies among teenagers. The study collects data from a sample of 80 teenage Swedish L2 learners. It uses a questionnaire, language diaries, vocabulary tests, assessed essays and grades to answer the following research questions: "1. To what extent is there a positive relation between digital gameplay and the L2 English vocabulary measures? 2. To what extent is there a positive relation between digital gameplay and the grading outcomes? …3. To what extent does digital gameplay correlate with the L2 English vocabulary measures and the grading outcomes for boys and girls respectively?"" (Sundqvist & Wikström, 2015, p. 68). The study uses the same Digital Game Groups (DGG) to determine different gamer groups. Similarly to Sylvén & Sundqvist (2012), the results generally favour the frequent gamers (DGG3): "Results show that DGG3 had the highest rated essays, used the most advanced vocabulary in the essays, and had the highest grades, closely followed by DGG1, while DGG2 trailed behind. For the vocabulary tests, DGG3 was followed by DGG2 and DGG1, indicating that gameplay aligns more directly with vocabulary test scores than vocabulary indicators drawn from essays. …significant correlations were found for gameplay-vocabulary tests/English grades for the boys." (Sundqvist & Wikström, 2015, p. 65). In short, also this study presents findings that indicate a positive relation between video games and L2 English, at least for boys, but, also this study found that girls generally do not play video games as much as boys, e.g. by how there were no girls in DGG3. At the same time, girls were the most numerous in DGG1, the group that also performed well. Sundqvist & Wikström (2015) refer to a different study that might also explain gender-differences; "Many of the boys from Australia, England, Wales,

New Zealand, and Scotland in Carr and Pauwel's (2006) study said that they prefer to learn foreign languages in game-like conditions, dissimilar to traditional classroom teaching practice; the Swedish boys in our study seem to be doing just that." (Sundqvist & Wikström, 2015, p. 74). A question that is not addressed, however, is if they prefer to "learn English" playing videogames or that they prefer to play videogames (in English) rather than to have traditional language classes at school? While learning languages in game-like conditions do not mean the same thing as learning English from playing video games, it is necessary to keep in mind that someone answering such a question might struggle with this distinction. Lastly, also this study uses a relatively small sample, and Sundqvist & Wikström (2015) stresses that its findings, due to sample size and study design, should not be treated as conclusive but rather as indicative (p. 74).

Jensen (2017) found several similar results in her study on Danish young English learner's contact with and use of EE. The study collected language diaries from 107 students aged 8-10 for one week. The diaries were self-reported with parental guidance and contained reports of minutes spent on seven different EE-activities. In addition, participants' vocabulary proficiency scores were collected. Like in Sylvén & Sundqvist (2012), boys were playing video games significantly more ($p < .001$) than girls (235 minutes/week vs. 47 minutes/week) (Jensen, 2012, p. 1). Jensen (2017) found that gaming with both oral and written English input and gaming with only written English input are significantly related to vocabulary scores (p. 13). Here also, boys seemed to be the ones with the better scores, but, like Sylvén & Sundqvist (2012), Jensen (2017) also attributes this to how boys play more, and play different types of video games, i.e. games that provide more valuable L2 input. While Sylvén & Sundqvist (2012) and Sundqvist & Wikström (2015) used slightly more exhaustive designs, making it possible to crosscheck information given in the language diaries with one of the other data collection methods, Jensen (2017) relies solely on self-reported data. This might reduce the reliability of the study to a certain degree, but Jensen (2017) argues that it has certain advantages (bounded recall, limited reference period and cues) (p. 15), which remedies that. Nevertheless, as it is a study on a homogenous population of few participants, it is not entirely safe to generalize the findings to the greater population. However, as there are several other studies pointing to similar findings, it is possible to argue that there is a positive correlation between video game activities and L2 proficiency.

In Norway, there have also been done studies on the relationship between digital games and L2 proficiency. Brevik et al. (2016) analysed the relationship between L1 and L2 by using data from two national reading tests, comprising a large sample of 16-year-old students (*N*=10,331) (p. 161). In the study they identified one group where the L1-L2 relationship differed from the established consensus that poor L1 readers are also poor L2 readers. This outlier group was students who were poor L1 readers, but proficient L2 readers. In follow-up studies (Brevik, 2016; Brevik & Hellekjær, 2017), this group was named the Outliers, or, the Gaming Outliers. The Outliers comprised 4,5% (n=463) of the total population in Brevik et al. (2016) (n=10,331), and its gender distribution consisted of 66% boys and 34% girls, contrasting with the general tendencies of the nationwide sample (Brevik & Hellekjær, 2017, p. 83). Furthermore, the Outlier group had vocational students (58%), typically weaker academically, outnumbering general studies students (42%) (Brevik & Hellekjær, 2017, p. 85). The Outlier group was particularly strong in L2 reading comprehension tasks (87%), while the L2 language tasks (58%) were more similar to the L1 reading comprehension (61%) and the L1 language tasks (43%) (Brevik & Hellekjær, 2017, p. 86). One possible explanation is found in Brevik (2016), where a small random selection (n=5) of the Outliers were interviewed. One of the findings was that all five said they played online games in English more than three hours per day on average (p. 51), something which also was the case for many of the other Outliers, as established through questionnaires. However, as mentioned earlier, none of the interviewees thought of the English they used while gaming as relevant to school (Brevik, 2016, p. 53), and because of the limitations of the study, Brevik (2016) does not conclude any causality between video games and improved L2 proficiency.

Sletten, Strandbu & Gilje (2015) investigated the relationship between video gaming, participation in organised sports clubs and grades in Norwegian, mathematics and English among teenagers in upper-secondary school. The study found a result that seems consistent with the studies presented above when it comes to L2 proficiency. While the group (4) who played video games a lot, but did not participate in organised sport clubs, scored lower in Norwegian and mathematics compared to the other groups , their scores in English was not affected (Sletten et al. (2015), p. 342). The other groups (1) only sports club, (2) neither sports club nor play video games a lot, (3) sports club and plays video games a lot, all had better scores in Norwegian and mathematics than group 4. This indicates that video games, at least if played excessively, or without other activities, are detrimental to school performance, but not in English. As shown in this chapter, this is likely because of the L2 learning potential in

video games and its different online platforms where the affinity groups interact and communicate.

3. Methods and Materials

This chapter contains an explanation of the methodological choices and approaches utilized in the collection of data for this thesis. The chapter explains the different types of data collected, as well as how and why. The research material of this thesis consists of two parts. First, survey answers from 49 upper-secondary school students serve as the quantitative part of the research material. Secondly, in-depth interviews with six of the survey responders serve as the qualitative part of the research material. The first part of the chapter will explain the method utilized, as well as arguing for its selection. The latter part of the chapter will go into detail on what material was collected and the process of obtaining and recording that material, as well as discussing analysis tools, reliability, validity and ethical concerns.

3.1 Methods

Traditionally, there have been two major schools of thought when it comes to research methodology, the quantitative approach and the qualitative approach. Quantitative research is typically deductive (Johnson, 2004, p. 18), meaning that one develops hypotheses, most often based on pre-existing theories, and test these hypotheses with an instrument, e.g. a questionnaire, registers or test results. Probably the most important strengths of quantitative approaches is that they can generalize research findings when the data are based on random samples of sufficient size, and when it has been replicated on many different populations and subpopulations. In addition, as data collection methods are standardized, the data mainly consists of precise numerical values that is generally independent of the researcher, meaning that comparison with other research projects is easier (Johnson, 2004, p. 19). In essence, the researcher tests a theory's implications with data, moving from a general level, i.e. theoretical, to a more specific, i.e. empirical. It works from the top down. Opposite, the inductive approach, often seen in qualitative research, uses views presented by participants to establish themes and tries build a theory based on interconnecting those themes. Thus, it works from the bottom-up (Christoffersen & Johannessen, 2012, p. 27).

As shown in the previous chapter, the amount of studies and literature pertaining directly to the research question of this thesis is limited. As a result, when making methodological

considerations, Creswell's (2014) characterization of research within the qualitative paradigm seems to be a good fit for the aims of this thesis project: "Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration." (p. 16) A qualitative approach therefore seems to be a suitable way to answer the thesis. In addition, the research questions of the thesis also seems to favour a qualitative approach:

> What is Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms?
> - Sub-questions:
>   - What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?
>   - What are possible gender differences when it comes to video game related websites or platforms and English use and learning?
>   - What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?
>   - What English skills do Norwegian EFL students believe to be influenced by their interaction with video game related websites or platforms?

Creswell (2014) writes that "In qualitative research, the purpose statement and the research questions are stated so that you can best learn from participants." (p.17). In contrast, in quantitative research questions you "…ask specific, narrow questions to obtain measurable and observable data on variables." (Creswell, 2014, p. 14). As the research question(s) of this thesis aim to get an insight into Norwegian EFL students' assessments of their own English language learning in connection with video games and auxiliary platforms of video games, the qualitative approach serves the purpose in that it gives an opportunity for the participants to give more detailed and extensive answers to questions. For instance, an interview with open-ended questions will most likely provide more insights into exactly how students interact and use English when visiting video game related platforms than if they were to answer a pre-

coded questionnaire with fixed answers. As the main aim of the thesis is to get an understanding of students' own considerations of their potential language learning through video game related platforms, it is necessary to explore how and in what ways the students utilize and encounter the English language in the aforementioned online activities. In other words, language learning through video games and video game related platforms is a complex phenomenon. There are numerous activities associated with video games online that potentially influence the English language learning of students; however, consummation and utilization of English online can take many forms, thus, detailed descriptions of students' English use are necessary in order to answer the research question in the best way possible. One of the strengths of qualitative research methods according to Johnson & Onwuegbuzie (2004) lies in that it "Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint)." (p.20) and that "Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur." (p. 20), which was what was needed in order to answer the research question due to the lack of similar research on the topic, but also because of the necessity of the insider's viewpoint to generate usable data. Student interviews were chosen as the method in order to access this "inside view".

However, in order to get relevant data on the topic of the research question, a purposeful sampling was necessary. Purposeful sampling differs from the random sampling used in quantitative research in that it is a sampling strategy looking to find individuals for inquiry with specific traits relevant to the phenomenon that is being researched. "The standard used in choosing participants and sites is whether they are "information rich" (Patton, 1990, p. 169)." (Creswell, 2014, p. 206) "Information rich" in this study means Norwegian EFL students that play video games and that engage in video game related activities online. A few examples of the latter include watching videos about video games, watching streams about video games, reading about video games on different websites, writing or discussing about video games online, talking or otherwise engaging in communication on video game related platforms. A Norwegian EFL student that does not partake in any of these activities, or only in a very limited capacity, will not provide much insight into how those activities might provide English language learning possibilities. As a result, the sample strategy was to use homogeneous sampling, which means to purposefully sample "…individuals or sites based on membership in a subgroup that has defining characteristics." (Creswell, 2014, p. 208) The

defining characteristics being that the sample includes gamers that also visit other video game related media, preferably with a high frequency. A survey/questionnaire prior to the interview process was chosen as the method to determine the homogenous sample. However, while designing the survey, additional questions were added in order to provide a few more categories of quantitative data about the respondents. The reasoning behind this was that if there were not enough suitable or willing interview subjects, or if the interviews would turn out to provide too little information, a supplementary source of data could help amend some shortcomings in the data material. This thesis therefore ended up as a mixed method project.

3.1.1 Research design

This thesis utilizes a mixed method design. This means that there is a mixture of both quantitative and qualitative approaches to data collection. The reasoning behind using a mixed methods design is that you are able to "triangulate" data, which when "Applied to research, it meant that investigators could improve their inquiries by collecting and converging (or integrating) different kinds of data bearing on the same phenomenon." (Creswell, 2014, p. 536) The use of mixed methods designs is prevalent in educational research, e.g. researchers analyse results from national or international tests, which is later followed up by interviews with participants that are of interest to the researchers. Brevik's (2016) study on the gaming Outliers, as mentioned in the previous chapter, is an example of this type of method mixing. Quantitative methods in the form of national reading-test results and questionnaires, but also qualitative methods, i.e. the interviews.

The priority and sequence of each part of a study, and how the different parts are related, might vary. Thus, these differences create several different designs within the mixed methods paradigm. This thesis is an embedded design. Creswell (2014) writes that "The purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data." (p. 544) In the case of this thesis, the quantitative data play a supportive role to the qualitative data. The mixed-method design matrix in Johnson & Onwuegbuzie (2004) helps illustrate the design graphically:

Time Order
Decision

	Concurrent	Sequential
Equal Status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
Paradigm Emphasis Decision Dominant Status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

Note. "qual" stands for qualitative, "quan" stands for quantitative, "+" stands for concurrent, "→" stands for sequential, capital letters denote high priority or weight, and lower case letters denote lower priority or weight.[11]

FIGURE 2. *Mixed-method design matrix with mixed-method research designs shown in the four cells.*

Picture: (Johnson & Onwuegbuzie, 2004, p. 22)

This thesis is a quan → QUAL design. The quantitative part, i.e. the survey, written in lower case letters, meaning lower priority, while the QUALITATIVE part, i.e. the interviews, written in capital letters, receiving higher priority. It is a sequential design, quan → QUAL meaning that the survey was distributed, answered, registered and analysed before the interviews took place. This was because of the need of a purposeful sample, as explained earlier. In addition, the survey informed some questions in the interview. E.g. one question in the survey where the respondents answered if they agreed/disagreed with the following statement on a scale of 1 (Strongly agree) to 5 (Strongly disagree): "My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites." (Appendix 1) During the interview, the interviewees were asked to elaborate on their survey answer, explaining why they thought it had a positive, negative or no particular effect on their English.

The quantitative portion of the data collection served four purposes. Firstly, it was a tool to select suitable interview candidates. Secondly, it was an instrument to ascertain some quantitative variables on a larger population. Thirdly, it produced some topics for further elaboration during the interview process. Lastly, it provided more time for questions about the interviewees' English use, as a lot of basic information about their video game related interactions and habits were already established in their survey answers prior to the interview. The data from the survey was limited, as it was not a comprehensive survey, therefore

requiring qualitative data from interviews to provide explanations. As a result, the qualitative portion has the dominant status in this thesis.

3.2 Materials

3.2.1 Survey respondents

There were 49 respondents participating in the survey, out of a population of 49. I.e. all of the population participated. The respondents were upper secondary school students from two different schools in the county of Hordaland.

The first school, a smaller upper secondary school in a small city in Hordaland is a mixed school consisting of both general studies and vocational programmes. The 25 students that responded at this school attended the general studies programme or the programme for sports and physical education. Out of the entire class, 17 respondents were female, 8 were male. All respondents were 16 years old.

The second school, a large upper secondary school in the Bergen-area is a school primarily focused on vocational programmes. The 24 students that responded at this school attended the programme for electricity and electronics. Out of the entire class, 3 respondents were female, 21 were male. All respondents were 17 or 18 years old.

3.2.2 Survey

Prior to distributing the survey, I engaged in an email correspondence with the principals at the schools. In the emails, I provided information about the project. This included a short summary of the topic of my thesis, as well as information about how I intended to collect data, what it would mean for the participants to take part in the study, and how much time I would need to complete the data collection process. After evaluation by the principals, I was put in contact with teachers that were willing to help. We agreed on a date when I could distribute the surveys. At the dates of the survey distributions, I greeted the students, informed them about my thesis, and explained that participation was voluntary, as well as guaranteeing complete anonymity. The respondents were given the option of a survey written in English.

No one at either school chose the English version. The respondents were not informed that they might would be asked to participate in a voluntary interview until after the surveys were answered. The reason being that this might skewer answers in order to not be interviewed, or to be interviewed on false pretences.

I designed the survey by using chapter 14 in Christoffersen & Johannessen (2012) as a guideline. The chapter deals with data collection by using surveys. The survey is a pre-coded questionnaire, (Christoffersen & Johannessen, 2012, p. 130) meaning that the answering categories are given. Three questions use the same answering categories. Question 1, 3 and 4 all use "a. Never b. Sometimes c. Every week d. 3-4 times a week e. Every day" (Appendix 1) Those questions all try to gauge the frequency of a specific activity, namely how often you play video games (1), how often you communicate in English with other players while playing video games (3) and how often you visit video game related websites (4). These questions could have asked the respondents to specify the frequency, e.g. by writing the number of times or hours they play video games, however, in cases like this it can be difficult for the respondent to know the specific number. In those cases, it is recommended to use categories. (Christoffersen & Johannessen, 2012, p. 132)

Similarly, question 2 and 5 also use categories. Question 5 uses graded categories like question 1,3 and 4, but with different categories. The categories in question 5 try to determine the amount of English that the respondents encounter when visiting video game related websites, the five categories (a.-e.) resembling a rating scale. Question 2, "What types of video games do you play?", has 11 categories that represents the video game genres. The categories were determined by looking at statistics for the most popular video game genres ("Top 10 Most Popular Game Genres in the World 2018", 2018), but also based on personal experience. Some categories were combined for ease, even though they do not necessarily have to be both a platformer and an adventure game, as an example. For instance 'Action games', 'Role playing games', 'Sports games' etc. Each category is accompanied by some examples of that type of video game, e.g. 'Action games' (Grand Theft Auto, Assassin's Creed etc.) A dotted line follows the category named "Others", where respondents can fill in any missing video game genre or video game. This was included in order to insure that the answering categories were as exhaustive as possible. (Christoffersen & Johannessen, 2012, p. 133)

The 6th and last question consists of three different claims about having improved your English skills through different activities associated with video games that the respondents were going to rate their agreement with by using scales from 1-5:

1 Helt enig

2 Nokså enig

3 Verken enig eller uenig

4 Nokså uenig

5 Helt uenig   (Appendix 1, (English survey (Appendix 1E): 1 Strongly agree – 5 Strongly disagree))

The decision to use a Likert-scale, or, technically, a rating scale in this instance, like the one above was based on Christoffersen & Johannesen's (2012) description of using scales in research. They refer to a study by Saris et al. (2010) that the highest reliability is achieved by using 5 options, both because it gives an opportunity to give a nuanced answer, but also because 5 options will make it possible to make more advanced statistical analysis than a scale with fewer options. (p. 135) The latter is not really relevant for this survey, as it only consists of six questions and three scales, not really lending itself to advanced statistical analysis.

Finally, the survey asked the respondents to provide their name, age and gender. Before collecting the survey, I informed the respondents of the interview, and that some would be asked to participate at a later date, again, explaining that participation would be completely voluntary and anonymous.

3.2.3 Survey answers and interviewee selection

Survey responses were transferred into an Excel document. After they had been transferred into the document, I highlighted potential candidates for interviewing. Answers to question 4 and 5 were the most important questions when deciding suitable interview candidates. In question 4 I looked for respondents that visited video game related websites every week (c.), but preferably more often (d.) & (e.). After I had established the amount of activity on video

game related websites in question 4, I used question 5 to gauge how much of that activity was in English; "5. How much of what you watch, listen, read or write on these gaming-related websites is in English?" The answer to this question had to be "a. Everything in English", "b. A lot in English" or "c. About the same amount in English as in Norwegian or other languages." Respondents needed to answer within this range in order to qualify as relevant sources of inquiry. The reason being that there had to be a reasonably large amount of English use and interaction taking place in order to get valuable data pertaining to the research question.

In addition to question 4 and 5, I also used the first three questions as a secondary device when choosing interviewees. Students who played video games or interacted in English while playing video games frequently were favoured over those who answered that they participated in these activities less frequently. I also made some considerations about gender distribution, as I observed that there were a lot less female respondents that suited the criteria than there were male, I wanted to include both genders in the interview process. However, the female students that ultimately were selected for interviewing were suited to the criteria mentioned above equally as well as the male students. As a result, there was no need to deviate from the criteria in order to fit in both genders in the interview process.

3.2.4 Interviewees

Six students participated in the interviews. Three students featured from each school. One female student featured in each school. The first three interviewees attended a general studies programme, or a sport and physical fitness programme. The last three interviewees attended an electricity and electronics programme. The first three interviewees were all 16 years old, the last three were all 17 years old.

3.2.5 Interviews

As observation was out of the question as a method of inquiry to investigate the research question, i.e. observing video game related activities would require access to participants while in their home or other out-of-school contexts, interviews were chosen instead. The interviews conducted were semi-structured qualitative interviews. This means that the

questions were open-ended. Creswell (2014) writes that "In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. An open-ended response to a question allows the participant to create the options for responding." (p. 218)

The interviewees were given the option to do the interview in either Norwegian or English. All students chose to do the interviews in Norwegian. This meant that I did not get to assess their oral L2 skills based on the interviews. On the other hand, doing the interviews in Norwegian meant that the information provided by the interviewees would not be limited as a result of the interviewees' oral L2-limitations.

There was an intended sequence to the questions like in a structured interview; however, the sequence was often interchanged based on the direction of the interview. In addition, additional questions or probes were added if the situation demanded it. Still, in order to assure that interviews could be compared, all interviewees received the same main questions featured in the interview guide. As a result, semi-structured interviews provide some qualities of both structured, i.e. ease of comparison and analysis, and unstructuctured, i.e. flexibility and depth. (Christoffersen & Johannesen, 2012, p. 79)

The interviews were designed by using the structure of a qualitative interview guide as presented in Christoffersen & Johannesen (2012) (p. 80-81) The overarching structure of the interview guide used in the interviews is as follows: (see Appendix 2 for the entire interview guide)

Introduction: going through practical, legal and ethical aspects of the interview. This meant handing out a consent form for the interviewees to read and sign (Appendix 3). I also provided an oral explanation of the consent form. Explaining how I would record and store the interview, and that it would be transcribed and included in a master's thesis that would become freely available on BORA.

Introductory questions: questions about how the students like English as a school subject, if they read or write English outside of school contexts, questions about what video games they play and if they communicate with other players. This part of the interview is supposed to get the interviewee focused on the topic, as well as to get him/her to express experiences and assessments surrounding the topic. (Christoffersen & Johannesen, 2012, p. 80) During the interviews, I spent quite a lot of time on the video game questions before moving on. The reason for this was that the participants were interested in talking about video

games, but also because I was interested in knowing about how they used English, and how they thought about English in relation to video gaming. At the same time, it served a purpose in making them comfortable talking to me.

Transitional question: "The transitional question is the logical connection between the introductory questions and the key questions." (Christoffersen & Johannesen, 2012, p. 80, My translation) In this interview guide, the transitional question asks what video game related platforms the participants visit. The question links the casual video game talk of the introduction to the key questions about English use and learning on video game related platforms.

Key questions: The questions that aim to provide answers to the research question(s), and the largest portion of the interview. The interview guide is divided thematically into three sections: First, the reading/listening/watching section asks rather general questions about how the participants utilize English in a more passive manner. The second section, writing/speaking, asks general questions about how the participants utilize English actively. The final section, and the largest one, consists of questions aimed more directly at getting the participants to describe in detail how they use English when visiting video game related websites, and to get them to reflect on the impact this activity may have had on their own English skills.

Concluding the interview: thanking the interviewees for their cooperation, asking if anything is unclear or if they have any questions or things to add.

3.2.6 Conditions when conducting and recording the interviews

The interviews were conducted one-on-one in rooms next door to the classrooms. Before the interview started, I greeted the participants and exchanged names. After they had been seated, they were given an approximate timeframe for how long the interview would last, and a general idea of what the interview questions would entail. Then the interview proceeded as shown above. At the first school, the interview process ran smoothly, taking place in a small room designated for teacher-student conversations, meetings or group work. It was quiet and there were no disturbances throughout the three interviews. At the second school, the interviews took place in the classroom next door. The first interview had no disturbances. The second interview had to change location in the middle of it, as a lesson was going to take

place. This meant relocating to a small equipment room between the classrooms. It was possible to hear some talking in the classrooms adjoining the equipment room, however, the talking was indiscernible. In addition, post-interview, this was confirmed, as it did not appear in the recordings or affect the discernibility of the recordings in any way. It would also be impossible to hear what was being said during the interview for anyone in either of the rooms next to us. Therefore, a decision was made to continue with the last one and a half interviews. Upon continuing, the interviewee did not seem affected by the change of location.

3.2.7 Recording the interviews

The interviews were recorded by a built-in recording software on a Windows PC. A back up recording was made by the built-in recording software of an Android smartphone. Both recording devices are password protected. Before each interview the interviewee took part in testing the recording device by being asked to talk like they would normally, answering some basic questions about themselves. This was to ensure that the recording during the interview would be audible. All tests were successful, and no participants had to be asked to speak louder, neither before nor during the interview. The recording quality of all interviews were satisfactory. The only phrases indiscernible were due to the interviewees speaking too rapidly or unclearly, these instances are marked in the transcriptions with [inaudible].

3.2.8 Transcribing the interviews

The interviews were transcribed by myself. The full transcriptions are in Norwegian, the same language that was used for the interview. Relevant sections featured in subsequent chapters are translated to English. I used the Express Scribe Transcription Software to play the audio file, but I typed in Microsoft Word. I did this by assigning keys on the keyboard for the Play, Pause, Rewind buttons in Express Scribe. This meant that I had my hands free for typing, and that I could rewind without changing applications. This also meant that it was easy to rewind back in small increments in order to hear a word correctly. I used high-end studio headphones in order to hear the recordings as clearly as possible, and to avoid other people from listening to the recordings.

When deciding how to transcribe the recordings, I used the latter question posed by Kvale (2007) in the following quote: "Correspondingly, the question 'What is the correct

valid transcription?' cannot be answered – there is no true, objective transformation from the oral to the written mode. A more constructive question is 'What is a useful transcription for my research purposes?" (p. 97) As the research purpose of this thesis is to find out more about Norwegian EFL students' thoughts about how their activities on video game related websites possibly affect their English, and how they use English on these websites, the meaning of their words are of importance, not how they pronounce the words while describing it. Therefore, I have not transcribed the recordings as you would if it was a linguistic conversational analysis, because "Such specialized forms of transcriptions are neither feasible, nor necessary, for the meaning analysis of large interview texts in common interview projects." (Kvale, 2007, p. 96)

However, I have not compressed the statements in any way. The recordings are transcribed word-for-word; however, some colloquial or regional words have been replaced with standard forms of Norwegian. Pauses have not been timed, but regular pauses are marked by regular punctuation. Distinctly longer pauses have been marked with three dotted points: '…' Fillers like 'ehm', 'eh' etc. are also included. Code switching between languages have not been translated to Norwegian. The complete interview transcripts are marked as Appendix S1-S6.

3.3 Analysis tools

3.3.1 Survey/questionnaire analysis

Before analysis, the raw data was put into an Excel document (Appendix 4). As explained above, this data decided which students were suitable for interviewing. The raw data was then colour coded to highlight questions that were dependent on other questions, showing which responses from ineligible respondents that were to be removed before making graphs (See 3.4. or 4.1). With ineligible responses removed, the data was transferred to another Excel document where responses were turned into numerical values and inserted into tables. These tables were then used to generate bar graphs presenting the data. The tables were divided into two sets of data, male and female, and was combined in the graphs. Bar charts were chosen to best illustrate the gender distribution. Different colours in the bar charts separated the genders, making it easier to see the relative size of each group.

During analysis, respondents were further divided into digital game groups based on responses to question 1 in the survey ("How often do you play video games?") into non-gamers aka. DGG1 (a. Never), moderate gamers aka. DGG2 (b. Sometimes, c. Every week) and frequent gamers aka. DGG3 (d. 3-4 times a week, e. Every day). Digital gaming groups provided an additional variable for analysing and explaining the statistics, as subsequent survey questions all related to video gaming. This meant that it was possible to see differences in how a non-gamer, a moderate gamer and a frequent gamer answered the same questions. However, the distribution of respondents into digital game groups are not shown in the graphs, but mentioned in the explanatory texts accompanying the graphs.

As the graphs were only representations for survey-answers, and the quantitative data was very limited, I did not perform advanced calculations on the data, e.g. the mean value, standard deviation etc. Aside from calculating the gender distribution in the different digital game groups in percentages, most calculations focused on simple summations and ratios. The graphs were analysed for their general tendency by identifying the graphs' skew, i.e. which categories were most numerous, and which had less respondents. Also, identifying the mode, i.e. the most common value, as well as identifying gaps or other tendencies. This was done in four steps, first by looking at the whole population, then by looking at gender distribution, then by looking at DGG-distribution and finally by comparing and analysing all three against each other.

3.3.2 Interview analysis

Both before and after the interviews were conducted, the survey-responses from the interviewees were analysed. Before, to decide which students to interview and to ask questions related to their answers, and after for comparing to their interview.

The method used for analysing the data was thematic analysis, Maguire and Delahunt (2017) states that "The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue." The thematic analysis of the interviews utilized a deductive approach, and the codes and the themes were mostly generated from what was explicitly stated by the interviewees, suggestion a primarily semantic approach (Maguire & Delahunt, 2017). This meant that the research questions and the literature defined a framework for the analysis. The aim was to find answers to the research question, and its sub-questions. The

main research question, "What is Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms?", points at where the main focus for the analysis would be, websites or online platforms outside the games. The first analysis took place while transcribing, and when closely reading the transcripts afterwards.

Secondly, I did a preliminary coding of the transcripts. One colour coding for information related to the research questions. Also one colour coding for information regarding the students' L2 proficiency and attitudes to English in school and in general. As well as their English use outside of school and outside of gaming. While not directly related to the research questions, this information was deemed relevant as their L2 proficiency, attitudes and general use of the language could help explain their use of English on video game websites. Lastly, one colour coding showing code-switching between Norwegian and English, in order to identify potential L2 influence in the way the students used English words when talking about the topic. Along with colour coding the transcripts, I wrote comments analysing the highlighted segments. These comments included among others, short summaries of statements, interpretations of statements, identification of specific forms of L2 influence as identified by the students, comments pointing out factors conducive or non-conducive to L2 learning, L2 output/input characteristics and frequency, and comments linking statements to previous statements, literature or previous studies.

Then, the preliminary coded statements in each data item were arranged into a document with themes generated from the preliminary analysis. However, already when transcribing interviews, and when familiarizing myself with the transcripts, I noticed that the interviewees often talked about three different things when talking about their video game related activities and their L2 influence, firstly, the video games themselves, secondly, communication with other players while playing, and thirdly, video game related websites and the activities they engaged with there. While the interviewees were asked explicitly about all these topics, the three different aspects often came up simultaneously when answering questions about L2 influence focusing on one specific area. Therefore, I decided to divide L2 influence into three separate themes to avoid confusion, and to determine more accurately, what influenced their L2. Thus, the themes "Potential L2 influence from… (1) video games, (2) live/voice/text chat during gameplay and (3) video game websites or platforms", in addition, a theme for information provided as to which of the three was deemed most influential by the interviewees. There was also an "Other factors"-category related to L2 influence. Within, there were open sub-themes for things that are positive, negative or based on the social aspect

(Affinity group) of gaming, and how these things might be relevant to the interviewees' L2. Furthermore, a category for information regarding amount of English used because of gaming or video game websites. All of these aimed towards answering the research question, and three of the sub-questions, except the input/output sub-question.

There were also themes generated that aimed to answer the sub-question "What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?", i.e. "most played games", "most visited websites", "types of input online", "types of output online", "views on difficulty of L2 input school vs. gaming". During further analysis, there were more themes generated: "professional vs. community made input", "native speaker vs. non-native speaker input" and "frequency of output".

During further analysis of the data describing L2 influence, now organized beneath sub-themes mentioned above, further coding took place. This coding separated the data into themes depicting the area of L2 influenced, i.e. oral, written, vocabulary and other factors. The new codes generated new themes, e.g. "comprehension", or some of the codes under "oral" generated "improved pronunciation from watching videos", or some of the statements marked as other factors generated "motivation" as a theme.

Finally, the themes generated from each interview were reviewed, focusing on what was the most important themes for each student, and then compared with the other interviews for similarities and differences. This analysis gave an indication of the most prominent themes across all interviewees.

3.4 Reliability and validity

The reliability of the data in this thesis is strengthened by the fact that interviews have been recorded and transcribed word-for-word, rather than just taking notes or some other less accurate approach to data collection. When the surveys were conducted, not informing participants of a subsequent interview was an effort to reach higher reliability. This meant that their answers would not be affected by this knowledge. During analysis of the survey data, considerations were made to adjust the number of respondents to subsequent questions that were dependent on prior questions, e.g. people who answered that they never visited video game websites in question 4 were not included in the statistics of question 5 ("How much of what you watch, listen, read or write on these gaming-related websites is in English?") or

question 6 b) ("My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites.") (Appendix 1). This was done in order to avoid a skewering of data by responses that had no legitimacy. The interview was tested prior to interviewing the students. The test-subject was someone without any knowledge of English didactics or English at university level. However, as the test-subject was someone I already knew, the interview training was limited in some regards, even though I have done some interviewing prior to this thesis. When listening back to the interviews from the first school, I noticed that I sometimes could be too impatient before continuing with the next question, not giving the students enough time to think of something more than the initial response to a question. I made sure to provide more time for responding during the latter half of interviews, however, in many cases, waiting before continuing with the next question did not elicit any further statements. On the other hand, as I am knowledgeable about video games and video game websites, I almost always knew what the interviewees were referring to, and I was able to ask probing question based on this knowledge, as well as providing a better analysis due to my understanding of the phenomena being described.

"'Validity is often defined by asking the question: Are you measuring what you think you are measuring?' (Kerlinger, 1979, p. 138). Qualitative research is then invalid if it does not result in numbers." (Kvale, 2007, p. 122) Kvale describes this as a positivist view on research, a view that in most ways discredits the value of qualitative research. This study includes some quantifiable values, i.e. the survey, which could be argued to remedy some of the complaints by the positivist tradition. By using two methods for collecting data, it is in some instances possible to check if the information provided in the interview matches the information given in the survey, thus giving the research stronger internal validity. However, most questions featured in the interview have no counterparts in the survey. The quantitative data collected is limited, and the embedded design of this study maintains a dominant status for the qualitative data. Rather, a better evaluation would be to think of if "'the extent to which our observations indeed reflect the phenomena or variables of interest to us'" (Pervin (1984) in Kvale 2007, p. 122) Kvale (2007) continues by saying that "With this open conception of validity, qualitative research can, in principle, lead to valid scientific knowledge." (p. 122)

The external validity of this research project is not very high, as the number of participants is too low in order for the findings to be generalizable to a larger population. The survey would have to have more variables, as well as being distributed to more than 49

respondents. However, the aim was not to be able to generalize the population based on the findings, rather, to be able to get an insight into how a distinct selection of people viewed their own activities in light of English language learning. The findings may be indicative in similar cases, but not much beyond that. That would require a larger study with more participants.

3.5 Possible limitations

The study relies on self-reported data, i.e. students answer a survey or formulate responses to an interview question. This means that the study takes the responses and statements at face value, at least to a large degree. The self-reported data cannot be independently verified, as the out-of-school context of the subject matter does not facilitate observation as a form of verification of what is said or written. In addition, as the data is self-reported, it risks being affected by different types of response biases. E.g. acquiescence bias, which means that the respondents choose to agree with the researcher, either to please the researcher or to finish the interview as quickly as possible by agreeing to questions or statements in order to avoid having to explain their position. Social desirability bias might also affect the data, as the participants wish to portray themselves favourably, thus leading to dishonest responses that do not reflect reality. However, the latter might not pertain to this study in that much of a degree as the topic and questions are not very personal, thus, questions should not necessitate dishonest answers in order to avoid being portrayed unfavourably.

At the same time, there is a possibility that researcher bias has affected the data, e.g. confirmation bias, question-order bias or wording bias. While I have been aware of such biases, for instance by trying to avoid leading questions and being aware that I must treat information contradicting my research question the same way as information supporting it, I am not an experienced researcher, and therefore it is possible that I have let such biases affect the data collection process unknowingly. My lack of experience might also have created an interview effect, where the data is affected negatively because of my inexperience or uncertainty (Hellevik (2002) in Christoffersen & Johannesen, 2012, p. 83). Even though I felt the interviews went rather well, both in terms of how the interviewees were talkative and seemingly interested, and in terms of my own performance, despite a bit impatience during the first three interviews, the interviewees might have had a different perception.

The survey used in the study should have been more comprehensive, and I regret not including a lot more questions. I worried that making a survey with too many questions would take up too much of the students and the teacher's time, and I feared that too many questions would result in fatigue amongst the respondents. In hindsight, I realize that this was not a problem, as the responding took even less time than I had anticipated. I regret this decision profusely, as a more comprehensive survey could include questions that tie into more areas of study in the interview. That way, I could have compared interview responses to survey responses from the interviewees themselves, but also with the entire population of the study. In addition, with a more comprehensive survey, it would be possible to look at the relationships between more variables, leading to more nuance and to more possibilities of discovering interesting correlations.

The study could be stronger by getting access to students' grades. Even though I did not think I would need access to students' grades, there could be some advantages if I had attained access. Firstly, I would get a better impression of their English skills, something that could be used when discussing the results. Secondly, some studies on video games use test results or grades while discussing English skills of students that play video games. If I had accessed their grades, I would be able to compare my findings with those in other studies better.

Lastly, the study would benefit from a greater sample, for the reasons that are explained in 3.4.

3.6 Ethical concerns

This project required several ethical considerations. When contacting the schools, it is important to be open when providing information about the project. This means that the school must know what participation means for both the students and the teachers and staff. Providing the practical needs of the research, i.e. informing the teachers how much time will be needed, and collaborating with the teachers to find time when it suits them. This is in order to disturb the lessons and teacher plans in the least possible way. At the same time, the students require information about how much time the survey or interview will take out of their school day. Full information about what it will mean to be part of the study must also be

provided to both students and staff, avoiding deceptive practices that may affect participants in a sensitive position.

The sensitive position of the respondents, particularly the interviewees, must be taken great care of. This means providing a comfortable, safe and trustworthy environment for the participants. Most importantly, informing them about what will be published, and not published from the interactions. In the case of this research, providing oral and written information and assurances about what personal information that will be published (age and gender), and what will not (name, name of school, or other contextual information that may reveal their identity). (Appendix 3, consent form) Being up-front about what types of questions interviewees would receive was also emphasized in this study, assuring the students that there would only be questions pertaining to their English use in association with video games and not any questions of a sensitive nature.

The study was notified to NSD Data Protection Service. NSD approved all materials and consent forms, and approved the data security protocols. (Appendix 5, NSD approval)

4. Results

This chapter will first present the results from the questionnaire. Further, it will present the survey results from the six interviewees, before transitioning into the presentation of the most relevant findings from the interviews.

4.1 Survey results

The questionnaire (Appendix 1), was distributed to a total of 49 students. Every student chose to respond (N=49). School 1, the general studies and/or sport and physical fitness programme class totalled 25 students, N=25. 8 of the 25 were male, 17 were female. School 2, the electricity and electronics programme class, totalled 24 students, N=24. 21 of the 24 were male, 3 were female.

Questions 5 and 6 have fewer respondents than the total sample. This is due to reliability concerns, i.e. making sure respondents are eligible in answering questions related to an activity by making sure they engage in said activity. Respondents that answered Question 1("How often do you play video games?") with "a. Never" are not included in the statistics of Question 2 ("What kinds of video games do you play?") or Question 6 c) ("My English has improved as a result of playing video games with English text and/or dialogue."). Respondents that answered Question 3 ("How often do you communicate with other players in English while playing video games?") with "a. Never" are not included in the statistics of Question 6 a) ("My English has improved as a result of communicating with others in English while playing video games."). Respondents that answered Question 4 ("How often do you visit websites related to video games?") with "a. Never" are not included in the statistics of Question 5 ("How much of what you watch, listen, read or write on these gaming-related websites is in English?") or Question 6 b) ("My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites.").

The raw data from the questionnaires can be viewed in Appendix 4. Below, the questionnaire data will be presented graphically. The graphs show the responses from both schools combined. To answer the sub-question "What are possible gender differences when it comes to video game related platforms and English use and learning?" the data distinguishes the responses made by male and female students.

How often do you play video games? (Both schools)

	a. Never	b. Sometimes	c. Every week	d. 3-4 times a week	e. Every day
Female N=20	2	9	1	2	6
Male N=29	0	6	2	5	16
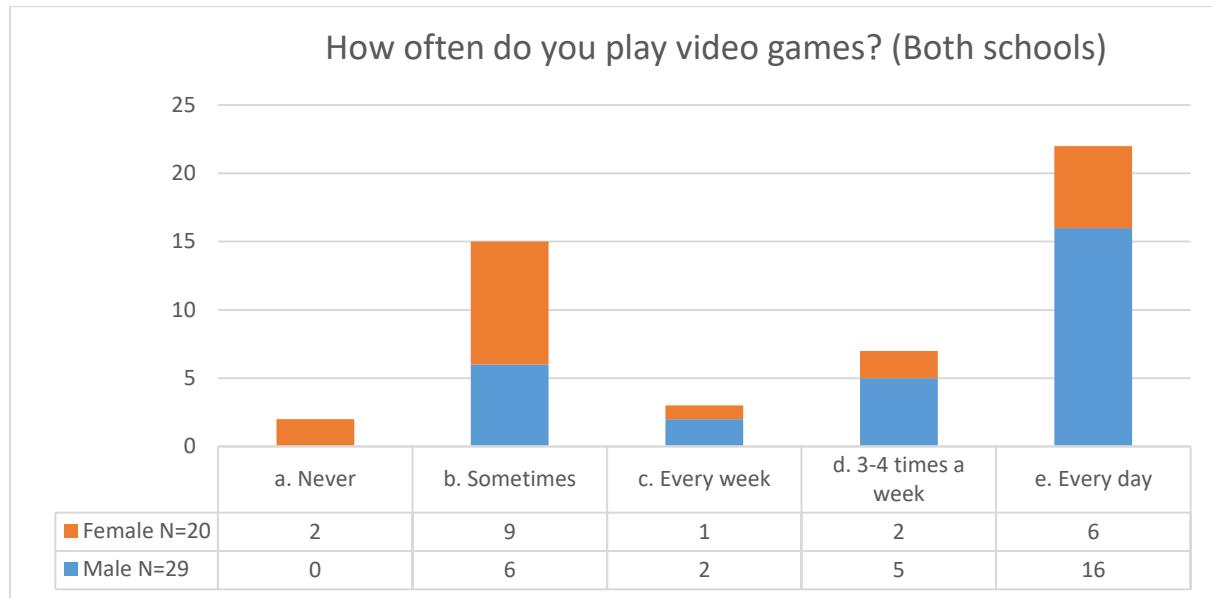
Fig.4.1

Fig.4.1 shows that ≈96% of all the students (N=49) plays video games. The largest category, "e. Every day", totalling 22 students (≈45%), shows that a large percentage of the sample plays video games every day. Students have been divided into Digital Game Groups (DGG), as found in Sylvén & Sundqvist (2012) and Sundqvist & Wikström (2015).The students that play every day, plus the 7 respondents in "d. 3-4 times a week", can most likely be categorised as DGG3, or, frequent gamers (+5 hours per week). DGG3 therefore comprises ≈ 59% (N=29) of the total sample (N=49). Female respondents comprise ≈ 28% of DGG3, and the female DGG3 counts 40% of all female respondents. Male respondents comprise ≈72% of DGG3, and the male DGG3 counts ≈72% of all male respondents. Moderate gamers (DGG2), i.e. plays less than 5 hours per week, fits into "b. Sometimes" and "c. Every week". "b. Sometimes" is the second largest category, showing that 15 students, i.e. ≈30% of the total population, only plays video games occasionally. In addition to the 3 students that play "c. Every week", DGG2 comprises ≈37% (N=18) of the total sample (N=49). In contrast to DGG3, where there is a significant majority of male students, DGG2 has a ≈56% female majority (N=10 out of 18). The females in DGG2 counts for 50% of the female respondents, the males in DGG2 counts for ≈28% of the male respondents. Non-gamers (DGG1), i.e. responded with "a. Never", comprise ≈4% (N=2) of the total population. Both of these respondents were female, making DGG1 a 100% female group. In short, the majority of the

students responded that they are frequent gamers (DGG3), a group with a strong male majority, followed by moderate gamers (DGG2), a group with a slight female majority, and non-gamers (DGG1) comprising the smallest digital game group, with only female respondents.

Question 2

	Male N = 29	Female N=18
Action games (GTA, Assassin's Creed etc.)	24	5
Shooters (Fortnite, Call of Duty, Battlefield etc.)	25	4
Role-playing games (Final Fantasy, Skyrim etc.)	12	2
Online role-playing games/MMO (World of Warcraft etc.)	10	2
Racing games (Forza, Gran Turismo etc)	8	3
Sports games (FIFA, NBA 2K, Skate etc.)	15	4
Platform/Adventure games (Super Mario, Zelda etc.)	8	5
Strategy/real-time strategy (League of Legends, Dota etc.)	13	3
Life-simulator games (Sims, Sim City etc.)	4	5
Simple mobile games (Candy Crush Saga, Angry Birds etc.)	8	16
Other:	5	1
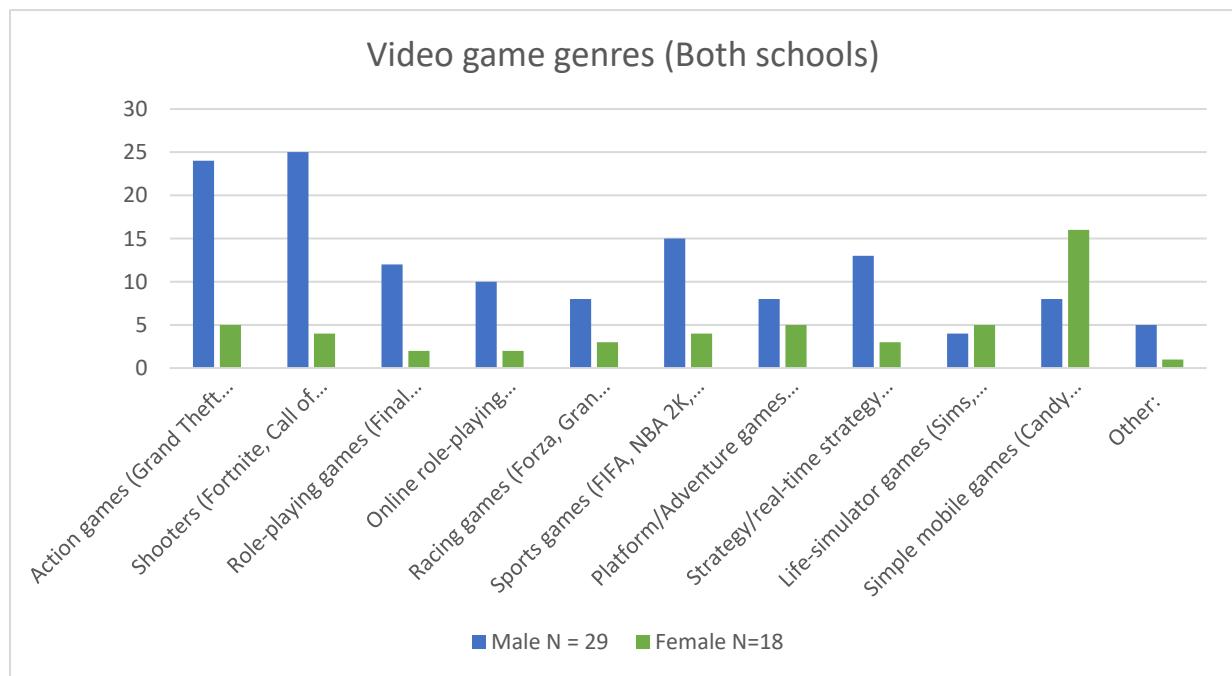
Fig.4.2 "What video games do you play?"

The different categories were determined by using statistics describing the popularity of different video game genres ("Top 10 Most Popular Game Genres in the World 2018", 2018), as well as personal experience providing other, less popular, genres. Fig. 4.2 shows that the

most popular video game genre among male respondents is "Shooters" (25), closely followed by "Action games" (24). The general tendency among the entire male population is that they play more different video game genres than girls, except a few girls in DGG2, and half of the female frequent gamers (DGG3), who also play a number of different genres. Frequent gamers as a whole play the most varied selection of games. Moderate gamers (DGG2) as a whole usually play one or a few different genres. Non-gamers (DGG1) are not included in the statistics.

Fig 4.2 shows that the most popular video game genre among female respondents is simple mobile games (16). Simple mobile games, and the examples given in the questionnaire (Candy Crush Saga, Angry Birds etc.), points to games that focus on gameplay, typically rudimental puzzle or skill games. These games rarely have much English text or dialogue, and communication with other players is most often not possible, or needed. The results in question 2 showed a clear tendency for DGG2, in particular female respondents, to have the least amounts of options checked. The majority of female DGG2 members listed "Simple mobile games" as the only type of games they played. However, also three out of the eight females in DGG3 had this as the only option checked. This point towards them being very casual gamers that likely do not own or use a dedicated video game system for their gaming, e.g. a console or a gaming computer.

The open category, "Others:", was used six times. However, some of the video games that the respondents listed here belonged to the pre-existing categories. Some that arguably do not belong to the pre-existing categories are "Party games", i.e. competitive or cooperative multiplayer games, "Horror games", i.e. games that focuses on horror elements, but can use mechanics from a range of different video game genres, "Grinding", i.e. games that focus on doing repetitive tasks for incremental improvements to an avatar, settlement etc. in order to progress in the game. DGG3 players were mainly the ones to utilize this option.

How often do you communicate with other players in English while playing video games? (Both schools)

	a. Never	b. Sometimes	c. Every week	d. 3-4 times a week	e. Every day
Female N= 18 (20-2) (2 answered "a. Never" to Question 1: "How often do you play video games?")	10	7	0	1	0
Male N=29	1	9	4	6	9
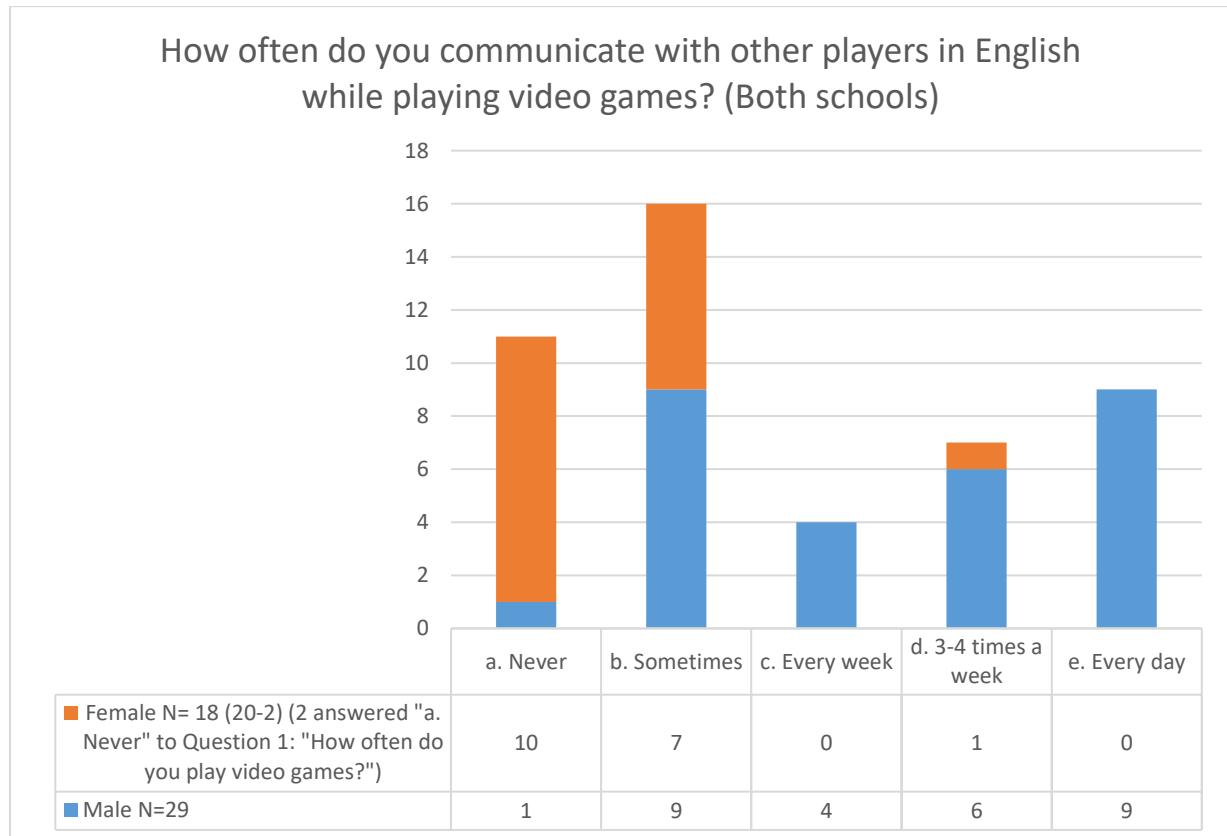
Fig. 4.3

Fig. 4.3 shows that there is a strong trend among female respondents to never, or rarely, communicate with other players while playing video games, i.e. only one female respondent is placed in one of the three most frequent categories (c., d. or e.). Fig. 4.3 shows that boys tend to communicate more frequently in English while playing video games than girls, regardless if girls play as much (DGG3). If frequency of gaming (Question 1) had the same correlation to frequency of English communication during gameplay (Question 3) among girls as it has among boys, it would be expected some more girls in category (c.), (d.) and (e.). On the other hand, as females comprise the majority of DGG2, and the fact that many females within this group, and some of the female DGG3, play exclusively simple games on their mobile phone, games which likely do not support, or require, communication with other players, the result are to be expected. Overall, Fig. 4.3 shows that while there is a substantial amount of boys, primarily, that frequently communicate in English while playing, many girls

never, and many of both genders only sometimes communicate in English while playing. This means that playing video games does not necessarily mean that there will also be L2 learning opportunities from communicating with other players.

Question 4

How often do you visit websites related to video games? (Both schools)

	a. Never	b. Sometimes	c. Every week	d. 3-4 times a week	e. Every day
Female N=20	8	9	1	0	2
Male N=29	6	3	6	6	8
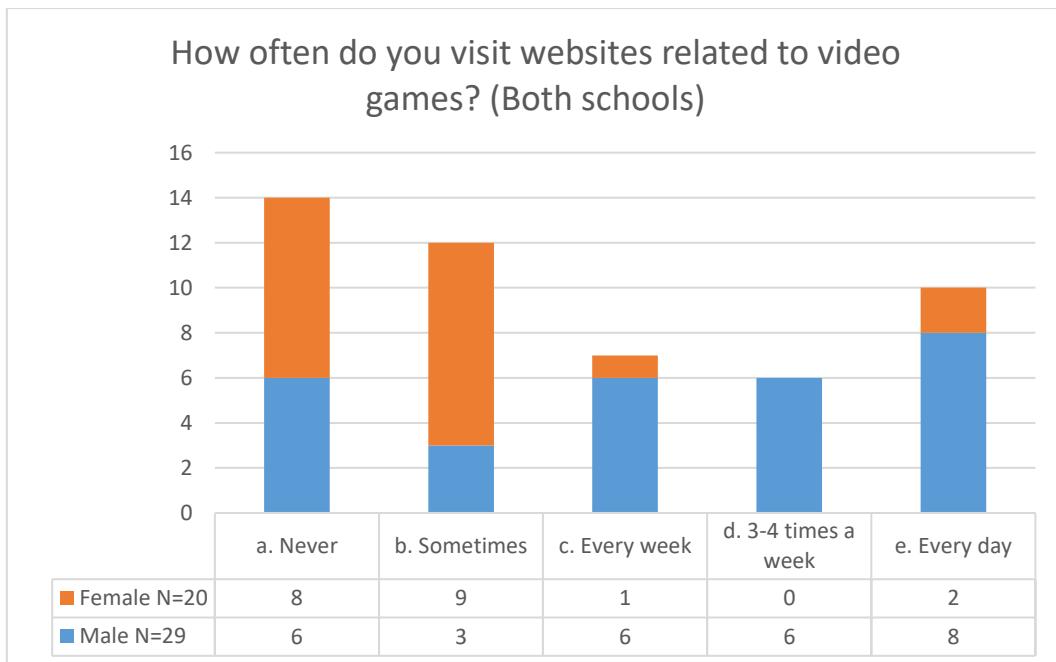
Fig. 4.4

Fig. 4.4 shows a similar pattern seen above in Fig. 4.3., in that female respondents are generally found in the "a. Never" or the "b. Sometimes" category. Female respondents mostly do not visit video game related websites at all, or only occasionally. Likely, because of the same reasons why they do also predominantly refrain from communicating with others in English while playing video games (Fig. 4.3), i.e. more are moderate gamers (DGG2) that do not necessarily have a need or interest in visiting websites associated with the video games they play (often exclusively "Simple mobile games"). Non-gamers (DGG1), maybe as expected, answered "a. Never" as well. Female respondents that visit video game websites more frequently are exclusively also frequent gamers (DGG3). DGG3, male respondents included, is the gaming group that visits video game related websites the most.

Male respondents are spread more evenly across the different categories; representing the majority of respondents visiting video game related websites, while at the same time being

a substantial portion of the largest single category, i.e. those who does not visit video game related websites. When compared with how many play video games (Fig. 4.1), Fig. 4.4 shows that a number of those video game players do not necessarily visit video game related websites as well.

Question 5

How much of what you watch, listen, read or write in these gaming-related websites is in English? (Both schools)

	a. Everything in English	b. A lot in English	c. About the same amount in English as in Norwegian or other languages	d. Some in English	e. Nothing in English
Female N=12 (20-8) (8 answered "a. Never" on Question 4: "How often do you visit websites related to video games?")	2	10	0	0	0
Male N=23 (29-6) (6 answered "a. Never" on Question 4: "How often do you visit websites related to video games?")	14	8	1	0	0

Fig. 4.5

Fig. 4.5 shows that the language used for activities taking place on video game related websites is predominantly English, i.e. only 1 respondent is not in "a. Everything in English" or "b. A lot in English". Fig. 4.5 also shows that no matter the frequency of visits to video game related websites (Fig. 4.4), or the frequency of gaming (Fig. 4.1/DGG), English is clearly the dominant language for activities associated with video games online, even the only language for a substantial amount of male, and a couple of female respondents.

Question 6 aims to answer the following sub-question "What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?"

    a) "My English has improved as a result of communicating with others in English while playing video games."

"My English has improved as a result of communicating with others in English while playing video games." (Both schools)

	1. Strongly agree	2. Somewhat agree	3. Undecided	4. Somewhat disagree	5. Strongly disagree	6. Not answered
■ Female N = 8 (20-12) (12 answered "a. Never" on Question 3: "How often do you communicate with other players in English when playing video games?")	3	2	2	0	0	1
■ Male N=28 (29-1) (1 answered "a. Never" on Question 3: "How often do you communicate with other players in English when playing video games?")	18	7	1	0	0	1

Fig. 4.6.a

Fig. 4.6.a shows that out of the respondents eligible to be included in the statistic, 31 out of 36 chose one of the agreeable options, i.e. the majority believes that there is, in differing degrees, a positive influence on their L2 from communicating in English while playing video games. A belief that is held most strongly by a large majority of male respondents, and some female respondents.

"My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites."

"My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites." (Both schools)

	1. Strongly agree	2. Somewhat agree	3. Undecided	4. Somewhat disagree	5. Strongly disagree	6. Not answered
■ Female N=12 (20-8) (8 answered "a. Never" on Question 4: "How often do you visit websites related to video games?")	5	4	3	0	0	0
■ Male N=23 (29-6) (6 answered "a. Never" on Question 4: "How often do you visit websites related to video games?")	20	3	0	0	0	0
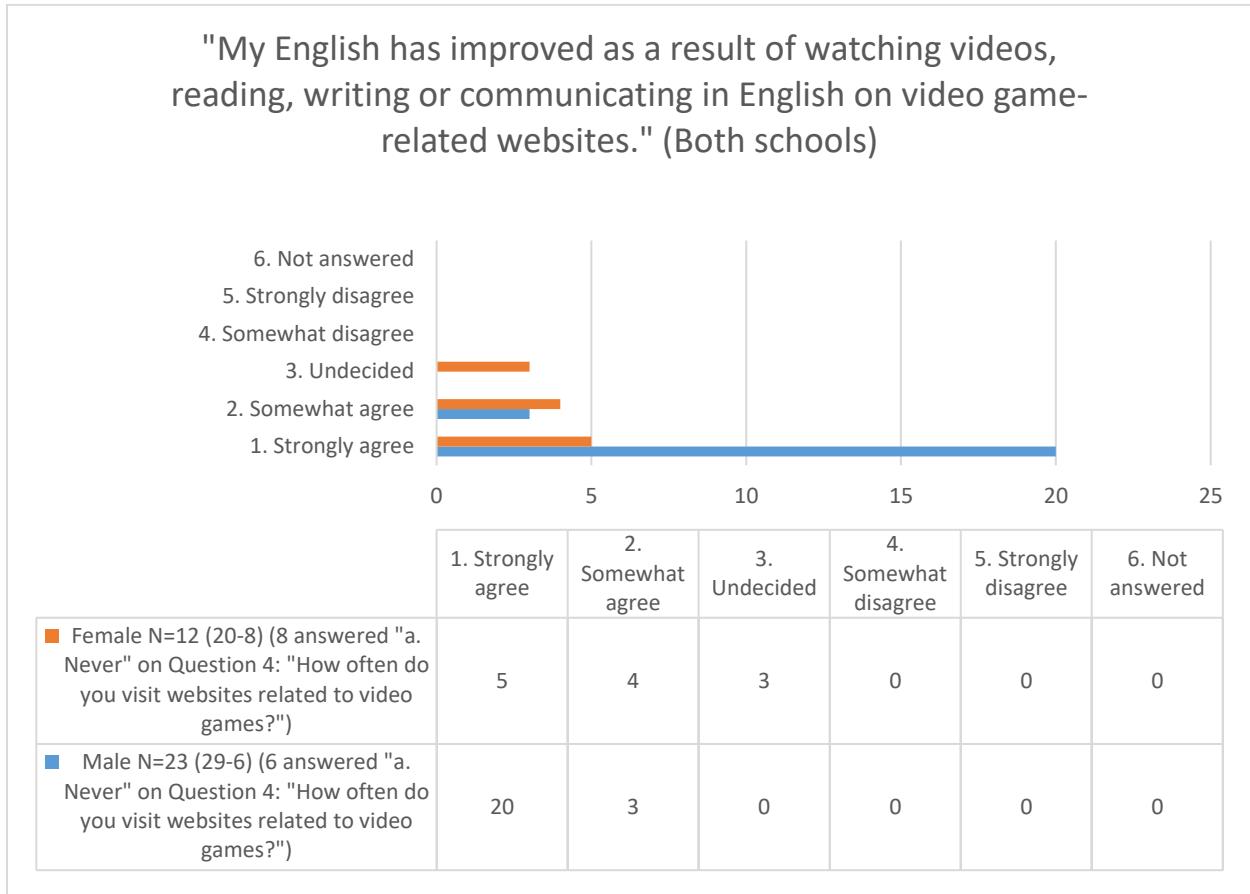
Fig. 4.6.b

Fig. 4.6.b shows that out of the eligible respondents (35), 32 chose an agreeable option. This means that a large majority, to differing degrees, believes that their L2 has improved as a result of activities taking place on video game related websites. This tendency is strongest among male respondents. Female respondents are distributed more evenly between the three first categories, indicating that female respondents, while not indicating a negative influence on their L2 from activities on video game websites, have more individuals that maintain some reservations towards the claim.

"My English has improved as a result of playing video games with English text and/or dialogue."

"My English has improved as a result of playing video games with English text and/or dialogue." (Both schools)

	1. Strongly agree	2. Somewhat agree	3. Undecided	4. Somewhat disagree	5. Strongly disagree	6. Not answered
Female N=18 (20-2) (2 answered "a. Never" to Question 1: "How often do you play video games?")	6	5	5	1	0	1
Male N=29	24	3	1	0	1	0
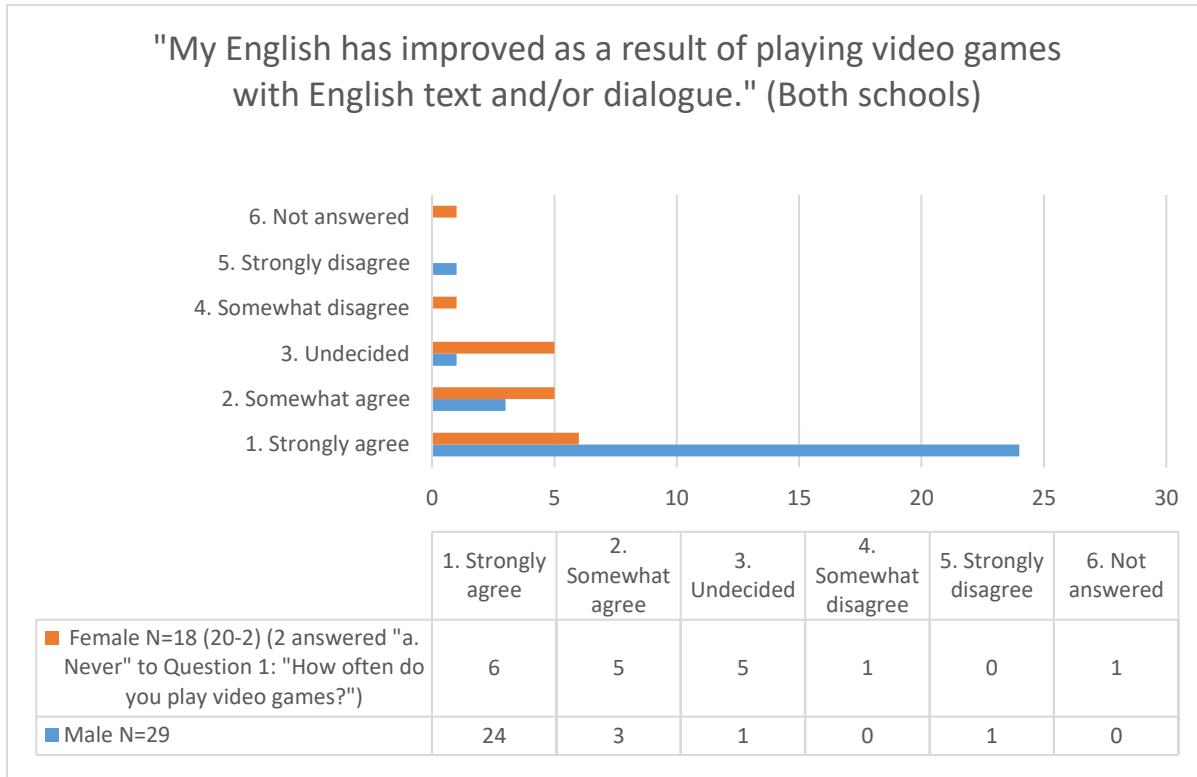
Fig. 4.6.c

Fig. 4.6.c shows more varied results than Fig.4.6.a and Fig.4.6.b, likely, because it has the highest number of eligible respondents of the sub-questions in Question 6. Particularly, as Fig. 4.6.c has a higher number of individuals from DGG2. As mentioned earlier, many within this group play solely "Simple mobile games" (Fig. 4.2), meaning that the likelihood for the games having extensive text and/or dialogue is low, as that is not conventional in that video game genre. The likelihood of developing L2 from playing those games are as a result lowered significantly, as they contain little L2 input of value. This is a possible explanation to why there are more respondents in the neutral category, and in the disagreeable categories than in Question 6 a) and b). Nonetheless, the general trend among respondents is that they believe that their English has improved as a result of playing video games with English text and/or dialogue.

To summarize, the rating of the claims in Question 6 gives a provisional answer to the sub-question, "What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?". The majority of the

respondents rate all three claims positively, meaning that they view communication in English during gameplay (a.), online gaming related activities outside the gameplay itself (b.), and the input they receive from the games (c.) as something that positively impact their English skills. However, the picture is a little bit more mixed if one views the female respondents independently. Female respondents are spread more evenly, although mainly between the two agreeable categories (1. Strongly agree, 2. Somewhat agree) and the neutral category (3. Undecided), which points towards a slightly lower evaluation of activities associated with video games' impact on English skills than that of male respondents. DGG3 was the digital gaming group that generally tended to rate the claims the highest, although with some exceptions (Appendix 4). There were also some respondents in DGG3 that were not eligible to be included in Fig.4.6a and Fig.4.6b, although the majority of the ineligible respondents belonged to DGG1 and DGG2 (Appendix 4).

4.2 Survey results interviewees

Fig. 4.7 below presents the survey results from the six interviewees. The female interviewees are colour shaded, i.e. student 2 and 5. All except student 3 are frequent gamers (DGG3), student 3 is a moderate gamer (DGG2).

Questionnaire-answers interviewees	S1 (Student 1) School 1 Male Age: 16 DGG3	S2 (Student 2) School 1 Female Age: 16 DGG3	S3 (Student 3) School 1 Male Age: 16 DGG2	S4 (Student 4) School 2 Male Age: 17 DGG3	S5 (Student 5) School 2 Female Age: 17 DGG3	S6 (Student 6) School 2 Male Age: 17 DGG3
1. How often do you play video games?	e. Every day	e. Every day	b. Sometimes	e. Every day	e. Every day	e. Every day
2. What kinds of video games do you play?	All categories marked	All categories marked + Other: Horror Games (Dying Light, Dark Occult)	Action, Shooters, Racing, Sports, Life-sim, Simple Mobile Games	Online role playing/MMO, Strategy/real-time strategy, Other: Grinding (Summoners War)	Action, Shooters, Role-playing games, Online Role-playing/MMO, Platform/ Adventure, Strategy/real-time strategy, Life-sim	Action, Shooters, Platform/ Adventure, Simple Mobile Games
3. How often do you communicate with other players in English while playing video games?	c. Every week	d. Three-four times a week	b. Sometimes	e. Every day	b. Sometimes	b. Sometimes
4. How often do you visit websites related to video games?	c. Every week	e. Every day	e. Every day	e. Every day	c. Every week	e. Every day
5. How much of what you watch, listen, read or write on these gaming-related websites is in English?	a. Everything in English	b. A lot in English	b. A lot in English	a. Everything in English	a. Everything in English	b. A lot in English
6. Answer how much you agree or disagree with the claims made underneath:	a) 1 Strongly Agree b) 1 Strongly Agree c) 1 Strongly Agree	a) 1 Strongly Agree b) 1 Strongly Agree c) 1 Strongly Agree	a) 2 Somewhat Agree b) 1 Strongly Agree c) 1 Strongly Agree	a) 1 Strongly Agree b) 1 Strongly Agree c) 1 Strongly Agree	a) 1 Strongly Agree b) 1 Strongly Agree c) 1 Strongly Agree	a) 2 Somewhat Agree b) 2 Somewhat Agree c) 2 Somewhat Agree

Question 6. claims:

a) *"My English has improved as a result of communicating with others in English while playing video games."*
b) *"My English has improved as a result of watching videos, reading, writing or communicating in English on video game-related websites."*
c) *"My English has improved as a result of playing video games with English text and/or dialogue."*
   Fig 4.7 "Survey answers interviewees"

4.3 Interview results

The complete transcriptions of the interviews can be found in Appendix S1-6.

4.3.1 Interviewees' L2 proficiency and attitudes to English

Fig. 4.8	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Confidence and competence in English	Mostly confident. Language in video games can be challenging. Sometimes have to look up vocabulary.	Confident. Feels she is a very strong English user and is confident in using English in all situations.	Mostly confident. Feels he can communicate well, but can be a bit choppy while speaking English. Sometimes struggles with grammar.	Confident. Feels he can communicate in English without problem.	Not confident. Dislikes speaking English in non-gaming situations. Reading advanced texts can be challenging due to low vocabulary. Needs to look up words frequently. Feels her English skills are adequate for successful communication.	Confident. Feels he can communicate in English without problem.
English in school vs. Norwegian in school	Likes English in school better than Norwegian. Better grades in English.	English one of her favourite subjects, Norwegian is ok.	English the favourite language subject, the others can be fun in some situations. Feels he is a rather strong English student.	Views English as important, but has a practical view on the language (wants vocational focus). Grades are better in English than in Norwegian.	Does not like English in school. Writing is okay, but dislikes oral tasks because of some challenges with pronunciation. Norwegian is okay, good at both written and oral communication.	No preference toward either. Has the same grade (5) in both English and Norwegian.
	ENG>nor	**ENG>nor**	**ENG>nor**	**ENG>nor**	**eng<NOR**	**ENG = NOR**

Fig. 4.8 "English in school vs. Norwegian in school"

Fig. 4.8 shows that student 2, 4 and 6 are confident in their English abilities, giving off an impression of being very competent English users for their age. Student 1 and 3 are mostly confident, but admit to certain situations where their competence in English may be slightly limited. Student 5 is not confident in her English abilities, particularly orally. She shows signs of a low vocabulary and issues with reading comprehension as a result. However, Student 5

does engage in oral communication during gameplay, and she feels her English skills are adequate to be successfully able to communicate in English when needed.

The recurrent trend when it comes to the interviewees' assessment of English in school in Fig. 4.8 is that the students prefer English to Norwegian, or other language subjects. Student 1-4 all either prefer English, or claim to be better academically in English than in Norwegian. Student 5 is the only one who dislikes English as a subject, maintaining a preference for Norwegian. Student 6 claims to be equally strong in both subjects, and does not have a preference towards either.

4.3.2 Reading and writing L2 outside of gaming

Fig. 4.9	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Extramural reading and writing outside of gaming	Reading: Prefers books in English. Writing: Not much, mainly game-chat.	Reading: Some English books. Writing: Mainly game-related.	Reading: Read some English books, but a while ago. Writing: Used to write reports on English papers.	Reading: Reads some books in English. Writing: Writes a lot, but mainly game-related.	Reading: Reads comic books in English (DC & Japanese Manga). Writing: Does not write a lot, mainly game-related.	Reading: Does not read a lot of English outside of school, but reads articles on technology in English. Writing: Writes a little bit, e.g. text-chat with people.

Fig. 4.9 "Extramural reading and writing outside of gaming"

Fig. 4.9 shows some of the reading and writing habits of the interviewees. As the interviewees gave different answers to the questions, there is a differing degree of information given and presented above. In general, the interviewees do not read a lot of English outside of school that is not in connection with their gaming interest. Student 1-4 state that they read, or have read, some books in English, but do not give an impression that it is a frequent habit. Student 5 seems to read more often, due to an interest in comic books. Student 6 does not read English frequently, but sometimes reads articles on technology. Student 6 also claims to engage in text-chat in English occasionally. The other students primarily write in English in connection with video games and video game related websites.

The findings in Fig. 4.9. are based on the interview guide questions " - Do you often read English outside of school? - Do you often write English outside of school?", as well as any other info given as answers to those question later in the interview. The interviewees were not asked about other activities where you are exposed to or interact in English, e.g. TV, music, movies, and internet.

4.3.2 L2 use and exposure during gaming and online

The following section answers the sub-question "What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?".

Fig. 4.10	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Most played games	The Witcher 3, Assassin's Creed, Call of Duty, Battlefield, Fortnite	Call of Duty Black Ops 4, Fortnite	Fortnite, The Crew	MOBA, MMO games, League of Legends, Summoners War	Dead by Daylight, Heartstone, Counter Strike, Skyrim, Black Desert Online	Grand Theft Auto 5, Overwatch, Fortnite, Rocket League

Fig 4.10 "Most played games"

While the interviewees specified which video game genres they played in Fig. 4.7, Fig. 4.10 details further which games the students play the most. Student 1 mentioned The Witcher 3 multiple times in the interview, which, along with Assassin's Creed, are games with a lot of dialogue and story in their campaigns. A story mode, or campaign, is usually a single player or cooperative component of a game where you play through a narrative. The narrative is typically progressed by in-game dialogue, either during gameplay, or in cinematic cut-scenes. Some genres, e.g. role-playing games, MMOs, also utilize written texts for the same purpose. Call of Duty, Battlefield and Fortnite are first-person shooters (FPS). The latter is exclusively focused on online gameplay, without a dedicated story mode/campaign. The other two have campaigns, but are also predominantly focused on online gameplay without much in-game dialogue. These games do, however, often use voice-chat and/or text chat between players. Student 2 mentions FPS games as the most played games. Student 3 mentions an FPS game and an online racing game. The Crew utilizes voice-chat. Student 4 mentions multiplayer online battle arena (MOBA) games, a sub-genre of real-time strategy games, e.g. League of Legends that is also mentioned, massive multiplayer games (MMO), and Summoners War, a mobile grinding game. Except the latter, these games are highly dependent on interaction by

voice-chat or text-chat between players, i.e. real-time strategy, MMO. MMO's are also typically very rich in dialogue and text. Student 5 mentions primarily online games which do not contain a lot of input, but which require interaction between players via voice-chat or text-chat. An exception is Skyrim, which is a role-playing game (RPG) with a lot of dialogue and text. Student 6 mentions primarily online games with little input, e.g. Overwatch, Fortnite, Rocket League. Grand Theft Auto 5 differs in that it has a large single player campaign with a lot of dialogue; however, the game also has an online mode, which is more characteristic of the other games mentioned.

Fig. 4.11	**Student 1**	**Student 2**	**Student 3**	**Student 4**	**Student 5**	**Student 6**
Most visited video game related websites or platforms	Youtube (Pewdiepie) IGN	Youtube Twitch Discord	Youtube Steam Review sites and magazines (IGN, etc.)	Youtube Twitch Reddit	Youtube Heartstone website Black Desert Online-websites	Youtube (TimTheTatman, Syndicate, Pewdiepie) Twitch Reddit

Fig. 4.11 "Most visited video game related websites or platforms"

Fig. 4.11 shows the interviewees' most visited video game related websites or platforms. Youtube is the most popular, as it is mentioned by all students. In addition, it is also one of the platforms used most extensively among many of the interviewees. Student 2, 4 and 6 use Twitch, a video-streaming website. Student 2 uses Discord, a digital distribution and voice and text-software that can be used either while gaming yourself or as a spectator/visitor. Student 1 and 3 visits video game websites/web-magazines like IGN, where there are articles, reviews, videos etc. about gaming. Student 4, 5 and 6 mentions online forums, e.g. Reddit.

The majority visits websites or platforms focused on video and speech, i.e. Youtube and Twitch. Often this includes the visual aspect of the video, the audio from gameplay in the video, English being spoken by the creator of the video/stream, text in the game or on-screen, and text in chat or comment sections. Adding to that, any form of interaction or L2 production that the interviewees participate with in the comment section or the chat. In short, highly multimodal encounters with English. However, how the students interact with the websites might differ. Some are active users and produce a lot of L2 themselves, i.e. high output, and some are users that are more passive. i.e. low output. In addition, the input they receive, even if on the same website, may differ as well. Fig. 4.12 goes into more detail about this.

Fig. 4.12	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
INPUT Types of input online	Videos/streams Reading articles on games (IGN etc.)	Videos/streams Reading Dialogue (voice-chat & video-chat)	Videos Reading articles on video game websites (IGN etc.) Reading user-reviews on Steam Reading professional reviews	Videos/streams Reading	Videos/streams Reading	Videos Reading
Professional vs. community made content	Mix of both professional and community made content.	Mainly community made content, some professional.	Mix of both professional and community made content, slightly more from professional outlets.	Mainly community made content.	Mainly community made content.	Mix of both professional and community made content.
Native speaker vs. non-native speaker input (videos, streams, audio)	Both. Native: e.g. IGN or big channels Non-native: Pewdiepie	Normally native speakers, occasionally non-native speakers.	Mainly native speaker input (Irish: JackSepticEye, Am.Eng: Mini Ladd, IGN)	Both. Favourite is non-native channel (Chinese), mostly native speakers elsewhere (Br.Eng & Am.Eng)	Mainly native speaker input or very competent English speakers.	Mainly native speaker input (Am.Eng & Br. Eng: TimTheTatman, Syndicate). Non-native: (Pewdiepie)
OUTPUT Types of output online	Writing (commenting if interesting topic)	Writing (short and longer texts) Speaking (voice or video-chat, streaming) Helping others write Streaming	No output.	Writing (comment sections, text-chat, live-chat)	Writing (formulating questions on forums)	Writing (commenting in streams or videos) Correcting people's writing
Frequency of output production	**Low.** Some written, no oral.	**High.** Both written and oral.	**No output.**	**High.** A lot of written, no data on oral.	**Low.** Writes questions on forums, no oral.	**Low.** Some written, no data on oral.

Fig. 4.12 "Input and Output characteristics on video game related websites"

Fig. 4.12 shows that all the students get L2 input from videos and streams, as well as written input from gaming websites, internet forums, review sites etc. It should be noted that other forms of visual or aural input, e.g. pictures, animated pictures or video clips, often accompany the written input on those types of websites.

The quality of input may also differ, e.g. if it is written/made by professionals or by the community, or if the creators are native speakers or non-native speakers. If the input originates from a professional outlet, it is perhaps expected that the language be more carefully revised, utilizing a more standardized form of the English language than much of the community made content. Native vs. non-native speaker input may affect the value of both written and oral input, e.g. learning phonology or sentence structures.

All students received a mixture of both professional and community made input, but with some tending to receive more of one or the other. Most students watched or read content made mainly by native speakers, while some had a more even distribution between native and non-native input. Some of the non-native speakers mentioned were Youtube channels like Pewdiepie (Swedish), and a Chinese channel.

Student 2 is the only interviewee that mentions other forms of output than writing. She also speaks via voice or video chat. Student 2 and 4 have a high frequency of output. Student 1, 5 and 6 have a low frequency of output. Student 3 has no output. This shows that most of the students, while engaging with video game related websites extensively (Fig. 4.7), receiving a lot of input, they produce little output comparatively.

In addition to the information presented in Fig. 4.12, the students' own perceptions of the difficulty of the input is worth noting. Fig. 4.13 presents abbreviated responses to the following questions in the interview guide: "When you read, listen or watch content about video games in English, do you find the language to be challenging?" and "Are the texts/language more or less difficult than what you encounter in school?". In some cases, Fig. 4.13 may include responses from other sections of the interview where the interviewees give opinions on the difficulty of L2 input in school vs. gaming.

Fig. 4.13	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Views on difficulty of L2 input in school vs. gaming	Unsure. It can be more advanced [on websites] in a way, encounter vocabulary you never use in school. Difficult to begin with, but then get used to it.	Depends, most video games or websites don't have very complicated language, used to it from other games. Usually does not encounter unfamiliar vocabulary online. Texts are generally the same difficulty, but some in school are more difficult.	Can vary. Video game related texts give clear instructions and are less complicated language. In school, learns new words and such, thus it can quickly become a little bit complicated.	Feels it is much easier than in school. They probably try to simplify it as much as possible so that everyone can understand. In school, have to learn difficult expressions and terms that he does not always understand.	Challenging on video game related websites, but thinks the language used in school is more difficult. More words she does not know in school.	In video games not very advanced language. In videos or streams not very advanced or precise. In school, more articulate and formal, more focus on correctness.

Fig. 4.13 "Views on difficulty of L2 input in school vs. gaming"

Fig. 4.13 shows that the responses vary a lot between different students, but the general tendency is that the students find the L2 input in school to be of higher difficulty. Student 2, 3, 4 and 6 all highlight that the language on video game websites is often less complicated. Student 1 and 2 highlight that they have become used to the language on video game websites, or in games, over time, and it is therefore easier to them.

4.3.3 Perceived and potential L2 influence from video games, live/voice/text-chat during gameplay and video game websites.

This section will provide a summary of how the interviewees answered questions aimed towards how their English has been influenced by activities associated with gaming. During analysis, potential L2 influence was divided into three categories highlighting the origin of the L2 influence: (1) Potential L2 influence from video games, which focuses on the games themselves. (2) Potential L2 influence from live/voice/text chat during gameplay, which

focuses on chatting taking place via the communication channels provided by the video games themselves. Online websites or platforms that facilitate live, voice, text or video chat are not included, they belong to the last category. (3) Potential L2 influence from video game websites or platforms, which focuses on online activities related to gaming, but not the gameplay itself. Dividing the L2 influence into the three categories above was done to answer the main research question more accurately, i.e. "What is Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms?". By categorizing the origin of the L2 influence described in the data, it is easier to decipher what is L2 influence from video game related websites, and what is L2 influence from gameplay-related activities. Below, most focus will be given to the L2 influence as perceived by the interviewees themselves, i.e. perceived L2 influence. However, other factors that, while not necessarily explicitly stated as being important by the interviewees themselves, but that may influence L2, will also be presented on "Other factors", i.e. positive, negative, affinity group (social) and code-switching frequency. In addition, during analysis, influence was divided further into categories describing which area of L2 that was affected, e.g. oral, written, vocabulary, comprehension.

Student 1

(DGG3. Video game genres: All genres Most played games: The Witcher 3, Assassin's Creed, Call of Duty, Battlefield, Fortnite. Visits video game websites: c. Every week. Output on websites: low)

(1) Student 1 highlighted that he felt his story writing ability had improved as a result of playing video games, i.e. by learning how you write, general vocabulary and more advanced vocabulary/phrases connected to storytelling:

> "S1: Ehm, like when I was writing stories in English at school and stuff, then I believe it has helped a lot, because when you go through a story in the game you get so into it, and I feel like I have begun to write much better stories and learnt a lot of advanced words connected to stories, not just like "once upon a time", but, other words like that too. And games, it is different locations, for example, some are from Norse and all those kinds of different words and, yeah, it is, I do not know, I just think

I learn a lot of different words and how you write and…" (Appendix S1, p.4-5, my translation)

Aside from the mentions about vocabulary and writing in the quote above, Student 1 also highlights that an important reason for why he has improved is that he becomes immersed in the story of the games. Replying to the question about which of the three (games, chatting during gameplay, websites) has had the most influence, Student 1 remarked:

"S1: I think games in itself are pretty good, like in The Witcher when you get to choose what you want to say, then it is like how you affect the other people when you say it, so… It is like, I feel it helps me a bit like that, in how you talk to others, and how they speak English, how they formulate it, yeah, I think so." (Appendix S1, p.5, my translation)

Student 1 highlights games as the most important for L2 acquisition, mentioning how games have helped him think about the effects of what you say due to the interactive dialogue in the game, something that has helped the learning of speech patterns. The quote above might also refer to oral skills, i.e. phonology.

(2) Student 1 stated that he prefers playing with friends, thus using mainly L1 communication during gameplay. However, he did mention one way that he feels that it has influenced his L2:

"S1: I use… I might have started using those English expressions, like those, maybe not just words, but like, what do they call it, like, small words, and maybe abbreviations of things in English and the like, I can't remember… like when you play Counter Strike, then things are fast paced, so you just, you talk in like a different way, not those advanced words that much, but I have learnt a lot of those short expressions." (Appendix S1, p.5, my translation)

Student 1 mentions vocabulary gains from communicating in English while playing; however, it might also be communication in L1 where code switching is frequent. He mentions abbreviations, short expressions and small words; however, it is not certain if the latter means participles, or simply short words.

(3) Student 1 answered with the following quote when asked to give examples of how video game websites had a positive effect on his English, referring to his "Strongly agree"-response to question 6 b) in the questionnaire: "S1: It is because the texts are in English, and that the videos are in English, and that the more English you see or read, you get better. Like, you learn new words." (Appendix S1, p.3, my translation) Student 1 highlights exposure to L2 over time as an important factor in getting better at English, singling out vocabulary gains. Furthermore, an influence on oral L2 from watching videos is described; "S1: Yeah, my pronunciation, when I watch, my pronunciation, I might talk a bit more American English." (Appendix S1, p.4, my translation). Something that is also explained further later in the interview: "S1: Ehm, I do not know, I do think, really, that my English has gotten better, and…When you play and watch people from the US and such, you get into the culture and how they talk. You talk a bit like, not only straight forward English, but a bit more like they talk in a way, expressions and such." (Appendix S1, p.6, my translation). This quote, while not credited solely to websites, highlights the activities as promoting a more native-like speech, as well as contributing to understanding the culture of the native speakers.

In short, Student 1 identified video games as the most important for L2 learning.

- Potential L2 influence from video games: story-writing ability, vocabulary, learning expressions, learning speech patterns.
- Potential L2 influence from live/voice/text chat during gameplay: vocabulary (small words, short expressions)
- Potential L2 influence from video game websites: vocabulary, Am.Eng. pronunciation, native-like speech (e.g. expressions), understanding target language culture

Other factors:

Positive: looks up vocabulary he does not know when visiting video game websites, fun to search for things online

Negative: dislikes writing online, plays mostly with L1 friends

Affinity group: feels apart of the online video game community, can write something online if it is only about games.

Code-switching (excluding proper nouns): 5 occurrences (see Appendix S1)

(DGG3. Video game genres: All genres. Most played games: Call of Duty Black Ops 4, Fortnite. Visits video game websites: e. Every day. Output on websites: high)

(1) Student 2 did not mention any specific influence pertaining solely to video games; however, there are examples where she refers to gaming activities as a whole, e.g.

> "I: Are there words, expressions or other things within English that you have learnt from video games or video game related websites that later have been useful in other contexts? S2: I have learnt a lot…[unintelligible], games and websites and such. So that helped me a lot in secondary school at least." (Appendix S2, p.4, my translation)

(2) Student 2 mentioned that she talks in English a few times every week while playing. She did not explicitly say if this had an influence on her L2.

(3) Student 2 talked extensively about Discord, a software/website made for communication between gamers that arguably belongs to both the live/voice/text chat and video game websites/platforms category. I have decided to categorize it as the latter, as Discord's capabilities and use go beyond that of regular in-game chatting, functioning more as a social network platform for gamers. In the following passage, she describes how she uses her English skills while engaging with people on Discord, and sometimes Twitch:

> "I: Mhm, yes, let's see. And a little bit about writing, have you written texts where you discuss with people online?
>
> S2: Ehm, yes, that I would guess I have. Yes, I have done that.
>
> I: On what kind of websites?

S2: Discord, Twitch I think I might have done it on and such.

I: Have you ever cooperated with other people when creating texts or videos, or some other content?

S2: Yes, that I have done.

I: Mhm, what did you make?

S2: It was like, I have helped people with texts, for example. And then… it was another one that I thought about, but I can't remember what it was.

I: Okay, but when you helped people with texts, in what context was that?

S2: It can be that they are going to say something, but they for example are not that good in English, or not so good at orthography and such, then I can help." (Appendix S2, p.5, my translation)

While not describing an influence on her own L2, she points to several factors that might be beneficial to her L2 acquisition, e.g. written discussions in L2, cooperating on content online, helping other people with their writing or orthography. In addition, she also stated that she uses English while she helps people with more video game-specific practical issues through online chat-platforms (Appendix S2, p.3).

When asked what she felt had influenced her L2 the most out of games, chatting or websites, she was uncertain, but pointed out videos and streaming as possibly the most important: "S2: It's like, all of it has influenced it in its own way, so I don't know exactly what has influenced it the most…But maybe watching Youtube and Twitch, because there you listen to people talk while reading at the same time, it is just a lot more." (Appendix S2, p.7-8, my translation)

In a prior question, she was asked in what way her L2 had been affected by video game related activities: "S2: I think it has influenced my pronunciation the most, yeah, and speech and such, but it has also influenced my writing a little bit." (Appendix S2, p.6, my translation) The influence on her oral L2 is explained further earlier in the interview as well:

"I: Mhm, have your own pronunciation been affected by watching those kinds of videos?

S2: Yes, I would say so. If I am going to compare with my brother who does not use Youtube as much, he talks a lot more, you can hear a lot easier that he is Norwegian, would I say, than me. Because I use a little bit different words than him. "(Appendix S2, p.4, my translation)

Student 2 alludes to a more native-like speech as a result of watching videos online, as well as a larger vocabulary than her brother who does not watch as many videos as her.

When asked to give examples illustrating her "Strongly agree" response to question 6 b) in the questionnaire, Student 2 points again to vocabulary, but also to some other factors that she feels is conducive to her L2 learning: "S2: Like, I learn a lot more than by sitting down and read, like in school. When you listen to something you are interested in, you get a better grasp on things and you learn it much better I think, really. I have learnt a lot more words from there…" (Appendix S2, p.4, my translation)

In short, Student 2 highlighted that video games, chatting and websites all influenced in their own different ways, but identified videos and streams as potentially the most important for L2 learning to her. She felt that her oral English was influenced the most.

- Potential L2 influence from video games: vocabulary
- Potential L2 influence from live/voice/text chat during gameplay: practice (talks in English while playing a few times every week), but using L1 most of the time
- Potential L2 influence from video game websites: native-like speech, vocabulary, see other factors

Other factors:

Positive: Motivation (Interest), tries to write and/or pronounce correctly online (Appendix S2, p.4), helping others with writing/orthography

Negative: Might have some errors, but generally tries to write correctly (Appendix S2, p.4)

Affinity group: feels apart of the community, competent member, functions as a "leader" for less competent members, i.e. helping with writing or practical things in connection with gaming

Code-switching (excluding proper nouns): 8 occurrences (see Appendix S2)

Student 3

(DGG2. Video game genres: Action, shooters, racing, sports, life simulator, simple mobile games. Most played games: Fortnite, The Crew. Visits video game websites: e. Every day. Output on websites: no output)

(1) Student 3 did not mention any specific instances of L2 influence from video games, but in responses to questions regarding gaming activities as a whole, he claims that vocabulary, comprehension and his oral L2 confidence has been influenced:

> "I: Yes. Let's see… Are there words, expressions or other things within English that you have learnt from video games or video game websites that you later have found use of in other context, for example in school?
>
> S3: Ehm, yes, it is. I looked at a vocabulary test we had last week, I did not have to write down a lot of the words because I knew them from before. So it helps quite a bit with school work.
>
> I: Was there vocabulary that you recognized from gaming and Youtube videos?
>
> S3: Yes, it was. I have heard them so many times that I have learnt them, and later I have known how they are written
>
> I: Are there any other examples you remember?
>
> S3: When I'm on holiday it is a lot easier when you are talking with others, because you feel safer in your English… But otherwise I can't come up with anything.
>
> I: Feeling safer in your English… Do you feel that you have become that because of games and such?
>
> S3: Yes, it is probably that I have listened to it for so long that, ehm, it sticks. And I have managed to learn it much better than I could in the beginning." (Appendix S3, p. 4, my translation)

However, as Student 3 is part of DGG2, stating in Fig. 4.7. to play games "Sometimes", while visiting video game related websites "Every day", it can be argued that he refers more to video game related websites as a source of L2 influence than video games themselves.

Another factor that he mentioned regarding video games was that he feels that texts in games are easier to comprehend than plain texts: "I: Do you think it is easier to understand the context and such when you play than if you read a book or just text? S3: Yes, I think it is much easier, because then you have an image that can explain the situation if there is something you don't understand." (Appendix S3, p. 4, my translation).

(2) L2 influence from voice/text chat was not something that Student 3 went into much detail about, but he did chat in English during gameplay sometimes, either with random people, or with friends or family living in Germany or USA. He illustrated that he would typically use the communication channels in order to "I: Find out what you are going to do, plan the next move in the game, deciding teams and things like that." (Appendix S3, p. 7, my translation). If using English, the tactical discussions could possibly require rather complex language, not just single words or expressions. When asked if he felt any transferability to other contexts from the oral L2 used during gaming, he answered ambiguously, "S3: Ehm, no, ehm. It is of course through school, but otherwise no other places." (Appendix S3, p. 6, my translation). It seems to be both a negative response to the question, but at the same time, he seems to point out school as the context where he benefits from how the activities has helped his oral English.

(3) Student 3, as seen above, did refer to, among other things, vocabulary acquisition from video games and video game websites. When talking specifically about websites, Student 3 mentioned that he learns vocabulary mainly through context, only occasionally resorting to looking up words:

"I: Mhm, in texts or in Youtube videos, are there words or expressions that you don't understand?

S3: It is, sometimes, yeah. But, then I manage to guess what it means.

I: So you don't look up the word? You find the meaning from the rest of the text, or?

S3: So, if it is totally unknown and I don't have a clue what… and can't put it into the rest of the sentence, then I look it up of course." (Appendix S3, p. 3, my translation)

The passage above probably has something to do with the visual aspect of videos, something that was explained further when asked to give examples of his "Strongly agree" response to question 6 b):

> "S3: Ehm, the only example I come up with is that I have watched it so much that I have kind of first begun to guess ahead, and then I have kind of understood more. And when I read and, on for example games like, those lines [in dialogue], then I managed to kind of see the connection between the line and the image. So I kind of understood a little bit, maybe I understood some in the beginning, and then it has only built upon that." (Appendix S3, p. 4, my translation).

In addition to using visual ques to aid comprehension, Student 3 points towards repeated exposure leading to a familiarity with the language used in video games and on websites, thus making it easier to understand.

Student 3 also pointed towards influence on his pronunciation, highlighting that he was adept at both British English and American English, "I: Have your English pronunciation been affected by watching those kinds of videos? S3: Ehm, yes. Because I listen equally as much to American Youtubers as to English, or British. I can like switch between those two pronunciations." (Appendix S3, p. 4, my translation).

When asked about writing, e.g. spelling, syntax etc., Student 3 remarked "S3: Yes, absolutely. I do learn to write, or listen. I have learnt a lot through videos, but because of the posts I have read too, I have learnt for example the structuring of sentences and those kinds of things. How they should be, how the words should be, and such things, spelling and all kinds of things." (Appendix S3, p. 6, my translation).

In short, Student 3 highlights video game websites, video websites in particular, as the most influential on his L2.

- Potential L2 influence from video games: vocabulary, comprehension
- Potential L2 influence from live/voice/text chat during gameplay: more confident in his oral L2

- Potential L2 influence from video game websites: Am.Eng or RP pronunciation, vocabulary, syntax, spelling, comprehension

Other factors:

Positive: Motivation (fun to watch L2 channels, therefore watching more) (Appendix S3, p.6), cares about writing correctly online (Appendix S3, p.4), multimodal text eases comprehension

Negative: No output on websites, vulgar language (when young) (Appendix S3, p.4)

Affinity group: feels apart of larger community, but prefers friends (Appendix S3, p.7)

Code-switching (excluding proper nouns): 7 occurrences (see Appendix S3)

Student 4

(DGG3. Video game genres: online RPG/MMO, strategy/real-time strategy, grinding. Most played games: MOBA games, MMO games, League of Legends, Summoners War. Visits video game websites: e. Every day. Output on websites: high)

(1) Student 4 did not point to any specific area of his L2 being influenced by video games, however, he noted that video games were an important motivational factor in improving L2 skills:

> "I: Mhm, how important do you think the activity on video game related websites, but also gaming in itself, have been in the development of your English?"
>
> S4: No, for me it has developed almost solely because of gaming, like in general. Otherwise, I do not think I would have worked on English at all.
>
> I: No, is it something you feel has provided more motivation to learn English?
>
> S4: Yes, it has surely that. As I said earlier, it gave me motivation to begin with because I had to know English in order to understand what it entailed, the game I played, like. So, then it is important to know English.

I: But if you had not gamed, do you think you would have been as good in English, or not as good, or would it not had mattered?

S4: No, it would not have been the same. I would say so, but I am not sure how… big the difference would have been, but I would not be as good as I am now." (Appendix S4, p. 6, my translation)

Student 4 stresses that a desire to be able to understand video games has been the most important factor in his personal motivation to learn English, pointing out that he would likely not have worked as much on getting more competent in English had it not been for his gaming interest. He also states that he currently would not be as competent in English had it not been for video games. It is worth noting that the passage above refers to gaming activities as a whole, not to be attributed solely to games themselves.

(2) Student 4 identified a positive influence on his oral L2 from using live/voice/text-chat while gaming: "S4: Yes, the oral language has become a lot better because I have been talking to others through that team-speak or what it is called. So it has made me much better at oral English." (Appendix S4, p. 5, my translation) However, Student 4 pointed towards using voice-chat only with friends, instead using text-chat with other, random players. He used voice-chat with Norwegian friends, as well as international players he have met, later becoming friends. If one of the friends did not speak Norwegian, they all talked English instead, even if everybody except one were L1 speakers (Appendix S4, p. 1-2).

(3) Student 4 found video game related channels or streaming channels to have some influence on his vocabulary and pronunciation. "S4: Yes, it could well be. The majority are British and American, so I have taken some words from that. So, it is a mixture of American and British perhaps." (Appendix S4, p. 5, my translation)

When answering if talking or writing on video game related websites is something that he also finds useful for communicating in other contexts, Student 4 points to a lack of transferability in the language used online: "S4: Yes, I would say so. It might not help me that much in everyday [situations], because of abbreviations and things like that we use, but in communicating online it has helped me a lot." (Appendix S4, p. 6, my translation) The same sentiment is shown when asked if he has learnt any vocabulary that he has been able to use in other contexts, "S4: No, it has not been a lot of that, ehm, no, not really." (Appendix

S4, p.5, my translation). This could be connected to how Student 4 views English online as a tool to get the message across, but not something that he exerts a lot of effort in while producing when compared to doing it at school: "S4: No, I would not have. I tend to write so short, with abbreviations and, ehm, no, no commas or something like that either. No punctuation at all."…"S4: Yes, I get the meaning across, or my message." (Appendix S4, p. 6, my translation) Possibly, the following response to a question asking if he has learnt anything about writing through video game related websites, could be a result of his outlook on writing online: "S4: Ehm, no, do not think I have learnt that much about writing, have not taken anything from it, really, have not cared about taking anything from it. Except the message." (Appendix S4, p. 6, my translation)

In short, Student 4 highlights video games as the most influential on his L2, in that they have been important in motivating him to learn English. When asked to give examples to question 6 b) in the questionnaire, Student 4, slightly off topic, describes his L2-learning as coming from his interest in playing games at a young age, to develop further into school, and then to learning from videos and websites (Appendix S4, p.4).

- Potential L2 influence from video games: motivation
- Potential L2 influence from live/voice/text chat during gameplay: improved oral L2
- Potential L2 influence from video game websites: Am.Eng or RP pronunciation, vocabulary (mainly aimed towards gaming), potentially worse writing (if online writing habits carry over to other contexts)

Other factors:

Positive: Motivation (fun to write on Twitch, and to get responses from people you look up to) (Appendix S4, p.4), looks up vocabulary (but mainly learn new vocabulary from context) (Appendix S4, p.3), reads a lot on gaming related websites (Appendix S4, p. 1), writes a lot (primarily short comments) (Appendix S4, p. 4)

Negative: Feels a lack of transferability, does not worry about writing correctly online (short, abbreviations, no punctuation), does not like to take part in discussions online (Appendix S4, p.5), writes only short texts/comments (Appendix S4, p. 4)

Affinity group: feels apart of larger community (Appendix S4, p.5), motivation (fun to write on Twitch, and to get responses from people you look up to) (Appendix S4, p.4)

Code-switching (excluding proper nouns): 17 occurrences (see Appendix S4)

(DGG3. Video game genres: Action, shooters, RPG, online RPG/MMO, platform/adventure, strategy/real-time strategy, life simulator. Most played games: Dead by Daylight, Heartstone, Counter Strike, Skyrim, Black Desert Online. Visits video game websites: c. Every week. Output on websites: low)

(1) Student 5 did not mention any specific L2 influence from video games, but did say that video game activities as a whole have been rather important to her. ¨

> "I: But how important do you think the activity on video game websites, but also gaming in itself, has been for how your English has developed?
>
> S5: I think it has been quite important, because I am not very fond of the subject. So, it is more that I manage to learn there because I am more interested in it than what we learn in English class. It is much easier to learn." (Appendix S5, p. 8, my translation)

The quote above refers back to earlier in the interview, where she stated her dislike of English in school, feeling that the subject is too repetitive (Appendix S5, p. 1). She states that her interest in video games makes it easier to learn than in school, i.e. motivation. The same applies for how she willingly creates L2 output in gaming related activities, e.g. voice-chat during gameplay or writing on forums. These activities are portrayed as unproblematic, despite admitting struggling with English in school, particularly oral English (Appendix S5, p.1), as well as a concern for having to speak English in a work setting in the future if her English skills are the same as today (Appendix S5, p.8).

(2) A reason why speaking English during gameplay is not as intimidating, however, maybe because of the limited language being used during the interactions:

"I: Mhm… You said you thought pronunciation in English is a little difficult, how do you feel it works when you play and talk in voice-chat?

S5: Ehm, I think it is difficult, but in Counter Strike you usually keep it quite simple. It is mostly those place names you have to say. For example, ehm, you have those two bomb planting locations which are A and B. Then you can for example say, ehm, "Two of A". And that is pretty easy.

I: Mhm, but you do not talk that much more outside of that?

S5: No, it is mostly those simple ones, and there are names of different locations where the enemy can hide too." (Appendix S5, p. 2, my translation)

Student 5 did mention that she played mostly with international players (Appendix S5, p.2), thus using mostly L2 while chatting, however, as seen above, the exchanges are rather limited, at least in the example used, Counter Strike, a fast paced first person shooter.

(3) As mentioned earlier, interest in the topic, i.e. video games, is highlighted as an important factor to Student 5. When asked to give examples of her "Strongly agree"-response to question 6 b) in the questionnaire, i.e. if her English had improved as a result of video game website activities, she made a connection between interest and vocabulary learning:

"S5: For example, when I have visited a website and read something about a game I have played, then I have looked up the words I do not understand. And I did that because I was interested in knowing what they meant. So without that I would never have learnt those words. And the same in videos, but in videos I have often managed to find the definition of the word by hearing the whole sentence. So, by knowing the context, the context in the sentence, I have then learnt a new word." (Appendix S5, p.6, my translation)

However, Student 5 did see a lack of transferability to academic contexts: "I: Mhm, and such words, like if you have learnt them in connection with video games and such, is it something that you have found use for in other contexts? For instance school or…? S5: Yeah, a little

unsure if I have found use for them in school though." (Appendix S5, p.6, my translation). But she found the vocabulary she learnt in connection with video games and video game websites to be relevant to her oral L2, or if travelling. "S5: Like, in oral English I have use for it, but we have not had any similar assignments, that I can recall, where we have had use for it. But I think I would have use for it if I had been in England or something similar." (Appendix S5, p. 6, my translation)

Student 5 identified an influence on her pronunciation from watching either native speakers or very competent English speakers in videos online.

> "I: Your own English pronunciation, has it been influenced by watching that kind of videos?
>
> S5: Ehm, yes, I would say so. Because when they said a word that I am unsure about how is pronounced, then I found out, after watching that video.
>
> I: Yes, is it words connected to gaming primarily or?
>
> S5: I would say it is rather those general words. But also gaming words, so, both. (Appendix, S5, p.6, my translation)

The quote above displays a tendency for more transferability in terms of phonetical knowledge about vocabulary, i.e. primarily general vocabulary that is useful in all contexts as opposed to more gaming-specific vocabulary.

Student 5 pointed towards learning syntax from reading other people's writing online, "S5: Yes, I have learnt some sentence structuring there, by watching others. " (Appendix S5, p. 7, my translation), and elaborated a bit further later, "S5: I guess it was that last thing, sentence structuring, I have gotten better at it after reading how other formulate themselves." (Appendix S5, p.7, my translation).

In short, Student 5 did not go into very much detail about how she felt video games, or chatting while playing video games influenced her L2. She did mention that her interest in video games made L2 activities connected to it more enjoyable, i.e. motivation. Possibly, this explains her willingness to produce oral L2 output during gaming, despite

finding it challenging. Although, it might also be because the oral L2 output requirements for conversations in-game are low/manageable.

- Potential L2 influence from video games: motivation (easier to learn when interested)
- Potential L2 influence from live/voice/text chat during gameplay: oral L2 (limited interactions)
- Potential L2 influence from video game websites: pronunciation (primarily general words), vocabulary (primarily gaming words), syntax

Other factors:

Positive: Motivation (interest), looks up vocabulary (mainly learns new vocabulary from context if watching videos) (Appendix S5, p.6), writing questions on forums (Appendix S5, p. 4-5), makes an effort to write correctly on video game websites (Appendix S5, p.7)

Negative: Feels a lack of transferability of vocabulary, does not like to take part in discussions online (Appendix S5, p.5), writes only questions, i.e. short texts (Appendix S5, p. 4-5)

Affinity group: uses the community to progress in games or to get feedback, i.e. asks questions on Heartstone forum (Appendix S5, p. 3,5), text-chat in games not only task oriented

Code-switching (excluding proper nouns): 13 occurrences (see Appendix S5)

Student 6

(DGG3. Video game genres: Action, shooters, platform/adventure, simple mobile games. Most played games: Grand Theft Auto 5, Overwatch, Fortnite, Rocket League. Visits video game websites: e. Every day. Output on websites: low)

(1) Student 6 did not mention a lot about L2 influence from video games, but brought up an example where he had learned vocabulary from a video game.

"I: Mhm. So there are not that many advanced words [used when writing about games himself], but are there instances where there are words or expressions you do not understand?

S6: Yes, it can be, for instance… 'impounded', that was something I did not quite know what meant in GTA. When I was going to find a car it said it was 'impounded', but I did not know what that meant. So there are like some things that are a little, something that not everyone necessarily learn, but that are very common in for instance USA.

I: So what did you do then, when you were going to find out what it meant?

S6: No, then I asked my friend, and then he said that it was taken in by the police.

I: Oh, yeah, yes. S6: That it was, it was locked inside at the police [station]. And of course it is GTA, so if you do something stupid the police comes and stop you, in a way. And if your car is nearby it gets taken in too, then you have to pay it out again." (Appendix S6, p.4, my translation)

(2) Student 6 did not mention a lot about if live/voice/text-chat during gameplay had influenced his L2, but did mention an example of how it could improve oral L2 in a school context, as seen in the video game website section below. He stated that he mainly used L1 for in-game voice communication (Appendix S6, p. 1-2), and preferred using text-chat instead of voice chat if communicating with random international players (Appendix S6, p. 5).

(3) When asked to give examples relating to his "Somewhat agree" response to question 6 b) in the questionnaire, Student 6 pointed to videos as a way to see English used in practice:

"S6: Ehm, it has helped me understand English better, like when I watch a video, then it is, it is that, just learning the theory, it is like watching English in practice. That is like what is helpful, to actually see how things function, and what people say and how they pronounce it. That is like what is helpful, but in school you also learn how you, in a way, how to pronounce things. But just feel that they do not tie it, at least in our school, tie it that well together, if that makes sense." (Appendix S6, p.6, my translation)

Above, Student 6 identifies that hearing how native speakers, primarily, talk as the most helpful to his own L2. Mentioning that seeing how they formulate sentences, their word-

selection and pronunciation as important, while simultaneously identifying school as an important arena for learning those things as well. School, however, he feels sometimes does not tie in the practical use of English as well. One potential drawback to watching videos is that he feels people talking fast in videos might have made him talk a bit fast as well, making him less comprehensible for others (Appendix S6, p.6).

Student 6 also pointed towards improved L2 from the practice he gets on video game websites when asked if it had helped him communicate in English in other context: "S6: Yes, I think so. All practice is good practice. So if you practice speaking English it helps you of course. For instance in school, if you learn to speak good, ehm, speak English when you game, it can help the grades. For instance if you, yeah, have a test." (Appendix S6, p.9, my translation) The latter half of the quote, however, pertains more to live/voice/text-chat than video game websites.

Student 6 did not feel his L2 writing was influenced by video game websites. "I: Are there instances where you have learnt something about writing on those websites? S6: Not really that much. I: No. S6: It is not really that much I have learnt about it, I have primarily learnt orthography and those kinds of things in school." (Appendix S6, p.8, my translation) On the other hand, Student 6 did mention that he sometimes uses his L2 writing skills to help others with writing, i.e. correcting other people's writing. (Appendix S6, p.5) In addition, Student 6 mentioned that, while not worrying about correctness as much as in school, he did "…focus on writing what I have thought out and mind that I, that it looks like I have thought out, that it is not completely wrong, and can be misinterpreted." (Appendix S6, p. 8). However, in order to be interpreted correctly, he admits to refrain from using advanced vocabulary when writing online, "S6: You do not sit there and write very, ehm, advanced words, when you know that not everyone understand those words. You kind of want to be easily understood." (Appendix S6, p.4), something that may limit the activities in terms of writing practice.

Student 6 mentioned that the desire to understand video game related content in videos was a motivational factor towards increased L2 input:

"I: Yes. What is it that have made you use English so much?

S6: No, it is games, really, mostly actually. It is kind of like, if you watch a video, and you cannot, and that video is in English and you do not understand it, then it is kind of pointless, but if you learn English, then you can actually understand what is going on in the video, and then it can be very fun. And then you get an urge to see even more videos, then you learn even more English kind of." (Appendix S6, p. 4, my translation)

While not going into any specific area where his own L2 has been influenced, Student 6 highlights the joyous aspect of watching videos about video games, and that it is more fun the better the L2 skills get. He also argues that watching more videos will lead to learning more English, however, without specifying in what way.

In short, Student 6 identified videos on video game websites as the most influential to his L2. By listening to native speakers' formulations, word-selections and pronunciation, he got an example of English in practice.

- Potential L2 influence from video games: vocabulary
- Potential L2 influence from live/voice/text chat during gameplay: oral L2 (practice)
- Potential L2 influence from video game websites: pronunciation, word-selection, formulations, talking too fast, motivation

Other factors:

Positive: Motivation (interest leading to more L2 input), looks up vocabulary (using Google Translate) (Appendix S6, p.5), makes an effort to write understandably on video game websites, correcting writing errors, live chats on Twitch and Youtube (Appendix S6, p. 3)

Negative: Looks up vocabulary (using Google Translate) (Appendix S6, p.5), does not read or comment much in comment sections (Appendix S6, p. 8), talking too fast, refrains from using advanced vocabulary

Affinity group: Does not think the community is important, but nice to be included (Appendix S6, p. 9), correcting writing errors

Code-switching (excluding proper nouns): 21 occurrences (see Appendix S6)

Summary 4.3.3

From video games, the interviewees primarily identified vocabulary as the most influential on their L2. Aside from that, several also cited video games as an important motivational factor to get better in English, particularly when younger.

From live/voice/text chat during gameplay, interviewees pointed to influence to their oral English. Several, however, chatted more often in Norwegian than in English.

From video game websites, influence on their pronunciation was the most recurrently mentioned, followed by vocabulary. Some mentioned learning syntax, spelling, expressions etc., but these varied across students. Several mentioned interest in the topic, i.e. video games, as a motivational factor for encountering or interacting more in L2 online, several highlighting the joyous aspect of video game websites. Something which is also made clear by the responses to the question "Are you using English more than before you started playing video games or visiting video game related websites?" in Fig. 4.14 below.

4.3.4 Amount of L2 used because of video games and websites & self-awareness of own L2 use and learning in connection with video games and websites

Fig. 4.14	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Are you using English more than before you started playing video games or visiting video game related websites?	"I have played video games for many years, I think it has helped me, it is a bit difficult to describe, but I feel it has really helped me with English, like." (p. 5)	"I use more English now that I play more and more online and such, that I do." (p.7)	"Ehm, I would not say that I use English like directly, but I encounter more English, I do not use it that much. Ehm, but as I said earlier, have more comprehension in English, but, no, do not use it that much really." (p.7)	"Yes, I do. Now I use English every day. Before it would only be if I had English in school." (p.7)	"Yes." (p.8)	"Yes, definitely, because… because of in games, if I had not played games I would really only had contact with people who speak Norwegian, and it would not be necessary to speak English." (p.10)

Fig 4.14 "Amount of L2 use because of video games and websites"

Fig 4.14 shows that all students use English more than before they started playing video games or visiting video game related websites. Student 3 says he does not use more English, likely pointing to L2 output, but he does receive more L2 input because of it.

Finally, the interviewees answered "Have you thought about your own English learning and English use in connection with video games before participating in this interview?", the responses presented in Fig. 4.15 below.

Fig. 4.15	**Student 1**	**Student 2**	**Student 3**	**Student 4**	**Student 5**	**Student 6**
Have you thought about your own English learning and English use in connection with video games before participating in this interview?	"Ehm, yes, I have thought about it a few times really. 'I do not know how I shall explain it. I have thought about it, and thought about my English improving. I just feel like coherence and such, and… I do not know how to explain it." (p.5)	"I have thought about it a little bit, because it was something our English teacher, was a bit like, asked us if it had something in English on websites and such. And most video games are in English, so…" (p. 7)	"Ehm, it is like sometimes I think about how my English has developed because of it. But, no, otherwise I do not think about it. It is like just like a natural development." (p. 7)	"No, that I have not thought about, really. Have not thought about it." (p.7)	"Ehm, no, would not say I have thought a lot about it." (p. 9)	"Not really, no. I have really only thought that I speak English when I must speak English. Is not a lot, it does not go a lot, I do not think tremendously lot about that I speak English when I must speak English. Unless it is something I have to think about, "how was it that was said, now again?", for example." (p.10)

Fig 4.15 "Self-awareness of L2 use and learning in connection with video games and websites"

Fig. 4.15 shows that the first three students, i.e. School 1, have thought about their L2 use and learning in connection to video games and video game related websites to some extent before the interview, however, the responses are largely rather vague. The last three students have not thought about it, or at least not to any extent.

4.4 Summary of findings

This chapter has tried to answer "What is Norwegian EFL student's perceived L2 influence from interaction with video game related websites or platforms?" by using data from a survey distributed to 49 students in two different Norwegian upper-secondary schools, as well as data collected from interviews with six of these students. The findings of this chapter will be discussed more in-depth in chapter 5, but the following paragraphs provide a brief summary.

The survey responses to question 6, addressing the sub-question "What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?", indicated that most eligible respondents felt that there was a positive L2 influence from video game websites, as well as from video games and voice/text-chat during gameplay (Fig. 4.6a,b,c). Responses to previous questions in the survey, however, indicated that responses to question 6 were highly dependent on frequency of gaming (DGG) (Fig. 4.1) and/or types of games played (Fig. 4.2). These varied a lot between genders, i.e. boys generally play more frequently, and more complex games, than girls do. In addition, how frequently students speak while playing or how frequently they visit video game websites is also affected greatly by DGG and video game genres. Within the same DGG, differences between genders are less notable. The survey established that visiting video game websites is not something that all video gamers do, i.e. primarily DGG3, and some DGG2 visit video game websites.

The survey also provided a partial answer to "What are possible gender differences when it comes to video game related websites or platforms and English use and learning?", i.e. females generally play less frequently and often just simple mobile games, which make them less likely to visit websites. In the interviews, the two female interviewees (both DGG3), displayed no distinctive differences from the male interviewees.

The interviews also tried to answer "What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?". Fig.4.12 shows that the interviewees receive a lot of input, most highlighting videos or streams as the most frequent. Native speakers produce a lot of the L2 input, though with some exceptions, meaning that the activities on video game websites provide many opportunities for L2

learning by listening to authentic aural input. However, only two produce high amounts of output online, meaning that most of the time the majority are passive language "receivers", rather than active language users.

During the thematic analysis of the interviews, while attempting to answer "What English skills do Norwegian EFL students believe to be influenced by their interaction with video game related websites or platforms?", the most prominent themes concerning potential L2 influence from video game websites that emerged were pronunciation gains from watching native speakers online, vocabulary learning, and motivation to learn or engage in more L2 because of the video game interest.

5. Discussion

In this chapter, I discuss my key findings in light of theory and previous studies. The chapter is structured on the research questions, while at the same time following the structure in the results chapter to some degree. The main research question, which aims to find out what Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms is, is in many respects divided into different sections by the sub-questions. This chapter will therefore focus on the sub-questions first, subsequently answering the main research question and the related sub-question ("What English skills do Norwegian EFL students believe to be influenced by their interaction with video game related websites or platforms?") based on the points raised during the discussion of the sub-questions.

Before I conducted my MA study, I had heard about positive correlations between gaming and English proficiency, both in sensationalist articles in commercial newspapers, but also in certain lectures and articles in previous courses. What I did not hear about, however, was the connection between video games and video game related websites or platforms that had been important to my experience as a gamer over the years. During my literature review, I realized that a likely explanation for this was the lack of research on the topic. After looking into the topic in my MA study, I have found that Norwegian EFL students perceive a primarily positive L2 influence from their activities on video game websites or platforms. A perceived positive L2 influence from video games and its chat-functions has also been shown in this study, similarly to what has been found in several other studies, as seen in chapter 2.6. The results indicate that perceived or potential L2 influence from video game activities are highly dependent on frequency or overall interest in gaming, which at the same time coincides with the gender distribution. Female students are less likely to be frequent gamers, and as a result, less likely to engage in other video game related activities, thus, identifying less L2 influence from said activities. Frequent gamers who are female, however, are considerably more likely to resemble males in the same digital gaming group. Activity on video game websites or platforms was identified as having a positive L2 influence on pronunciation and vocabulary by several interviewees, attributed to (primarily) native-speaker aural input from videos and streams, immersion through multimodal texts, interest in the topic and motivation to

understand the content. Other areas of L2 influence varied more between students. All students received a lot of L2 input on websites, but few produced extensive L2 output, as interactivity with other community members varied greatly. The data suggests that students engage in more L2 activity than they did before they started gaming, however, the connection between video games and L2 use and/or learning is not something that the students have been very aware of prior to the interviews.

5.1 Sub-question: "What activities associated with video games do Norwegian EFL students perceive as having an impact on their English language skills?"

The Norwegian EFL students in upper secondary school that participated in this study view the L2 they encounter in video games, the L2 activity they engage in while communicating with other players and the L2 activity taking place on video game related websites and platforms as having a positive impact on their English language skills. This sentiment was shown first in the survey responses, and then corroborated by the interviews. This is a view held particularly strongly by many male participants, but only a few female participants. As established in the results, this sub-question looks at video game activities from the three different aforementioned perspectives. The responses to the claims posed in question 6 of the questionnaire (Fig. 4.6 a,b,c) show that, males in particular, believe their English has improved as a result of (a) communicating with others in English while playing video games, (b) watching videos, reading, writing or communicating in English on video game related websites and (c) playing video games with English text and/or dialogue. In all three questions, "1. Strongly agree" was the clearly dominant response given by male participants.

Female respondents differed slightly more in their evaluations, however, the majority were found within the agreeable categories in (a) and (b), with some undecided. Question 6 (c) showed an even spread between the two agreeable categories and the undecided category, as well as one in "4. Somewhat disagree". As indicated in the results section, the main reason for these differences is most likely the discrepancy between gaming frequency in male and female students in this study, i.e. 72% of all males are frequent gamers (DGG3), while 40% of all females are DGG3. In addition, 3 out of 8 females in DGG3 shared characteristics with the females in DGG2, i.e. listing only the "Simple mobile games" genre in question 2, pointing

towards not being very devoted gamers, at least in the sense of communicating with other players or visiting video game websites, something which is confirmed by their answers to subsequent questions in the questionnaire (Appendix 4). It is therefore logical, and expected, that results will differ between genders, as a certain level of interest, i.e. demanding a certain frequency of gaming or somewhat more complex video game genres, for students to communicate in English while playing, or to take a further step in their interest by visiting video game websites. This is shown clearly by the large amount of female students that never or rarely communicate in English or visit video game related websites. Only 1 out of 18 eligible female respondents communicated in English while playing more often than "Sometimes" (Fig. 4.3), and only 3 out of 20 visited websites more than "Sometimes" (Fig. 4.4). This tendency is also prevalent, although to a lesser degree, in the female DGG3. It is not as easy to explain why female DGG3 participate less in these activities compared to males, but as explained above, female DGG3 that play more genres than just "Simple mobile games", consists of only 5 students, which makes it difficult to see any clear tendencies in the data.

That the amount of time spent on task, i.e. gaming, is important for L2 to be influenced, is corroborated by the findings by Cobb and Horst (2011), i.e. "… that in order for learning to be consolidated, longer periods of playing are necessary." (Sylvén & Sundqvist, 2012, p.315). This means that moderate gamers (DGG2) will be less likely to learn English from video games, e.g. by how usage-based theories emphasizes repetition of input "… of great importance to language learning." (Ellis, 2009, cited in Jensen, 2017, p. 13-14). The same theories could apply to L2 communication during gameplay or video game websites, i.e. those who spend more time on the activities are naturally more likely to learn English from it. As the survey results show, this is primarily DGG3 boys, some of the DGG3 girls, and some like Student 3 in the interviews, a DGG2 who spends a lot of time on video game websites. The same is also shown in the interviews, e.g. how Student 6, who rarely communicates in L2 during gameplay, does not view voice or text-chat as influential on his own L2, while someone like Student 4, who engages in L2 voice or text-chat extensively, argues that "Yes, the oral language has become a lot better because I have been talking to others through that team-speak or what it is called. So it has made me much better at oral English" (Appendix S4, p.5, my translation). A similar difference in terms of DGG and gender was identified in Sylvén & Sundqvist (2012), Sundqvist & Wikström (2015) and Jensen (2017), which all

found DGG3 to benefit the most from video game activities, and differences between genders were attributed to frequency of gaming rather than gender in itself; girls generally play less video games, or video game genres with less opportunities for L2 learning, i.e. the high amount of female DGG2 and the prevalence of "Simple mobile games" identified in this study.

Video games and communication during gameplay, activities identified as having a positive impact on English skills by participants in this study, have also in several other studies been shown as having a positive impact on English skills (Brevik, 2016; Jensen, 2017; Sletten et al., 2015; Sundqvist, 2009; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012). The interesting thing in this study is that, as seen in Fig. 4.6b, the perceived impact of activities on video game websites or platforms is largely identical as the perceived impact of video game L2 input and video game communication in L2. Moreover, the interviewees show the same perceptions. However, unlike the aforementioned studies, in which most have utilized tests to determine actual differences in L2 competence between groups and genders and compared it to answers relating to video game activities, this study does not contain any tests for measuring L2 competences. This means that this study cannot determine if activities on video game related websites or platforms also have a similar impact on L2 competence as what video games and/or video game communication have been shown to have in previous studies, it can only illustrate the perceptions held by students.

5.2 Sub-question: "What are possible gender differences when it comes to video game related websites or platforms and English use and learning?"

The survey and interviews in this study indicate that differences when it comes to video game websites/platforms and English use and learning are primarily linked to differences in frequency of gaming and overall interest in video game activities rather than gender in itself. As explained above, there is a clear tendency for girls to engage less in video game activities of all types compared to boys. This is largely attributed to how girls generally play less video games than boys do, or less complex and engaging video game genres, a pattern also seen in other studies (Jensen, 2017; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012), thus,

they are less likely to engage in other video game related activities as a result, i.e. video game websites. Fig.4.4 "How often do you visit websites related to video games?", illustrates this discrepancy between boys and girls, i.e. 40% of girls never visit video game websites, 45% sometimes, 5% every week, 0% 3-4 times a week and 10% every day. In comparison, ≈21% of boys never visit video game websites, ≈10% sometimes, ≈21% every week, ≈21% 3-4 times a week and ≈27% every day. As explained earlier in 5.1, L2 influence from video game activities is dependent on extensive engagement with a medium (Gee, 2003, p.71; Jensen, 2017, p.13-14), which also applies to the activity on websites. Therefore, boys are generally more likely to see influence in their L2 from video game websites, as 69% of boys visit video game websites at least once a week, while only 15% of girls do the same.

However, the linguistic activity taking place on those websites is predominantly in English for both genders (Fig. 4.5), although boys reported slightly more L2 use than girls ("a. Everything in English" was the most frequent answer (14) among boys (N=23), while "b. A lot in English" was the most frequent answer (8) among girls (N=12)). Albeit a minor difference, there is no explanation for it elsewhere in the results, e.g. Fig. 4.11 "Most visited video game related websites or platform" does not indicate any differences from the male interviewees. Neither did the female interviewees elsewhere indicate any less use of English compared to the male interviewees.

There were otherwise no apparent characteristics to female interviewees that distinguished them from male interviewees. A possible reason for this is how different the two female interviewees were from each other, Student 2 appearing as possibly the strongest L2 user of all the interviewees, as well as being the most socially interactional online, while Student 5 appeared as a weaker L2 user, with a lot less social interaction online. Therefore, the responses varied a lot from the two female interviewees. Furthermore, these differences were present among all interviewees. In general, all interviewees shared similar characteristics, both in terms of digital gaming group (All DGG3, except Student 3 (DGG2)), and in being frequent visitors to video game websites, identifying those websites as having a positive influence on L2 (Fig 4.7). This study has shown that these characteristics, as well as some that will be discussed more in-depth below, determine whether there is a difference when it comes to video game websites/platforms and English use and learning, not gender.

5.3 Sub-question: "What type of L2 input do EFL students encounter in activities associated with video games, and what L2 output do they produce?"

This study has found the type(s) of L2 input EFL students encounter to vary greatly based on the types of games played, the habits and preferences regarding interaction with other players during gameplay, and likewise, the habits and preferences regarding video game website activities. Certain groups, e.g. frequent gamers, frequent chatters or frequent visitors of video game websites, encounter large amounts of diverse L2 input that may contribute to L2 acquisition. Most L2 input is multimodal, e.g. in video games, streams, videos and mixed media articles. L2 input encounters consisting (primarily) of only one modality include oral L2 input; voice chat, written L2 input; text chat, some articles, forums, user-reviews (Steam). Interviewees generally found L2 input in video games or on websites to be less difficult than L2 input in school, which possibly is detrimental to L2 learning. However, as will be explained below, other factors might be conducive to L2 learning. The study has also found that L2 output is generally low amongst students, even if they frequently play video games or visit websites. For many, this will mean that L2 acquisition through practicing English by writing or speaking is limited. However, there are exceptions, e.g. frequent chatters (during gameplay) that produce oral L2 output (Fig. 4.3), Student 4 who frequently writes on websites or Student 2 who frequently produces both written and oral L2 output on websites (Fig. 4.12).

Video games and activities on websites inhabit traits that can enhance L2 learning from the input and output students engage with, however, also here the L2 learning potential is dependent on factors such as video game genre, frequency etc. As touched upon in the results and in 5.2 above, girls (primarily), play fewer and different video game genres than boys (Fig. 4.2). This has an effect on the L2 input and the opportunities for L2 output. Sylvén & Sundqvist (2012) found that girls prefer single-player simulation games, i.e. "Life-simulatur games" in Fig. 4.2, while boys preferred "…first-person shooter or multiplayer games, often MMORPGs, which we consider highly beneficial for L2 acquisition because they provide learners with opportunities for engagement with rich target language input as well as for scaffolded interaction. The girls' favored games seem less favorable in this respect. Notice that results in the same vein were found for learners aged 15‑16 in Sundqvist (2009)." (p.

315). This gender pattern is somewhat similar to what is found in this study (Fig. 4.2), however, as has been mentioned earlier, the gender difference for many girls is arguably more unfavourable than what is found in Sylvén & Sundqvist (2012) and Sundqvist (2009), in that "Simple mobile games", the most played genre among girls in this study, is even less favourable with regards to the criteria presented in Sylvén & Sundqvist (2012). Furthermore, in an article discussing how World of Warcraft, a MMO video game, provide similar features and opportunities for L2 learning as Content and Language Integrated Learning (CLIL), i.e. "CLIL takes its point of departure in the Canadian immersion programs which were introduced to English L1 children who wanted to learn French as an L2 in the 1960s (Swain & Lapkin 1981)." (p. 115), Sylvén & Sundqvist (2012b) propose three factors, found in both WoW and CLIL, that they argue are fundamental to L2 acquisition; immersion, authenticity and motivation (p. 126-127). Simple mobile games in particular, lacks in at least two of these factors; they do not immerse players in an L2 environment like the one WoW does, or other genres that provide in-game dialogue, narratives or communication with other players for that matter. In addition, simple mobile games do not present much L2 input whatsoever; therefore, the authenticity of the L2 input does not matter much anyway. Motivation, however, is likely present, but as it most often is not necessary to use English to succeed in these games, it is unlikely that they will serve as a motivational factor for learning English. Most other video game genres, I would argue, inhabit these factors to a larger degree. Game genres that are typically story driven, e.g. action, RPG, MMO, platform/adventure, place EFL students in a game world that provide an immersive and authentic L2 context, which can ease L2 learning by making it more similar to L1 acquisition, i.e. "…when language learners find themselves in a context where the L2 is used naturally, they acquire that language in much the same way as an L1." (Sylvén & Sundqvist, 2012b, p. 116). Other genres that may not provide much of an immersive L2 context in their designs, e.g. shooters, sports games, strategy/real-time strategy, often remedy this by relying on frequent communication and cooperation, thus those genres also provide a context where L2 is used naturally. Examples in the results (Fig. 4.10) are for instance FPS games like Fortnite or Counter Strike, real-time strategy games like League of Legends or asymmetrical multiplayer horror games like Dead by Daylight. These games require communication on a similar basis as what Sylvén & Sundqvist (2012b) identifies as the reason for why WoW is superior for L2 learning compared to life-simulator games; "…there is a crucial difference: in WoW, social interaction is an integral part of the game itself. This is a qualitative aspect of WoW that definitely makes it stand out in terms of offering an informal arena for language learning" (p. 126). How social interaction is an

integral part of these games is also confirmed by the interviews, e.g. 4.3.3 in responses relating to (2) Potential L2 influence from live/voice/text chat during gameplay. However, what is also made clear by some of the interviewees is that they prefer chatting with friends, i.e. mostly chatting in L1. In addition, the interaction taking place can often be limited due to game design, e.g. Student 5 highlighting that fast-paced FPS games like Counter Strike require effective communication, thus limiting interactions to simple phrases, abbreviations and place names.

Furthermore, as will be discussed more extensively later, the interviewees in this study emphasize wanting to understand video games or content on websites as an important motivational factor in their L2 development (see 4.3.3), something which is advantageous in light of L2 input uptake and L2 output production (Sylvén & Sundqvist, 2012b, p. 116-117). Furthermore, the same sentiment is expressed by Gee (2003) through the *practice principle* (p.71); players are motivated to spend considerable amounts of time in an (L2) environment that is not boring, i.e. video games (or websites).

While the studies referenced above primarily speak of video games or chatting, this study has found that there is an overlap of the same characteristics when it comes to video game websites or platforms. Firstly, content on video game websites, videos or streams in particular, share the ability to immerse students in a L2 environment, e.g. Student 2, 4 and 6 mention watching live streams where they are interacting with a live chat in English, while watching a streamer play a video game with L2 input, while at the same time the streamer is commenting on what happens on the screen in English. Secondly, the websites provide authentic L2 input as all the L2 input on the video game websites mentioned is authentic in that it is un-adapted for L2 learning. Lastly, websites inhabit the same motivational factor seen in video games, e.g. "S6: …It is kind of like, if you watch a video, and you cannot, and that video is in English and you do not understand it, then it is kind of pointless, but if you learn English, then you can actually understand what is going on in the video, and then it can be very fun. And then you get an urge to see even more videos, then you learn even more English kind of." (Appendix S6, p. 4, my translation), or, "S2: Like, I learn a lot more than by sitting down reading, like in school. When you listen to something you are interested in, you get a better grasp on things and you learn it much better I think, really. I have learnt a lot more words from there…" (Appendix S2, p.4, my translation).

In addition, as shown in the literature review, there are some aspects of engaging with L2 input and output on websites that may be favourable to L2 learning because the activities are less interactive than playing video games. deHaan, Reed & Kuwada (2010) found that students that watched a game being played, rather than playing themselves, recalled significantly more in-game words due to the lowered cognitive load from not controlling the game themselves (Sundqvist & Wikström, 2015, p. 66-67). Similarly, students in this study highlight watching streams or videos as the most frequent activity online, and the conditions of those activities replicate that of the "watchers" in deHaan, Reed & Kuwada (2010). However, similarly to deHann, Reed & Kuwada (2010), where they highlight extended periods of play as necessary to store vocabulary in the long term memory, extended periods of engaging with websites will be necessary, meaning that "frequent visitors" in Fig 4.4 will be more likely to learn English from L2 input online, and likewise, students with high output (Fig. 4.12) will be more likely to learn English from the L2 output they produce online.

Fig. 4.13 shows that most interviewees view the difficulty of L2 input in video games and on websites as being easier than L2 input in school. Four interviewees attribute this to language being less complicated than in school, e.g. they try to give clear instructions (S3) or simplify the language (S4) in video games or websites, and some highlight that there is more unknown vocabulary or expressions in school (S3, S4, S5). Thus, the L2 input in video games or on websites seem to not fulfil the input requirements put forth by Krashen's (1982) Input Hypothesis, i.e. "…that acquisition takes place as long as learners are exposed to comprehensible input one step beyond their present stage of linguistic competence." (Sylvén & Sundqvist, 2012, p. 305).

Furthermore, this seems to indicate that the relationship between L2 input difficulty is the opposite of what is found in Gee (2011), i.e. *lucidly functional langue;* the kids are able to use specialist language, syntactic structures and discourse features more advanced than what they encounter in school because of the situated meaning (c.f. *situated meaning principle* in Gee, 2003, p.108*)* they have acquired by playing the game (p. 108). However, as there is a vast difference between upper-secondary school and primary school difficulty in the English subject, this might not be so surprising. Also, it might be connected to Fig. 4.8, i.e. most students see themselves as confident L2 users that claim to either enjoy or be better academically in English than other language subjects, or that many mostly engage with community made content (Fig. 4.12) and the L2 input is easier as a result of amateur authors.

On the other hand, although students find L2 input easier in video game activities does not necessarily mean that the students have not been able to benefit from the *situated meaning principle* (Gee, 2003, p.108). For instance, Student 1 and 2 mention that they find the language easier in video games or on websites because they are used to it from other previous gaming experiences (Fig 4.12), c.f. *practice principle*, *situated meaning principle* (Gee, 2003). Furthermore, the same sentiment is expressed by students in 4.3.3, e.g. Student 1 cites immersion in video games as an important factor behind an improved story writing ability "…because when you go through a story in the game you get so into it,"(Appendix S1, p.4), Another example is Student 3 "I: Do you think it is easier to understand the context and such when you play than if you read a book or just text? S3: Yes, I think it is much easier, because then you have an image that can explain the situation if there is something you don't understand.", or, referring first to websites and last to video games, "S3: Ehm, the only example I come up with is that I have watched it so much that I have kind of first begun to guess ahead, and then I have kind of understood more. And when I read and, on for example games like, those lines [in dialogue], then I managed to kind of see the connection between the dialogue and the image. So I kind of understood a little bit, maybe I understood some in the beginning, and then it has only built upon that." (Appendix S3, p. 4, my translation). These statements highlight that the situated understanding you are able to get in video games through multimodal input, as well as repeated experiences with similar input, either in games or online, are seen as important factors in being able to comprehend texts; similar to Gee's (2003, p.108; 2011, p.108) *situated meaning principle*, *text principle* and l*ucidly functional language*, and Sylvén & Sundqvist's (2012b) *immersion*. In addition, the students describe that the activities provide practice in inferencing and making sense of rapid native speech (e.g. streams, Youtube), an essential skill when interacting with authentic input in other contexts as well (Ørevik, 2016, p.247).

As the quote by Student 1 in the previous paragraph emphasizes, engaging with video game websites has made him use a bit different expressions and ways of speaking through immersion in content with native speaker L2 input. Something that is also emphasized by all other students, as will be discussed further in 5.4. Nevertheless, as shown by Fig. 4.12, the majority of the students received native speaker input online. Native speaker input is deemed particularly important in Tschirner's (2011) input based learning (p. 32). Input based learning is an approach based on cognitive theories of second language acquisition, i.e. Carrol's (2007)

model of input processors and Levelt's (1989) widely used model of speaking processors (Tschirner, 2011, p. 28-31). In short, these models describe the cognitive processes that take place when listening, i.e. Carrol (2007), and when speaking, i.e. Levelt (1989). When listening, aural input goes through four different processors (phonetic, phonological, morphosyntactic, semantic) that in the end builds up a mental lexicon consisting of lexical entries (semantic and grammatical features) and word forms (phonemes) (Tschirner, 2011, p. 28-29). Levelt's (1989) model describes the cognitive processes taking place when speech is first conceptualized, then formulated with the use of lexical entries and word forms, and then articulated by speaking. After speaking, the model explains how the external speech produced by the speaker is then comprehended, analysed and altered for later speaking situations, i.e. with an aim of "improving" next time you speak (Tschirner, 2011, p. 30-31). Tschirner (2011) argues that input based learning, i.e. "to listen to these words pronounced by native speakers forming sound-meaning associations and to notice these words when used in connected speech." (p. 32), is superior to output based learning, i.e. learning word forms from an L1 teacher, using an IPA-alphabet or from knowing pronunciation of L2 letters and symbols (p. 32). This is because output based learning most often bases itself on the L1 phonological system, which often is not advantageous when aiming for native-like speech, i.e. "If there is any finetuning of the phonological processor, it is not a finetuning based on the phonology of the second language but on students' impression of what it might be. The result often is a heavily first-language influenced accent." (Tschirner, 2011, p. 32). On the other hand, in input based learning, the language is spoken by native speakers, i.e. basing itself on the L2 phonological system, and thus tuning the second language phonological processor as well as it

> "...makes sure that there are word forms stored as auditive representations in the word forms store that are target-like and that allow learners to compare what they say with what they have heard from native speakers. This makes it possible for them to notice the gap between how they pronounce words in context and how they know they should be pronounced. When they try again and try to get closer to the auditory representation in their mind, they tune their articulatory phonological processor." (Tschirner, 2011, p. 32)

As the majority of the aural L2 input that the interviewees encounter is spoken by native speakers (Fig. 4.12), the students in this study get frequent opportunities to store (native) auditive representations of word forms. However, as no students, except Student 2, speak L2

on websites, they do not get the chance to tune their articulatory phonological processor by practising speech, at least in the context of video game websites.

Furthermore, Tschirner (2011) argues that grammar acquisition happens in the same way, and "The morphosyntactic processor is tuned by listening to target language speech. The grammatical features associated with a particular lemma are amended, when utterances are decoded, that is to say that new grammatical features of a word are learned in connection with its meaning. Grammar is a property of words (Nation, 2001)."(p. 32). However, the interviewees did not explicitly state that they learnt grammar from videos/streams, but it is possible that they have implicitly learnt grammar due to learning vocabulary through connected speech, thus facilitating the processes illustrated above. In addition, some mentioned other areas of L2 influence, while not grammar per se, but that resemble these processes, e.g. Student 1 "When you play and watch people from the US and such, you get into the culture and how they talk. You talk a bit like, not only straight forward English, but a bit more like they talk in a way, expressions and such." (Appendix S1, p.6, my translation).

5.4 Main research question: "What is Norwegian EFL students' perceived L2 influence from interaction with video game related websites or platforms?" & Sub-question: "What English skills do Norwegian EFL students believe to be influenced by their interaction with video game related websites or platforms?"

All of the interviewees in this study indicate an influence on their L2 pronunciation from watching videos or streams on video game websites. As explained above, this is likely due to videos and streams providing native speaker L2 input with correct auditive representations of word forms (Tschirner, 2011, p. 32), i.e. pronunciation. This claim is backed up by the quotations presented in 4.3.3 where the interviewees identify different ways their pronunciation have been influenced from watching videos or streams on video game websites or platforms; Student 1 identifies an American English influence on his pronunciation, Student 3 and 4 both identify becoming more adept at both RP or American English pronunciation, Student 2 identifies a more native-like pronunciation, Student 5 identifies learning the pronunciation of (mostly) general words, and Student 6 identifies listening to native speakers talk as helpful for his own pronunciation. However, there are instances where

the L2 input is not from native speakers (Fig. 4.12), e.g. Pewdiepie (Swedish) or the Chinese YouTuber. These channels will most likely not provide correct auditive representations of word forms, thus, it will be less desirable if the interviewees tune their own second language phonological processors with "lacklustre" word forms (Tschirner, 2011, p. 32). Nevertheless, there is a strong consensus among interviewees in this study, in that they all identify improvements to their own pronunciation from video game websites or platforms, which is similar to Kuppens (2010), where a significant relationship between time spent playing video games and oral proficiency is identified (Jensen, 2017, p. 4)

In addition, as the students in this study do spend extensive periods watching, listening or reading on websites, it is possible that there is a connection to listening or reading comprehension. However, improved comprehension from websites was only explicitly mentioned by two students (S3, Appendix S3, p.7; S6, Appendix S6, p.6), though this is also explained by the interview guide (Appendix 2), which did not pose any questions about comprehension directly. Still, as a positive relationship between playing video games and comprehension has been indicated in previous studies, i.e. listening comprehension (Sylvén & Sundqvist, 2012;), reading comprehension (Brevik et al., 2016; Brevik & Hellekjær, 2017; Sylvén & Sundqvist, 2012), it could be a similar relationship between activity on video game websites and comprehension, because, as explained in 5.3, there are many similarities between playing video games and activities on video game websites.

The second most notable finding was that most interviewees (Student 6 did not explicitly mention vocabulary, but highlighted word-selection) identified activities on video game websites as important to vocabulary acquisition. As discussed earlier, some interviewees highlighted that multimodal L2 input helped learning through contextual ques, while others (see "Other factors" in 4.3.3) mentioned that they would look up unknown vocabulary. Another reason why the students learn vocabulary on video game websites, might be because of the same processes Gee (2003) and Gee (2011) identify, i.e. that the situated understanding people get from playing and experiencing video games, make them able to understand language (lucidly functional) from the situated meanings provided by video games. Therefore, when the students encounter new words in connection with a game they are playing, e.g. in a stream or a video, the students will already have considerable amounts of *semantic knowledge* (Golden, 1998, p. 58) tied to the word from the video game, i.e. they already know what the meaning of the word is from experiencing the phenomenon in-game (cf. *situated meaning*

principle, Gee (2003). As Gee (2011) emphasizes, "A situated understanding of a concept or word implies the ability to use the word or understand the concept in ways that are customizable to different specific situations of use." (p. 110), i.e. a deeper understanding that is less abstract, which means that learning new vocabulary will be easier as you already inhabit one of the necessary "knowledges" that comprise knowing a word as put forth by Golden (1998), i.e. formal, syntactical, semantic and pragmatic knowledge (p. 57-58). *Formal knowledge* (p. 57), e.g. spelling, pronunciation etc. and *syntactical knowledge* (p. 58), i.e. how the word appears in a sentence, are, as indicated by the interviewees' responses (4.3.3), provided by L2 input on websites, mostly through streams and videos, and mostly by native speakers that are able to provide correct word forms (Tschirner, 2011, p.32). However, as many engage with mostly community made content (Fig. 4.12), it is less certain that all of those aspects will be provided correctly, e.g. spelling, syntax and grammar errors, colloquialisms, or wrong use of words (c.f. *pragmatic knowledge,* Golden, 1998). In addition, the three vocational students (Student 4-6), emphasized that the vocabulary they learnt was primarily game related, and did not see much transferability to academic contexts, the opposite of Gee's (2003) *transfer principle* (p. 138). This is similar to what Thorne, Black & Sykes (2009) argue can be a drawback from learning language in connection with video games, i.e. "…communicative repertoires that are specific to local speech community norms and potentially less transferable to education and other contexts." (p. 814). (It is worth noting, however, that Student 4 emphasized transferability to other online activities, and Student 5 noted travelling as a potential context for use (4.3.3)) Nonetheless, the interviews seems to indicate a similar positive relationship, albeit slightly limited for the vocational students, between vocabulary and activities on video game websites as the ones found in other studies; Sylvén & Sundqvist (2012), i.e. positive relationship between gaming and L2 vocabulary scores (p.315), Sundqvist (2009), i.e. positive correlation between digital gaming and L2 proficience, particularly L2 vocabulary (p. 302), Sundqvist & Wikström (2015), i.e. DGG3 used most advanced vocabulary in essays and highest L2 vocabulary test scores, Jensen (2017), i.e. gaming with oral and written or only written L2 input significantly related to vocabulary scores (p. 13).

There are no particularly strong trends when it comes to influence on the interviewees' L2 writing abilities, aside from a few mentions of learning syntax (S3 and S5) from reading others' writing, other mentions of written L2 influence were primarily single occurrences.

However, as can be seen under "Other factors" in 4.3.3, most students exert some effort while producing L2 output on video game websites, i.e. tries to write correctly or formulate sentences properly. Student 4, however, despite being one of the "high output" students (Fig.4.2)**,** explains that there is a vast difference between how he writes in school and on websites, i.e. "S4: No, I would not have. I tend to write so short, with abbreviations and, ehm, no, no commas or something like that either. No punctuation at all."…"S4: Yes, I get the meaning across, or my message." (Appendix S4, p. 6, my translation). As this quote explains, there will be little transferability to other contexts, at least in terms of orthography, grammar, syntax etc., exemplifying the aforementioned quote by Thorne, Black & Sykes (2009). There are, however, no apparent issues with how the other students' writing online would translate to other contexts, the issue lies instead in that most do not engage in writing online (Fig. 4.12).

A slightly unexpected finding that likely impacts L2 influence in several areas, is how low L2 output was amongst students (Fig. 4.12), as well as how most largely refrained from being interactive with the community to any notable extent. Even out of the two with high L2 output, it is only Student 2 who interacts with more than just short comments. While most of the students see themselves as part of a video game affinity group, and most do "…leverage knowledge from other people and various tools and technologies,…" (Gee, 2003, p. 193), e.g. by reading user-reviews on Steam (S3), or by watching gameplay showing how to do something in-game or by asking questions on forums (S5), most do not contribute to the social production of knowledge (c.f. *collective intelligence* Jenkins, 2006, p. 68), e.g. by taking part in discussions, interacting with other affinity group members, helping less skilled members etc. However, the outlier amongst the interviewees, Student 2, contributes to the affinity group in many ways, and is in many respects similar to what Gee (2003) calls an affinity group leader (p.192-193). As seen in 4.3.3, she uses her knowledge of video games, but also linguistic knowledge, to help less skilled or experienced members of the affinity group with practical/technical issues or with writing, i.e. facilitating (Peña & Hancock, 2006 in Thorne et al., 2009, p. 810). This makes her an affinity group leader, but also, she is the only one in this study to utilize her English through various forms of L2 output online, as she is the only one engaging in discussions and other lengthier texts or interactions. Thus, the other interviewees in this study are not "… able to acquire new features of the L2 thanks to instances of negotiation of meaning and episodic attention to form." (Sylvén & Sundqvist, 2012, p. 305) seen in Long's (1981) Interaction Hypothesis, primarily, because they choose

not to put themselves into situations where these instances of negotiation are able to take place. Furthermore, according to Moyer (2009), "…interactive, conversational kinds of contact and language use, as opposed to passive or receptive activities that involve mostly listening or writing, are far more likely to correlate to native-like performance (Moyer, 2004, 2006a, 2007)." (p. 166). Therefore, despite many students in the survey, and every one of the interviewees identifying a positive L2 influence from video game websites, it is likely that further L2 development would necessitate interactional patterns more similar to that of Student 2.

Nevertheless, despite the fact that the majority of the interviewees in this study do not interact extensively while visiting video game websites, and therefore lose out on many potentially fruitful opportunities for L2 learning, the rest of the study has shown that Norwegian upper secondary EFL students who visit video game websites frequently perceive a positive L2 influence from the activities (Fig. 4.6b), and a particular influence on students' pronunciation and vocabulary has been identified in the interviews. Mostly this is attributed to streams and videos by the interviewees, but also articles, forums, reviews etc. , and as the discussion above has argued, this form of highly multimodal L2 input, most often produced by native speakers, inhabit traits that are conducive to L2 learning. On the other hand, it has been pointed out that a lot content is community made, which along with instances of non-native speaker input and how most view the language in games and online as less advanced than in school (Fig. 4.13), i.e. factors that potentially provide less optimal conditions for L2 acquisition. In addition, the vocational students saw little transferability of vocabulary acquired on video game websites to academic contexts. Despite these detrimental factors, the results show that interviewees' responses, as well as frequent visitors of video game websites in the survey (Fig. 4.6b), indicate a generally positive perceived L2 influence from video game websites or platforms.

Furthermore, the discussion above has argued that the L2 input/output characteristics on video game related websites or platforms in many ways share those found in "good" video game genres, thus, arguing that there is also an overlap of factors that have been shown to favour L2 acquisition; e.g. *immersion*, *authenticity* and *motivation* (Sylvén & Sundqvist (2012b), Gee's (2003) learning principles. This study has shown that video game related websites provide opportunities for many different forms of *extramural English* (Sundqvist & Sylvén, 2016, p. 6). However, as shown by Fig. 4.15, the students have not considered their

L2 use or learning to any notable extent prior to the interviews, and most of the language learning taking place is therefore implicit, i.e. without awareness (R.Ellis (2009), p.7, in Sundqvist & Sylvén, 2016, p. 9). There are, however, as pointed out by the motivational factor identified in relation to video games or video game websites, instances where interviewees have described their learning more in terms of Benson's (2011) *out-of-class learning*, i.e. "…"self-directed naturalistic learning"*, in which the learner engages in language use for pleasure or interest, but also with the broader intention of learning.' " (p. 139, citation from Sundqvist & Sylvén, 2016, p. 8) The broader intention of learning here referring to the desire some of the interviewees express to understand video games or content on websites, often in order to progress in the game, but also just for entertainment.

The results in this study largely resemble those of previous studies on video games and L2 learning, e.g. (Brevik, 2016; Jensen, 2017; Sletten et al., 2015; Sundqvist, 2009; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012), in that a positive relationship between video games, or video game related websites in this study, and L2 competence, or perceptions about L2 use and influence in this study, is highly dependent on the frequency/time spent on the activity. As a result, this study, like the studies above have shown for video games, shows that while there is a perceived positive relationship between video game related websites or platforms and L2 among some students, this relationship is not found among those who do not visit video game websites frequently, i.e. primarily non-gamers (DGG1) and moderate gamers (DGG2), groups that inhabit a female majority. However, as all interviewees in this study indicate that video games and video game websites have made them use more English than before (Fig. 4.14), as well as the frequent code-switching among some students when describing video game activities (4.3.3), or how most of the activity on websites happens in English (Fig. 4.5) it is evident that English is tightly connected to all video game activities, and thus, provide many opportunities for L2 development among students in the target group.

6. Conclusion

This study aimed at finding out more about how Norwegian EFL students engage with video game related websites or platforms, particularly how they encounter or use English during their online activity, as well as their thoughts about potential influence on their own English from those activities by analysing data from surveys and interviews. This study has found that there is a perceived positive L2 influence among students that are frequent visitors on video game websites, particularly in achieving more native-like pronunciation, and vocabulary, areas where L2 influence has been identified by all six interviewees. There are also other areas where the interviewees indicate L2 influence, e.g. syntax, spelling, or larger units of vocabulary, e.g. expressions, phrases. In addition, survey respondents that share the same characteristics of the interviewees, identify becoming more proficient in English because of online activities (Fig.4.6b), supporting the finding established through the interviews, i.e. a perceived positive L2 influence overall from activities on video game related websites. Therefore, the findings indicate that for some students, students that typically share the characteristics of being both frequent gamers and frequent visitors on video game websites, video game related websites provide a significant amount of L2 learning potential, similarly to what has been identified in video games or video game communication previously (Brevik, 2016; Gee, 2003; Jensen, 2017; Sletten et al., 2015; Sundqvist, 2009; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012; Sylvén & Sundqvist, 2012b). Furthermore, the gender pattern in this study is similar to the patterns found in most of the aforementioned studies, i.e. girls generally play video games less frequently, and many play less engaging genres. Girls that share characteristics with frequent gamers or visitors of video game websites, however, largely display similar habits and perceptions on L2 influence as boys. As seen in the discussion, there are also some students that describe aspects to the activity on video game websites that are less conducive to L2 learning, e.g. low interaction, less attention to form when writing, low transferability of game-specific vocabulary. However, based on the other results, I would argue that the pros outweigh the cons. Furthermore, this study provides a more comprehensive picture of what activities on video game related websites entail. E.g. showing that most activity on video game related websites is in English (Fig. 4.5), what types of L2 input they receive, and what typify their interactions in English with the larger online community. Thus, I would argue, if you are investigating connections between video games

and language learning, it will be a good idea to investigate students' habits on video game related websites also, as this study has shown, it will paint a fuller picture of the total linguistic activity connected to the pastime.

6.1 Limitations

The findings in this study are not conclusive. This is due to the low external validity of the study, the sample size (N=49) being too small to make any generalizations applicable to a larger population. Through its embedded design, however, the internal validity is strengthened by being able to compare different sets of data, i.e. survey and interviews. As mentioned in chapter 3.5, I regret not using a more comprehensive survey, or getting access to students' grades. In hindsight, I would like to have more questions in order to better compare directly to questions in the interview, but also to get data on certain topics from more people, e.g. "What games do you play the most?", "What websites do you visit?", "How do you use English while visiting video game websites?", and open categories accompanying the rating scales in question 6 where respondents could explain their answers. This would provide a better basis for analysis, and I would be able to identify patterns between different variables more easily, and with more certainty. However, I believe the six interviews remedy the shortcomings of the survey to some extent. In addition, I wish I had incorporated questions that asked about the amount of time spent on other extramural English(EE) activities not related to video games in both the survey and the interview guide. This would make it easier to gauge the relative importance of video game activities as a form of EE; however, Fig.4.14 provides an answer to this for some of the students.

If I had access to students' grades, it would provide another variable for data analysis, e.g. patterns between grades and survey responses, as well as providing a tangible measurement of the interviewees' L2 proficiency. In addition, I would be able to compare results with other studies more easily. However, as this thesis primarily aims at exploring students' own habits and perceptions, I feel the data provides sufficient answers for those objectives.

Therefore, because of the limitations above, I would argue that the findings may instead be viewed as indicative of video game websites or platforms having an influence on L2 proficiency similar to that of other video game related activities, i.e. playing video games

and/or communicating in English while playing video games (Brevik, 2016; Gee, 2003; Jensen, 2017; Sletten et al., 2015; Sundqvist, 2009; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012; Sylvén & Sundqvist, 2012b).

6.2 Suggestions for further research

Further research on the topic of this thesis is necessary, as this study has shown, there are several aspects of video game related websites, and the activity taking place there, that are interesting in light of L2 acquisition. First, similar to this thesis, I would suggest further research on the relationship between video game related websites and English use and learning, as more, and preferably more comprehensive, research would be able to answer similar questions raised in this study more accurately.

As established by Fig. 4.13 "Views on difficulty of L2 input in school vs. gaming", most of the interviewees indicated language on video game websites as less difficult and advanced than in school. Although, as discussed in 5.3, there might be certain features specific to L2 input in connection with video games that might ease comprehension. Still, it would be interesting to research more in-depth to what degree L2 input difficulty differs in school vs. video games or websites. For instance, out of curiosity, I copy-pasted some professional and some community made texts from some of the websites mentioned by the interviewees into a "text inspector" that measures English vocabulary profile/CEFR levels of a text, they were all in the higher levels (C). Systematically testing L2 input on video game websites for CEFR levels, as well as other linguistic variables would help determine how valuable the L2 input online is.

As established in this study, students differ greatly in how interactional they are on video game websites, i.e. low/high output, and what characterises the output and interactions. Further research with a larger sample on how students produce L2 output online, and how they interact, and to what degree they are interactive on video game related websites could help determine if there are any patterns to these differences. It could help identify how often the nature of interactions are frequent and extensive, like Student 2 in this study, or if they more often are less frequent and limited, like most of the other interviewees in this study.

6.3 Implications for teaching

As has been established in the discussion above, there are several aspects to the activity on video game websites that might provide L2 acquisition. These activities, however, do not necessarily exist in an extracurricular vacuum, as is evident by the Norwegian English subject curriculum's competence aims. In particular, the improvements to pronunciation that the students in this study identify are applicable to an academic context as the transferability issues that the vocational students points out in relation to vocabulary are not present, e.g. "Oral communication": "- use patterns for pronunciation, intonation, word inflection and various types of sentences in communication", "- listen to and understand social and geographic variations of English from authentic situations" (Utdanningsdirektoratet, 2013). Furthermore, as students spend a lot of time watching content made by native speakers they are likely to get some insights into the target language culture, as emphasised by Student 1 (Appendix S1, p. 6), which means that there are possibilities of transferability also in terms of the competence aims focused on "Culture, society and literature", e.g. "- discuss and elaborate on culture and social conditions in several English-speaking countries" (Utdanningsdirektoratet, 2013).

However, there are also some more practical implications for teaching based on this study. Primarily, these revolve around the motivational aspect of video games and websites. The interviews display a tendency among students to find motivation to engage in L2 use, or to improve their L2, from a desire to understand games or content online in order to get better at a game, or simply for the enjoyment. Therefore, tasks where the students get to use their situated understanding (Gee, 2003, p.108) of video games, and transfer that into interaction, or oral or written language production, would likely be well received by students that play video games. Such tasks would likely suit School 2 in this study, i.e. most are DGG3. In classrooms like the one in School 1, however, where there are more moderate gamers, as well as some non-gamers, these tasks would have to be supplied with optional tasks on other topics.

Furthermore, tasks could use text types and types of discourse that students are familiar with from their activity on video game websites. Some examples include:

Written tasks:

- writing a video game review (i.e. reviews on Steam and IGN in this study)

- creating private video game forums where the students are asked to discuss a topic (i.e. Reddit and Heartstone forums in this study).

Oral tasks:

- students could be asked to discuss a video game related topic in groups or in pairs (similarly to forums)
- pretend to be streamers, i.e. in pairs or groups they are going to play a game while commenting or discussing in English (i.e. Twitch, YouTube or Discord in this study)

These tasks, I would imagine, would provide L2 practice that is not boring (c.f. *practice principle,* Gee, 2003, p. 71) for relatively many students (Fig. 4.1), however, as this study also shows that many are not particularly interested in video games, these students would not have anything to write or contribute in such tasks. In addition, it would perhaps serve the students well by making them more aware of their own English use and learning in connection wide video game related activities, something that the students in this study (Fig. 4.15) are not. Nevertheless, the general responsibility of the teacher will be to facilitate a transfer of the enthusiasm certain students hold for video games and its associated extramural English activity outside of school, and subsequently bring it into the classroom.

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Appendix 1 - Survey (Norwegian)

Bruk av engelsk i tilknytning til videospill

1. **Hvor ofte spiller du videospill?**
   Sett strek under svaret ditt.

        a. Aldri   b. Av og til   c. Hver uke   d. Tre-fire ganger i uken   e. Hver dag

2. **Hvilken type spill spiller du?**
   Kryss av i boksen dersom du spiller spilltypen.

   - Actionspill (Grand Theft Auto, Assassin's Creed o.l.)   [   ]

   - Skytespill (Fortnite, Call of Duty, Battlefield o.l.)   [   ]

   - Rollespill (Final Fantasy, Skyrim o.l.)   [   ]

   - Online rollespill/MMO (World of Warcraft o.l.)   [   ]

   - Racingspill (Forza, Gran Turismo o.l.)   [   ]

   - Sportsspill (FIFA, NBA 2K, Skate o.l.)   [   ]

   - Plattformspill/Eventyrspill (Super Mario, Zelda o.l.)   [   ]

   - Strategispill/sanntidsstrategi (League of Legends, Dota o.l.)   [   ]

   - Livssimulatorspill (Sims, Sim City o.l.)   [   ]

   - Enkle mobilspill (Candy Crush Saga, Angry Birds o.l.)   [   ]

   - Andre: ………………………………………………………………….   [   ]

3. **Hvor ofte kommuniserer du på engelsk med andre spillere når du spiller videospill?**
        a. Aldri   b. Av og til   c. Hver uke   d. Tre-fire ganger i uken   e. Hver dag

4. *Hvor ofte besøker du spillrelaterte nettsteder?*
   F.eks.: Gamingkanaler på Youtube, spillnettsider som IGN og GameSpot o.l., nettforum (spillrelaterte sider på Reddit o.l.), strømmetjenester (Twitch o.l.), spillrelaterte sider på Facebook, Instagram etc., spillpodcaster. Eller andre spillrelaterte nettsteder som ikke er nevnt over.

        a. Aldri   b. Av og til   c. Hver uke   d. Tre-fire ganger i uken   e. Hver dag

5. **Hvor mye av det du ser, hører, leser eller skriver på disse nettstedene er på engelsk?**

    a. Alt på engelsk   b. Mye på engelsk   c. Omtrent like mye på engelsk som på norsk eller andre språk

    d. Litt på engelsk   e. Ingenting på engelsk

6. Svar hvor enig eller uenig du er i påstandene under:

«Jeg er blitt bedre i engelsk

 på grunn av at jeg

 kommuniserer med andre

 på engelsk når jeg spiller.»

1 Helt enig

2 Nokså enig

3 Verken enig eller uenig

4 Nokså uenig

5 Helt uenig

«Jeg er blitt bedre i engelsk på

 grunn av at jeg ser videoer, leser,

 skriver eller kommuniserer på

engelsk på spillrelaterte nettsteder.»

1 Helt enig

2 Nokså enig

3 Verken enig eller uenig

4 Nokså uenig

5 Helt uenig

«Jeg er blitt bedre i engelsk

 på grunn av at jeg spiller videospill

 med engelsk tekst og/eller tale.»

1 Helt enig

2 Nokså enig

3 Verken enig eller uenig

4 Nokså uenig

5 Helt uenig

7.Navn:
.**Alder:**............. **Gutt: [** **]** **Jente: [** **]**

Appendix 1 - Survey (English)

English use in association with video games

Gender: **Age:**

6. **How often do you play video games?**
   Underline your answer.

   a.   Never b. Sometimes c. Every week d. 3-4 times a week   e. Every day

7. **What kinds of video games do you play?**
   Mark inside the boxes to indicate which types of video games you play.
   - Action games (Grand Theft Auto, Assassin's Creed etc.)   [   ]

   - Shooters (Fortnite, Call of Duty, Battlefield etc.)   [   ]

   - Role-playing games (Final Fantasy, Skyrim etc.)   [   ]

   - Online role-playing games/MMO (World of Warcraft etc.)   [   ]

   - Racing games (Forza, Gran Turismo etc.)   [   ]

   - Sports games (FIFA, NBA 2K, Skate etc.)   [   ]

   - Platform/Adventure games (Super Mario, Zelda etc.)   [   ]

   - Strategy/real-time strategy (League of Legends, Dota etc.)   [   ]

   - Life-simulator games (Sims, Sim City etc.)   [   ]

   - Simple mobile games (Candy Crush Saga, Angry Birds etc.)   [   ]

   - Other: ....   [   ]

8. **How often do you communicate with other players in English while playing video games?**
   a.   Never b. Sometimes c. Every week d. 3-4 times a week   e. Every day

9. **How often do you visit websites related to video games?**
   E.g..: Gaming channels on Youtube, video game websites like IGN og GameSpot etc.., web forums (gaming-related sites on Reddit etc..), streaming services (Twitch etc.), gaming sites on Facebook, Instagram etc., video game podcasts. Or other video game related platforms online.

a. Never b. Sometimes c. Every week d. 3-4 times a week   e. Every day

10. How much of what you watch, listen, read or write on these gaming-related websites is in English?

a. Everything in English   b. A lot in English   c. About the same amount in English as in Norwegian or other languages

d. Some in English   e. Nothing in English

6. Answer how much you agree or disagree with the claims made underneath:

a) *«My English has improved as a result*

of communicating with others

in English while playing video games.»

1 Strongly agree

2 Somewhat agree

3 Undecided

4 Somewhat disagree

5 Strongly disagree

b) *«My English has improved as a result*

of watching videos, reading, writing

or communicating in English on

video game-related websites."

1 Strongly agree

2 Somewhat agree

3 Undecided

4 Somewhat disagree

5 Strongly disagree

c) *«My English has improved as a result*

of playing video games with English

text and/or dialogue.

1 Strongly agree

2 Somewhat agree

3 Undecided

4 Somewhat disagree

5 Strongly disagree

7.Navn:
.**Alder:** . **Gutt: [   ]   Jente: [   ]**

Appendix 2 - Interview guide

Intervjuguide

Introduksjon:

- *Presenterer meg:* (Eg er ein masterstudent ved UiB, "Lektorutdanning")
- *Informere om prosjektet og kva slags spørsmål som vert stilt:* (Målet med studien er å finne ut meir om korleis elevar i den norske skulen nyttar engelsk i aktivitetar knytt til videospill. Dette vil seie litt om korleis engelsk vert nytta under sjølve spelinga, men også engelskbruken utanfor sjølv spelinga. Det vil seie spelrelaterte plattformar på nett som IGN, spelforum, dediserte spelsider eller kanalar på Reddit, Youtube, Facebook, Instagram og så vidare. Prosjektet ynskjer å finne ut om elevane sine vurderingar om eigen engelskbruk, samt lære om kva former dei møter engelsk i, samt deira vurderingar om eventuell påverking desse aktivitetane har på eigne engelskkunnskapar og engelsklæring.
- *Informera intervjuobjektet om kva deltaking i prosjektet medfører:* Data som vert samla inn vil verte brukt i ei masteroppgåve. Denne oppgåva vil vere fritt tilgjengelig på UiB sin databank BORA. (Men mest sannsynleg vil det berre vere sensorar som kjem til å lese oppgåva)
- *Garantere anonymitet:* Namn, personlege karakteristikkar eller anna kontekstuell informasjon som kan avsløre identiteten til intervjuobjektet vil ikkje inkluderast i oppgåva.
- *Informere om korleis dataen vert registrert:* Intervjuet vil verte teke opp med lydopptak. Delar av lydopptaket kan verte transkribert til tekst for bruk i oppgåva. Alle lydopptak vert sletta ved prosjektslutt.
- *Informere intervjuobjektet om at intervjuet er heilt frivillig og at det kan avbrytast når som helst:* Samtykke kan trekkjast både før, under og etter intervjuet.
- *Indikere intervjulengd: ca. 30 min, alt ettersom kor utfyllande svar eleven vel å gi.*

Introduksjonsspørsmål:

- Korleis likar du engelsk som skulefag?
- Les du mykje engelsk utanom skulesamanheng?
- Skriv du mykje engelsk utanom skulesamanheng?
- Kva type/kva videospel er det du spelar? **(Se spørreskjema)**
    - Kor ofta spelar du
    - Kva spelar du
    - Spelar du online? Kva språk vert nytta?
    - Kva slags/kor mange nasjonalitetar kommuniserer du med når du spelar?

Overgangsspørsmål:

- Du har svart at du besøker spelrelaterte nettstader.
- Kva slags nettstader er det du besøker?
    - Kva er det du brukar desse nettsidene til mest?
        - Finne ut ting om spel du spelar?, Finne ut om nye spel?, underholdning, diskutere med andre om spel eller andre ting?
- Kva språk vert nytta på desse nettstadene?

Nøkkelspørsmål:

Lese/høyre/sjå:
- Korleis møter du/brukar du engelsk når du samhandlar med desse plattformane?
    - Les du engelske tekstar om spel?

- o Lyttar du til folk som pratar engelsk?
- o Ein kombinasjon av begge?
- o Hovudsakleg, ser/lyttar du, eller les du?
- o Er innhaldet produsert av profesjonelle forfattarar, eller er innhaldet laga av vanlege folk i spelmiljøet?
    - ▪ Føler du at informasjonen du mottar på spelnettstader er truverdig, eller er du av og til ueinig eller skeptisk til det som vert sagt/publisert?

- Når du les, høyrer eller ser innhald om videospill på engelsk, syns du språket er utfordrande?
- o Er tekstane eller språket vanskelegare, eller enklare, enn tekstane du møter i skulefaget engelsk?
    - ▪ (om vanskelegare) Kvifor meiner du at du er i stand til å lese vanskelegare tekstar om videospel enn tekstane i skulen? (situasjonert meining)
- o Er det ord eller uttrykk du ikkje forstår i desse tekstane?
    - ▪ Kva gjer du viss det er ord du ikkje forstår?
        - • Søker du opp ord du ikkje forstår på nett eller i ordbok?
        - • Eller forsøker du å forstå ord eller uttrykk frå konteksten?
        - • Eller bryr du deg ikkje om du ikkje forstår alt?

Skriving/snakking:
- Skriv eller snakkar du sjølv engelsk når du besøker videospelrelaterte nettsider/innhald?
- o Kva slags tekstar skriv du? (f.eks. anmeldelsar, diskusjonar, kommentarar i kommentarfelt, svar til andre sine kommentarar etc.)
- o Føler du at engelskkunnskapane dine innanfor skriving (eller munnleg) er gode nok til at du suksessfullt kan kommunisera med andre medlemmer av videospelsamfunnet?
    - ▪ Eller får du kommentarar om at du skriv feil, eller at folk ikkje forstår kva du seier eller skriv?

Læringsutfall:
- Du svarte på spørreskjemaet at du var **enig/uenig** i at «du er blitt betre i engelsk på grunn av at du ser videoar, leser, skriv eller kommuniserar på engelsk på spillrelaterte nettstader.»
- o Om du meiner at dette har hatt ein positiv effekt, kan du gje nokre eksempler på kva måtar desse aktivitetane kan ha betra engelskkunnskapane dine?
- o Ser du nokre måtar det kan ha hatt ein negativ effekt på engelsken din?
- o Om du meiner det ikkje har hatt nokon effekt på engelskkunnskapane dine, kan du gje nokre eksempel på kvifor du meiner det ikkje har påverka engelskkunnskapane dine?
- Er det ord, uttrykk, eller andre ting innanfor engelsk som du har lært frå videospel eller videospelnettstader som du seinare har fått bruk for i andre kontekstar, f.eks. i skulen?
- o Korleis bringar du nye ord du lærer i samanheng med videospel inn i din eigen skriving/snakking?
- Når du ser videoar eller høyrer på lydklipp om videospill, er dei som snakkar folk med engelsk som morsmål, eller er det folk med utanlandsk aksent?
- o Har din eigen engelskuttale blitt påverka av å sjå/høyre slike klipp?
- Du sa at du skreiv [type tekst] på ein av dei videospelrelaterte plattformane
- o Skriv du tekstar der du diskuterer med andre folk på nett?
    - ▪ Hender det at du samarbeider med andre folk med å lage ein tekst, video eller andre produkt?
    - ▪ Hender det at du er ueinig med andre folk (kranglar/ueinighet)?

- • Kan du gje eit eksempel?
  - o Videospel er jo ei blanding av bilder, tekst, musikk, tale, lydar og så vidare. Korleis gjer du om desse tinga du ser og opplever i spel til ord når du skriv på nett?

- Tar du like mykje hensyn til ordval, grammatikk eller andre former for korrekt skriving når du skriv på videospelnettsider som når du skriv ei oppgåve i engelsk på skulen?
  - o Eller fokuserar du mest på å få fram meininga i det du skriv?
    - ▪ Kan du hugse nokre tilfeller der du har tenkt over korleis du skal formidla deg for å få fram meininga i det du skriv?

  - o Hender det at du ikkje blir forstått fordi skrivinga di ikkje er "god nok"?
    - ▪ Kva gjer du i desse situasjonane?
  - o Eller føler du at det ikkje er noko problem for deg å få fram det du meiner når du skriv eller kommuniserer på engelsk på nett?

  - o Er det tilfeller der du har lært noko om skriving på desse nettsidene?
    - ▪ For eksempel at engelske ord har ein anna rekkefølge enn på norsk, at du må bruka komma eller punktum, at ord du brukar ikkje passar til ein viss situasjon, at ein anna måte å skriva noko på gjer meir meining osv.

- Om du snakkar munnleg, eller skriv på desse nettstadene, ser du på dette som noko som har hjelpt deg til å kommunisera på engelsk også andre stader. Kan du gi eksempel?

- Kor viktig tykkjer du at aktiviteten tilknytt spelnettsider, men også sjølve spelinga, er for korleis engelsken din har utvikla seg. Hadde du vore like god utan, eller tykkjer du ikkje at det hadde vore nokon forskjell?

- Har du nokon gong lagt ut noko originalt innhald på nett som du har laga?

- Føler du deg som ein del av spelmiljøet på desse sidene? Føler du at det er lav terskel for å dela innhold og ytringar? Eller er det begrensa kva du kan meine/dele?

- Når du spelar spel eller når du besøker videospillrelaterte nettstader, tenkjer du då at engelsk er ein nødvendighet for at du skal kommunisera med folk frå andre stader I verda?
  - o Alder, kjønn, sosial status, opprinnelse etc. på dei som kommuniserar på desse sidene?
- Brukar du meir engelsk no enn før du begynte å spele videospill eller før du begynte å besøke videspillplattformar på nett?
- Kva er dine tankar om engelskbruken din i framtida?
  - o For eksempel mtp. Jobb, skule, universitet, sosialt, reising
- Har du tenkt over din eigen engelsklæring og engelskbruk i samanheng med videospel før du deltok i dette intervjuet?

Avslutning av intervjuet:

- Takk for at dei tok seg tid til å bli intervjua
- Spørra intervjuobjektet om det var noko som er uklart
- Spørra intervjuobjektet om det er noko dei vil tilføya, eller om det er nokon øvrige spørsmål

Appendix 3 - Consent form

Vil du delta i forskningsprosjektet

"Bruk av engelsk i tilknytning til videospill" (arbeidstittel oversatt fra engelsk)?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut mer om hvordan norske elever i den videregående skolen benytter seg av engelsk i tilknytning til videospill og videospillrelaterte plattformer på internett. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Prosjektet omhandler elever sin samhandling og bruk av engelsk på ulike nettsteder og plattformer knyttet til dataspill. Dette vil si dataspillfokuserte nettsider som IGN, Gamespot og lignende, men også nettforum, videotjenester og sosiale nettsteder som Reddit, Youtube, Facebook og Twitch. Prosjektet har som mål å finne ut mer om hvordan elever ved norske vidaregående skoler nytter seg av engelsk idet de ser, hører, leser, skriver og kommuniserer på disse plattformene, samt disse elevenes vurderinger om hvordan disse aktivitetene potensielt påvirker egne engelskkunnskaper og engelsklæring. Formålet med studien er samtidig å samle inn data til bruk i en mastergradsoppgave i engelsk fagdidaktikk ved Universitetet i Bergen. Dataen vil i stor grad bestå av utsagn hentet fra elevintervjuer.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Bergen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du er blitt valgt til å delta i intervju basert på de svarene du har gitt i den korte spørreundersøkelsen du og resten av klassen din mottok tidligere. Kriteriene som ligger til grunn for utvalget er at du har svart at du relativt ofte spiller videospill og/eller besøker spillrelaterte nettsteder. Av totalt 49 elever ved to ulike skoler ønskes det 5-6 intervjudeltakere.

Hva innebærer det for deg å delta?

- Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Det vil ta deg ca. 30 minutter. Intervjuet inneholder spørsmål om hvordan du bruker engelsk når du spiller dataspill eller besøker spillrelaterte nettsteder, hvordan du kommuniserer med andre på engelsk på disse nettstedene og hvilke tanker du har om hvordan den engelskspråklige aktiviteten i tilknytning til dataspill kan påvirke engelskkunnskapene dine. Dine svar fra intervjuet blir registrert ved hjelp av lydopptak. Lydopptakene vil bli slettet ved prosjektslutt.
- All informasjon om deg vil anonymiseres. Kontekstuell informasjon som kan avsløre din identitet, f.eks. hvilken skole du går på, vil ikke inkluderes i masteroppgaven.

- Masteroppgaven vil bli tilgjengelig på BORA (Bergen Open Research Archive), som er Universitetet i Bergens åpne digitale forskningsarkiv.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Jeg vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Jeg behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Ingen andre enn undertegnede vil få tilgang til personopplysningene dine.
- Lagrede data (lydopptak fra intervjuer) vil oppbevares separat fra identifiserende informasjon om intervjuobjektet (deg), dette for å sikre din identitet.
- All informasjon om deg vil anonymiseres. Kontekstuell informasjon som kan avsløre din identitet, f.eks. hvilken skole du går på, vil ikke inkluderes i masteroppgaven.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Prosjektet skal etter planen avsluttes *15.05.19.* Ved prosjektslutt slettes alle lydopptak av intervjuet.
Alle andre former av personopplysninger om deg vil også bli fjernet.

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

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Bergen ved
  Tarjei Solberg Kvalvik (student) E-post: Tarjei.Kvalvik@student.uib.no
  Andre Coutinho Storto (veileder) E-post: Andre.Storto@uib.no
- Vårt personvernombud: *NSD*
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig   *Eventuelt student*
(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "Bruk av engelsk i tilknytning til videospill", og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. *15.05.19*

(Signert av prosjektdeltaker, dato)

Appendix 4 – Raw survey data (Excel table)

School 1

School 1									
1. Hvor ofte s	a. Aldri	a. Aldri	e. Hver dag	b. Av og til	e. Hver dag	e. Hver dag	b. Av og til	b. Av og til	b. Av og til
2. Hvilken type spill spiller du?	Enkle mobilspill	Enkle mobilspill	Alle avkrysset	Action, Platform, Enkle mobilspill	Livssimulator, Enkle mobilspill	Enkle mobilspill	Action, Skyte, Racing, Strategi	Sportsspill, Enkle mobilspill	Racing, Sportsspill, Livssimulator, Enkle Mobilspill
3. Hvor ofte k	a. Aldri	a. Aldri	e. Hver dag	b. Av og til	b. Av og til	b. Av og til	b. Av og til	a. Aldri	a. Aldri
4. Hvor ofte b	a. Aldri	a. Aldri	e. Hver dag	a. Aldri	b. Av og til	b. Av og til	c. Hver uke	b. Av og til	a. Aldri
5. Hvor mye a	b. Mye på eng	b. Mye på eng	a. Alt på enge	a. Alt på engel	b. Mye på eng	b. Mye på eng	b. Mye på eng	b. Mye på eng	b. Mye på eng
6. Svar hvor enig eller uenig du er i påstandene under:									
a.	3	5	1	Ikke svart	3	3	3	3	3
b.	2	5	1	Ikke svart	2	2	2	3	3
c.	3	2	1	2	3	3	1	2	3
7. Alder og kjø	J 16	J 16	G 16	J 16	J 16	J 16	G 16	J 16	J 16
Digital Gaming	DGG1	DGG1	DGG3	DGG2	DGG3	DGG3	DGG2	DGG2	DGG2

School 1			S3	S2					
1. Hvor ofte s	d. Tre-fire gar	e. Hver dag	b. Av og til	Ikke svart, me	b. Av og til	d. Tre-fire gar	e. Hver dag	b. Av og til	b. Av og til
2. Hvilken type spill spiller du?	Enkle mobilspill	Enkle mobilspill	Alle sjangre.	Alle sjangre.	Enkle mobilspill	Action, Skyte, Sport	Skyte, Sport	Enkle mobilspill	Enkle mobilspill
3. Hvor ofte k	a. Aldri	a. Aldri	b. Av og til	c. Tre-fire gar	a. Aldri	b. Av og til	b. Av og til	a. Aldri	a. Aldri
4. Hvor ofte b	a. Aldri	a. Aldri	e. Hver dag	e. Hver dag	b. Av og til	c. Hver uke	d. Tre-fire gar	a. Aldri	b. Av og til
5. Hvor mye a	a. Alt på engel	a. Alt på engel	b. Mye på eng	b. Mye på eng	b. Mye på eng	a. Alt på engel	a. Alt på engel	d. Litt på enge	b. Mye på eng
6. Svar hvor enig eller uenig du er i påstandene under:									
a.	3	3	2	1	3	1	2	Ikke svart	3
b.	1	2	1	1	3	1	2	Ikke svart	3
c.	3	1	1	1	4	1	3	Ikke svart	3
7. Alder og kjø	J 16	J 16	G 16	J 16	J 16	G 16	G 16	J 16	J 16
Digital Gaming	DGG3	DGG3	DGG2	DGG3	DGG2	DGG3	DGG3	DGG2	DGG2

1. Hvor ofte spiller du videos	S1						
2. Hvilken type spill spiller du?	d. Tre-fire gar	e. Hver dag	e. Hver dag	d. Tre-fire gar	c. Hver uke	b. Av og til	b. Av og til
3. Hvor ofte k	Action, Skyte, Sport, Enkle mobilspill	Alle avkrysset	Action, Skyte, Sport, Platform, Strategi, Livssimulator, Enkle mobilspill	Action, Skyte, Rolle, Strategi	Action, Enkle mobilspill	Enkle mobilspill	Enkle mobilspill
4. Hvor ofte b	b. Av og til	c. Hver uke	a. Aldri	e. Hver dag	b. Av og til	a. Aldri	b. Av og til
5. Hvor mye a	e. Hver dag	c. Hver uke	a. Aldri	c. Hver uke	b. Av og til	b. Av og til	b. Av og til
6. Svar hvor e	b. Mye på eng	a. Alt på enge	b. Mye på eng	a. Alt på enge	b. Mye på eng	a. Alt på enge	b. Mye på engelsk
a.							
b.	2	1	4	1	2	2	2
c.	1	1	4	1	1	1	2
7. Alder og kjø	1	1	2	1	1	2	1
Digital Gaming	G 16	G 16	J 16	G 16	J 16	J 16	J 16
	DGG3	DGG3	DGG3	DGG3	DGG2	DGG2	DGG2

School 2

School 2								*S6*
1. Hvor ofte s	b. Av og til	d. Tre-fire gan	b. Av og til	d. Tre-fire gan	e. Hver dag	b. Av og til	e. Hver dag	e. Hver dag	e. Hver dag
2. Hvilken type spill spiller du?	Action, Skyte, Racing, Sport	Action, Rolle, Online rolle, Strategi	Action, Skyte, Sport	Racing, enkle mobilspill	Action, Skyte, Rolle, Online rolle, Sport, Plattform	Skyte, Plattform	Action, Skyte, Rolle, Online rolle, Sport, Strategi, Enkle mobilspill	Action, Skyte, Sport, Strategi	Action, Skyte, Plattform, Enkle mobilspill
3. Hvor ofte k	b. Av og til	d. Tre-fire gan	b. Av og til	a. Aldri	d. Tre-fire gan	b. Av og til	d. Tre-fire gan	d. Tre-fire gan	b. Av og til
4. Hvor ofte b	a. Aldri	c. Hver uke	a. Aldri	e. Hver dag	d. Tre-fire gan	b. Av og til	b. Av og til	d. Tre-fire gan	e. Hver dag
5. Hvor mye a	b. Mye på eng	a. Alt på eng	a. Alt på eng	b. Mye på eng	b. Mye på eng	b. Mye på eng	a. Alt på eng	b. Mye på eng	b. Mye på eng
6. Svar hvor enig eller uenig du er i påstandene under:								
a.	2	1	1	4	1	1	1	2	2
b.	1	1	Ikke svart	2	1	1	1	1	2
c.	2	1	1	2	1	1	1	2	2
7. Alder og kjø	G 17	G 17	G 17	J 17	G 17	J 17	G 18	G 17	G 17
Digital Gaming	DGG2	DGG3	DGG2	DGG3	DGG3	DGG2	DGG3	DGG3	DGG3

School 2	*S5*	*S4*							
1. Hvor ofte s	e. Hver dag	e. Hver dag	e. Hver dag	e. Hver dag	d. Tre-fire gan	e. Hver dag	c. Hver uke	b. Av og til	b. Av og til
2. Hvilken type spill spiller du?	Action, Skyte, Rolle, Online rolle, Plattform, Strategi, Livssimulator	Online rolle, Strategispill, Grinding (Summoners War (MMO))	Action, Skyte, Clash of Clans	Action, Skyte, Rolle, Online rolle, Sport, Strategi, Livssimulator	Action, Skyte, Rolle, Online rolle	Skyte, Strategi	Action, Sport, Plattform	Action, Skyte, Rolle, Racing, Plattform	Skyte, Enkle mobilspill, Big Fish
3. Hvor ofte k	b. Av og til	e. Hver dag	e. Hver dag	d. Tre-fire gan	b. Av og til	e. Hver dag	c. Hver uke	c. Hver uke	a. Aldri
4. Hvor ofte b	c. Hver uke	e. Hver dag	a. Aldri	e. Hver dag	b. Av og til	d. Tre-fire gan	a. Aldri	a. Aldri	a. Aldri
5. Hvor mye a	a. Alt på eng	a. Alt på eng	a. Alt på eng	b. Mye på eng	a. Alt på eng	b. Mye på eng	b. Mye på eng	a. Alt på eng	d. Litt på eng
6. Svar hvor enig eller uenig du er i påstandene under:								
a.	1	1	Ikke svart	1	2	1	1	1	5
b.	1	1	1	1	1	1	1	1	5
c.	1	1	1	1	1	1	1	1	5
7. Alder og kjø	J 17	G 17	G 17	G 17	G 17	G 17	G 18	G ?	G 17
Digital Gaming	DGG3	DGG3	DGG3	DGG3	DGG3	DGG3	DGG2	DGG2	DGG2

School 2									
1. Hvor ofte s	e. Hver dag	e. Hver dag	e. Hver dag	e. Hver dag	e. Hver dag	c. Hver uke			
2. Hvilken type spill spiller du?	Skyte, Plattform, Strategi	Action, Skyte, Rolle, Racing, Party(UNO, smash, minecraft)	Action, Skyte	Action, Skyte, Sport, Enkle mobilspill	Action, Skyte, Rolle, Online rolle, Strategi, Milsim	Action, Skyte, Rolle, Online rolle, Racing, Sport, Plattform, Strategi, Enkle mobilspill			
3. Hvor ofte k	d. Tre-fire gan	e. Hver dag	e. Hver dag	e. Hver dag	e. Hver dag	c. Hver uke			
4. Hvor ofte b	e. Hver dag	e. Hver dag	b. Av og til	c. Hver uke	d. Tre-fire gan	d. Tre-fire ganger i uken			
5. Hvor mye a	a. Alt på eng	a. Alt på eng	a. Alt på eng	c. Omtrent lik	a. Alt på eng	a. Alt på engelsk			
6. Svar hvor enig eller uenig du er i påstandene under:								
a.	1	1	1	1	1	1			
b.	1	1	1	1	1	1			
c.	1	1	1	1	1	1			
7. Alder og kjø	G 17	G 17	G 17	G 17	G 17	G 17			
Digital Gaming	DGG3	DGG3	DGG3	DGG3	DGG3	DGG2			

Appendix 5 – NSD approval form

NSD NORSK SENTER FOR FORSKNINGSDATA

Meldeskjema 637389

Sist oppdatert

28.07.2019

Hvilke personopplysninger skal du behandle?

- Navn (også ved signatur/samtykke)
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Type opplysninger

Du har svart ja til at du skal behandle bakgrunnsopplysninger, beskriv hvilke

Alder og kjønn

Skal du behandle særlige kategorier personopplysninger eller personopplysninger om straffedommer eller lovovertredelser?

Nei

Prosjektinformasjon

Prosjekttittel

Bruk av engelsk i aktivitetar knytta til videospill

Begrunn behovet for å behandle personopplysningene

Dei einaste personopplysningane som vil kome fram i prosjektet er alder og kjønn. Dette for å identifisere eventuelle forskjellar mellom korleis gutar eller jenter nyttar seg av engelsk på spillrelaterte nettstader, samt for å kommentere om det kjem fram nokre forskjellar basert på alderen til deltakarane.

Lydopptak behøves fordi oppgåva fokuserar på elevane sine refleksjonar rundt eigen engelsklæring, noko som dermed medfører at desse refleksjonane helst bør kome fram i prosjektet på mest mogleg nøyaktig måte.

Spørsmåla i både spørjeundersøkinga og intervjua vil kun omhandle deltakarane si bruk av engelsk i tilknytting til videospel, og deira refleksjonar rundt dette temaet. Ingen spørsmål vil fokusere på tema som kan følast personlege eller ubehagelege for deltakarane. Deltakarar vil bli informert om at deltaking er heilt frivillig, og at ein kan trekkje seg frå å delta når som helst.

Ekstern finansiering

Utvalg 1

Beskriv utvalget

Elever som benytter videospillrelaterte plattformer

Rekruttering eller trekking av utvalget

Kontakt med rektorer på videregående skoler som deretter setter meg i kontakt med en lærer. Lærer introduserer meg for elevgruppen, samt at jeg forteller kort om meg selv og prosjektet. Deretter deles det ut spørreundersøkelser. Senere kontakter jeg lærer, som videre kontakter elever angående intervjudeltakelse.

Alder

16 - 19

Inngår det voksne (18 år +) i utvalget som ikke kan samtykke selv?

Nei

Personopplysninger for utvalg 1

- Navn (også ved signatur/samtykke)
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Hvordan samler du inn data fra utvalg 1?

Personlig intervju

Grunnlag for å behandle alminnelige kategorier av personopplysninger

123

Samtykke (art. 6 nr. 1 bokstav a)

Hvem samtykker for ungdom 16 og 17 år?

Ungdom

Papirbasert spørreskjema

Grunnlag for å behandle alminnelige kategorier av personopplysninger

Samtykke (art. 6 nr. 1 bokstav a)

Hvem samtykker for ungdom 16 og 17 år?

Ungdom

Informasjon for utvalg 1

Informerer du utvalget om behandlingen av opplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Tredjepersoner

Skal du behandle personopplysninger om tredjepersoner?

Nei

Dokumentasjon

Hvordan dokumenteres samtykkene?

- Manuelt (papir)

Hvordan kan samtykket trekkes tilbake?

Deltakere vil kunne ta kontakt med meg over epost eller telefon for å trekke tilbake samtykke. Eventuelt kan de også gi beskjed til sine klasseforstandere, som deretter vil kontakte meg.

Hvordan kan de registrerte få innsyn, rettet eller slettet opplysninger om seg selv?

Deltakerene vil ikke kunne identifiseres i oppgaven, men dersom deler av intervjuet vil bli transkribert for bruk i oppgaven, vil deltakeren bli tilbudt å lese transkripsjonen av intervjuet.

Totalt antall registrerte i prosjektet

1-99

Tillatelser

Skal du innhente følgende godkjenninger eller tillatelser for prosjektet?

Behandling

Hvor behandles opplysningene?

- Private enheter

Hvem behandler/har tilgang til opplysningene?

- Student (studentprosjekt)

Tilgjengeliggjøres opplysningene utenfor EU/EØS til en tredjestat eller internasjonal organisasjon?

Nei

Sikkerhet

Oppbevares personopplysningene atskilt fra øvrige data (kodenøkkel)?

Ja

Hvilke tekniske og fysiske tiltak sikrer personopplysningene?

- Opplysningene anonymiseres
- Adgangsbegrensning

Varighet

Prosjektperiode

03.01.2019 - 20.11.2019

Skal data med personopplysninger oppbevares utover prosjektperioden?

Nei, alle data slettes innen prosjektslutt

Vil de registrerte kunne identifiseres (direkte eller indirekte) i oppgave/avhandling/øvrige publikasjoner fra prosjektet?

Nei

Appendix S1

Appendix S1: Norwegian transcription of interview 1, school 1. Male, 16. Time: 29:38 ==Code-switching==

I: Hvordan liker du engelsk som skolefag?

S1: Æh, jeg synes egentlig det er et ganske kjekt fag, ganske spennende, og jeg synes det er litt enklere å skrive historier på det enn norskfaget. Engelsk er et, ja, jeg liker egentlig engelsk bedre enn norsk

I:Ja, sånn, eh, er du like flink i norsk og engelsk? Eller er du flinkere i en av de?

S1: Eh, sånn karakterer er jeg flinkere i engelsk.

I: Leser du mye engelsk utenom skolesammenheng?

S1: Hvis jeg leser en bok så prøver eg å lese den på engelsk, fordi eg syns historier er betre på engelsk. Og bøker er vanligvis skrevet på engelsk. Syns det er mye betre.

I: Skriv du mykje engelsk utanom skulesamanheng?

S1: Eg veit ikkje, eh, eg skriver kanskje, viss det gjelder ==game chat== eller med andre folk, kanskje?

I: Du har svart at du egentlig spiller alt, ser det ut som.

S1: Ja, eg har spilt de fleste spill…

I: Ja, og du spiller hver dag omtrent?

S1: Ja, ganske ofte.

I: Ja, ka spill er det du spiller mest då?

S1: Vanligvis spiller eg mest sånn derre ==fantasy== type spill, sånn som The Witcher 3 og Assasin's Creed og sånt, men med vennene mine, hvis de er innpå, så spiller eg kanskje litt sånn som CoD og Battlefield, eller Fortnite.

I: Ja, så du spiller online også?

S1: Ja

I: Ja, er det mest med dine venner, sånn at dere snakker norsk, eller er det sånn at du snakker engelsk og? [med spillere fra andre land]

S1: Ehm, ja, av og til, kan det være at eg spiller med andre eller folk eg møter inne på spill då, så kan det være at vi spiller med hverandre enn annen gang, og vi legger hverandre til.

I: Ja, The Witcher, det er sånt rollespill og den slags.

S1: Ja

I: Og det er det vel sånne ganske lange spill med mye tekst eller dialog?

S1: JA, eg liker, det spillet er en av favorittspillene mine på grunn av dialogen og historien bak det. Liksom, du setter deg veldig inn i de derre personene som er i spillet da, det er liksom, heh, vet ikke helt hvordan jeg skal forklare det liksom. **(Ap.S1, p.1)**

I: Nei, ehm, ja, eg har spilt toen, men ikkje treen, men trur ikkje eg får tid til det akkurat no. Ja, så har du og svart at du besøker spillrelaterte nettsteder, som for eksempel gamingkanalar på Youtube, spillnettsider som IGN, Gamespot, nettforum, strømmetjenester som Twitch og liknande., eller på sosiale medier som instagram eller andre typar som ikkje er direkte spilling. Der har du svart at du bruker det hver uke.

I: Ka slags nettsider er det du besøker mest av de?

S1: Eh, IGN pleier eg å gå innpå av og til for å finna ut ka slags spill som kommer, og søke på ka ==rating== de har fått og sånt. Eg følger jo mange sånn derre spillkanalar, folk, ja, personar som PEwDiepie, ja, eg følger med ja.

I: Ja, er det noen andre sider som ikkje er nevnt der det er diskusjon om spill eller?

S1: eh, vet ikke, av og til kan det hende at eg søker opp spill og havner innpå en nettside.

I: Ja, så du bruker det mest om å finna ut ting om spill, nye spill og den slags, eller er det mye sånn at det er underholdning i seg sjøl?

S1: Det er jo litt sånn underholdning i seg sjøl når du setter deg inn i spill og sånt, så er det sånn at det nesten bare er kjekt å gå og søka opp ting.

I: Ja… Ka språk er det som blir brukt på de plassane?

S1: Det er engelsk, som oftest. Eh, eg veit ikkje, norsk, det er litt sånn, eg føler bare de engelske er bedre liksom. Alt ja.

I: Ja, det er vel ikkje så mange norske kanskje?

S1: Nei…

I: Eh, ja… Ser du, eller leser du, eller kva er det du gjør mest?

S1: Eh.

I: Sånn IGN og sånt, for der er det vel litt begge deler.

S1: Ja, eg liker vel, når eg ser på spill og sånt, så kan det være at eg først ser ein video og så går inn og leser litt sjølv…

I: Ja… Så det er litt kombinasjon av begge då?

S1: Mhm

I: Det innholdet, er det produsert av profesjonelle forfattarar/produsentar, eller er det laga av vanlige folk i spillmiljøet?

S1: Spillmiljøet… eller ganske mye begge deler. Det er jo folk som liksom, sånne store kjente spillere som mange følger og sånn som begynner å spille et spill som får mange andre til å begynne å spille det liksom. Eh, eg veit ikkje heilt.

I: Ja. IGN, som du nevnte er vel litt begge deler?

S1: Ja, men det går jo an å se ein video eller noe som andre har skrevet og sånn. Som vanlige personer har lagt ut og, se ka de mener om det.

I: Mhm. Er du mye i kommentarfeltene og leser?   **(Ap.S1, p.2)**

S1: Ja, eg, hvis eg er litt usikker på kva de har lagt ut, eller i videoene, så kan det være at eg går ned i kommentarfeltet og leser kva folk skriver der.

I: Skriver du sjølv og då?

S1: Eg liker egentlig ikkje å skrive så mye i kommentarfeltet sånn sett egentlig.

I: Ja… Og når du leser, hører eller ser innhald om videospill på engelsk, syns du språket er utfordrande?

S1: Det er litt sånn, det kan være i begynnelsen, men etter hvert som ein har vært så mye innpå det, og sett kossen, det er ikkje alltid eg finner ordet på norsk, men skjønner kva det er på engelsk.

I: Tykkjer du tekstane eller språket vanskelegare, eller enklare, enn tekstane du møter i skulefaget engelsk?

S1: Det er litt sånn at de kan være meir avansert på ein måte, kanskje ord og sånt vi aldri bruker på skulen. Ja, nei, eg veit ikkje.

I: Ja, så det er litt meir avansert? Men forstår du godt kva som står der?

S1: Eh, ja, eg forstår ganske godt kva som står der, det er det samme som når du, eh, du forstår det kanskje ikkje første gangen, men du forstår det etterhvert liksom. Du setter deg inn i det og… Ja, eg veit ikkje heilt korleis eg skal forklare det. Når du setter deg inn i noe så…

I: Er det av og til ord eller uttrykk som du ikkje forstår i disse tekstane?

S1: eh, ja, det er vel det ganske ofte, men av og til så bare søker eg opp ord viss det er noe eg ikkje forstår så…

I: Ja, så det er det du pleier å gjøre?

S1: Ja, hvis det er noen ganske avanserte ord og sånt. Hvis eg ser i sammenhengen at eg burde vite kva det er, så søker eg det ganske raskt opp.

I: Skriver eller snakker du engelsk sjølv på ulike videospillrelaterte nettsider?

S1: Eh, det er selvfølgelig ganske ofte, men eg skriver egentlig ikkje noe særlig, eg liker ikkje å skrive sånn ute på nettet.

I: Okei, då er vel ikkje disse spørsmåla så relevante (spørsmål om korleis intervjuobjektet skriv på desse nettsidene)

I: I spørreskjemaet svarte du at du var «heil enig» med påstanden «Eg er blitt bedre i engelsk pga. at eg ser videoar, leser, skriver eller kommuniserer på engelsk på videospillrelaterte nettsteder.» Kan du gi noen eksempler på korleis du føler at det har hatt ein positiv effekt på engelsken din?

S1: Det er jo at tekstene er på engelsk, og at videoane er på engelsk, og at jo mer engelsk du ser og leser, så blir du jo bedre. Du lærer deg jo nye ord liksom.

I: Ja, er det ord, uttrykk eller andre ting innen engelsk som du har lært fra videospill eller spillnettsider som du seinare har fått bruk for i andre kontekstar? På skulen for eksempel.

S1: Eg veit ikkje, eg kommer ikkje på noe, men eg er ganske sikker på at, ehm… veit ikkje….

I: Ja, det er kanskje vanskelig å huska konkret?

S1: Ja   **(Ap.S1, p.3)**

I: Du sa jo at du følger Pewdipie, og det er vel kanskje andre kanalar og? De som snakker, er det folk med engelsk som morsmål, for eksempel britar eller amerikanerar, eller er det med utenlandske aksentar?

S1: Han har jo litt utenlandsk aksent han, han er svensk, men eg føler… at sånn som IGN og sånt og på Youtube og store kanalar sånn som…. Eh….[kommer ikkje på navn i farten] , men det er jo mange som ikkje har det som morsmål, men som snakker engelsk sånn sett då, Pewdipie har jo gjort det veldig lenge, så han har blitt ganske god i engelsk fra han starta.

I: Ja, har din egen engelskuttale blitt påvirka av å se på sånne videoar?

S1: Ja, uttalen min, når eg ser på, uttalen min, eg snakker kanskje litt meir amerikansk engelsk. For han snakker jo ikkje så britisk han Pewdiepie og sånne som ikkje snakker engelsk fra før av liksom, de snakker ganske sånn amerikansk egentlig, på grunn av kulturen på internett og litt sånn.

I: Ja, det er vel mye på grunn av seriar og filmar og?

S1: Ja, mhm

I: Du sa at du ikkje skriver noe særlig, så då er kanskje ikkje disse spørsmåla så relevante, men hender det at du skriver og diskuterer med andre?

S1: Det kan være at eg at eg ser en kommentar som er litt spennende, men det skjer ikkje så ofte da men, så kan det være at eg skriver noe, ja…

I: Videospill er jo ein blanding av tekst, musikk, tale, bilder osv. Ikkje nødvendigvis bare hvis du skriver på nett, men og andre kontestar, korleis klarer du å gjøra de tingene om til ord?

S1: Eh, de som lager spill og sånt, for eksempel The Witcher 3 og sånt, eg synst det er ganske godt tenkt gjennom og slik. Og musikken og sånt passer veldig bra til når du blir angrepet, eller når du gjør noe, eh, ja.

I: Mhm, ja, eg lurte egentlig mest på korleis du skriver sjølv om spill, men hvis du ikkje skriver, men heller leser mest så er kanskje ikkje spørsmålet så relevant…?

S1: Nei

I: Ja, då er kanskje ikkje neste spørsmål så relevant heller, men hvis du skriver, tar du like mykje hensyn til ordval, grammatikk eller andre former for korrekt skriving når du skriv på videospelnettsider som når du skriv ei oppgåve i engelsk på skulen?

S1: Eh, på ungdomsskulen så, eh, veit ikkje, eg har jo skrevet noen historier som ligner litt på de spillene eg har spilt då.

I: Mhm, så det er ikkje noe særlig på nett og sånt som du skrevet?

S1: Nei, eg har ikkje skrevet noe særlig på nett.

I: Ja, då hopper vi over neste spørsmål. Ehm, kor viktig synest du aktiviteten på spillnettsider, men og spilling i seg sjølv har vært for engelsken din?

S1: Eh, sånn som då eg skreiv historier på engelsk på skolen og sånt, så syns eg det har hjelpt veldig mye, fordi når du går gjennom ein historie i spillet så setter du deg så godt inn i det og eg føler liksom at eg har begynt å skrive mye bedre historier og lært meg mye avanserte ord tilknytta historier, ikkje bare «once upon a time» liksom, men, andre sånne ord og. Også spill, det er jo forskjellige

(Ap.S1, p.4)

steder, for eksempel, noen er jo fra norrønsk og alt sånne forskjellige ord og, ja, det er, eg veit ikkje, eg syns bare eg lærer masse forskjellige ord og kordan du skriver og….

I: Ja, lærer du mest engelsk trur du av spillingen i seg sjøl, eller er det at du leser på ulike nettsider, eller er det det at du snakker med andre folk når du spiller eller?

S1: Eg syns spill i seg sjøl eg ganske bra, sånn som på The Witcher når du får velge kva du vil si då, så er det jo liksom sånn korleis du påvirker de andre folka når du sier det, så…. Det er liksom, eg føler det hjelper meg litt sånn, i korleis du snakker med andre, og korleis de snakker på engelsk då, korleis de formulerer det, ja, eg syns det.

I: The Witcher, der er det vel ganske vanskelig språk?

S1: Ja, eg syns liksom, det er vanskelig språk, men du blir liksom vant til det, og så begynner du å skjønne litt etter hvert. The Witcher i hvert fall då, har påvirka korleis eg skriver historier og sånt på engelsk.

I: Har du noen gang lagt ut noe originalt innhold på nett som du har lagd?

S1: Eh, nei, eg har ikkje det.

I: Nei…. Men er det sånn at du føler deg som ein del av spillmiljøet på nett?

S1: Ja, eg syns egentlig det.

I: Føler du at det er lav terskel for at du kan dela innhold eller meiningar, eller er det sånn at…?

S1: Eg prøver liksom ikkje, sånn som i kommentarfelt og sånt, det er ikkje alltid kommentarar er så bra då, og så liker eg egentlig ikkje å legge så mye ut på nett. Men det er litt kjekt viss det bare gjelder spill då, kanskje, i et kommentarfelt då.

I: Men sånn som viss du leser andre sine kommentarar, er det veldig åpent for kva du kan skriva, eller er det sånn at det blir mye uenighet og krangling i kommentarfeltene?

S1: Hehe, det blir jo ganske ofte krangling i kommentarfeltene, det er jo, haha.

I: Har du noen eksempler på når det blir det?

S1: Eg veit ikkje, det er jo folk som har forskjellige meninger om kva som blir sagt i en video, eller skrevet, også er det noen andre som mener noe annet.

I: Ja

S1: Så blir det vel en stor krangel utav det hele.

I: Bruker du meir engelsk no enn før du begynte å spille videospill eller før du beynte å besøke videospillrelaterte nettsteder?

S1: Eg bruker…. Eg har kanskje begynt å bruke sånne engelske uttrykk, sånn som sånn derre, kanskje ikkje kun ord, men sånn derre, kva de kaller det, sånn derre, småord, og kanskje forkortelser av ting på engelsk og litt sånn, eg kommer ikkje heilt på… sånn som når du spiller Counter Strike, då går det jo ganske raskt, så du bare, du snakker liksom på en annen måte, ikkje de derre avanserte ordene så mye, men eg har lært meg mye sånne småuttrykk.

I: Ja, når du spiller Counter Strike, er det chat imens du spiller då?   **(Ap.S1, p.5)**

S1: Ja, det er chat imens du spiller, hvis du ikkje snakker med de du spiller med, så kan det være at du skriver noe i chatten.

I: Mhm. Counter Strike, spiller du det med kompisar herfra, eller er det….

S1: Ja, mest kompisar herfra, ja. Av og til så spiller du aleina då, og då skriver du med andre folk, eller snakker med andre folk.

I: Ja, er det noen andre spill der det er sånne chattar som du har spilt?

S1: Ja, eg begynte å spille litt sånn der Fortnite og litt sånn i det siste. Det går jo egentlig an å være i group chat med absolutt alle sammen som du spiller med.

I: Ja… hadde du brukt like mye engelsk hvis du ikkje spilte eller?

S1: Eg har spilt videospill i mange år, eg syns det har hjulpet meg, det er litt vanskelig å beskrive, men eg føler virkelig at det har hjulpet meg med engelsk, liksom.

 I: Ja, på hvilken måte synes du at det har hjulpet deg mest?

S1: Eh, eg veit ikkje, eg syns egentlig engelsken min har blitt bedre, og… Når du spiller og ser på folk fra USA og sånt så setter du deg inn i kulturen og korleis de snakker. Du snakker litt sånn, ikkje bare rett fram engelsk, men litt sånn som de snakker på ein måte, sånne uttrykk og sånt.

I: Ja, då er vi snart ferdig. Og kva tenker du om engelskbruken din i framtida? Sånn med tanke på jobb, skule, universitet, sosialt etc. Tenker du at du kommer til å bruke mye engelsk?

S1: Eg tror at eg kommer til å bruke mye engelsk, kommer til å forsette med det, og eg har litt lyst å gå på skole i utlandet. Så får bruk for engelsken der og.

I: Og så, siste spørsmål. Har du tenkt over din egen engelsklæring og engelskbruk i sammenheng med videospill før du deltok i dette intervjuet?

S1: Eh, ja, eg har egentlig tenkt over det noen ganger. Eg veit ikkje heilt kordan eg skal forklare det. Eg har tenkt på det, og tenkt på at engelsken min har blitt betre. Eg føler bare at samanheng og sånt, og… eg veit ikkje heilt korleis eg skal forklare det.

I: Eller er det bare sånn at du har spilt spill på engelsk og sånt, men så tenke du egentlig ikkje over det?

S1: Eg tenker egentlig ikkje over det sånn, bedre, eg har ikkje tenkt over det sånn sett.

I: Spør om det er noe som er uklart, eller om noe som vil legges til. Takker for intervjuet.

Appendix S2

I: Hvordan liker du engelsk som skulefag?

S2: Det er ett av favorittfaga mine. Så eg er veldig glad i engelsk.

I: Liker du alle språkfagene?

S2: Eh, nei, engelsk er det eg liker best.

I: Ja... Norsk er greit?

S2: Det er greit, men engelsk er mye kjekkare då.

I: Ja, tredjespråket, tysk eller spansk...

S2: Eg har spansk...

I: Mhm

S2: Men eg liker fortsatt engelsk bedre enn spansk.

I: Ja, eh, leser du mye engelsk utenom skulesammenheng?

S2: Eh, ja, sånn sett, det er jo tekst på spill og Twitch og Youtube, og eg har noen engelske bøker heima...

I: Ja, skriver du mye engelsk og utenom skulesammenheng?

S2: Ja. det og gjør eg.

I: Ja, og så er det jo spill. Du har spilt eindel forskjellig ser eg.

S2: Ja.

I: Noe spiller du sjelden, noe spiller du hver uke, noe spiller du hver dag... Hvilke spill spiller du mest?

S2: Eh, akkurat no så er det vel, Call of Duty Black Ops 4 og Fortnite er vel det det går mest i.

I: Mhm, eh, det er online eller?

S2: Ja, det er online.

I: Er det... snakker du med andre folk og sånn og då når du spiller?

S2: Ja, ikkje alltid på engelsk, men noen ganger i uka på engelsk.

I: Mhm. Er det med venner herifra, eller er det mest med folk fra andre plassar?

S2: Venner herifra og andre plassar, litt sånn forskjellig.

I: Mhm. Og så har du jo svart at du besøker spillrelaterte nettsteder...

S2: Ja.

I:...hver dag. **(Ap.S2, p.1)**

S2: Ja

I: Hvilke nettsteder er det du besøker?

S2: Det er Twitch og Youtube hovedsaklig egentlig. Også er eg på Discord då.

I: Mhm. Discord, hva er det for noe?

S2: Det er på en måte et snakkested hvor du kan tekste og snakke, og snakke med stemme, ==videochatte==....og spill då. For det er liksom, på en måte, liksom lagd til spilling, slik at du kan snakke sammen når du spiller med folk, uten å bruke ==voice chatten== i spillet.

I: Ja. Spennende. Er du ofte der, eller?

S2: Der er jeg hele tiden.

I: Å ja. Snakker du med allslags folk fra hele verden eller?

S2: Ja.

I: Hvilket språk er det som blir brukt?

S2: Eh, norsk, engelsk og spansk.

I: Ja... Snakker du på alle de språkene da du spiller eller på Discord?

S2: Når jeg er på Discord så bruker jeg litt av alle, men hovedsaklig er det norsk og engelsk det går i da.

I: Mhm, og de andre nettsidene, hva er det du bruker det til mest?

S2: Youtube bruker jeg til å se på andre som spiller, og det gjør jeg egentlig på Twitch og. Jeg har også ==streamet== litt selv, men jeg gjør ikke det nå.

I: Og hvilke kanaler er det du ser på?

S2: Det er veldig forskjellig, alt fra de som spiller bra, til de som er morsomme, og ja...

I: Er det engelsk de snakker, eller er det...

S2: Ja, eg tror ikke jeg har noen norske på mi, så det er bare engelsk.

I: Ja, korleis møter du/brukar du engelsk når du samhandlar med desse plattformane? Leser du mest, eller lytter du, eller...

S2: Eg leser, eg lytter, eg snakker og, ja...

I: Mhm, en god blanding av alle?

S2: Ja.

I: Innholdet, er det produsert av profesjonelle forfattarar eller mest av vanlige folk i spillmiljøet?

S2: Vanligvis er det mest av vanlige folk då, men det er også profesjonelle forfattarar og sånt.

I: Synes du informasjonen du får på spillnettsider er truverdig?

S2: Det er veldig, spørs, du må nesten sjekka om det er det eller ikkje. Du merker fort om du kan tru på noen eller om de er uærlige. **(Ap.S2, p.2)**

I: Mhm, så du er litt skeptisk til visse sider?

S2: Både og.

I: Ja... Når du les, høyrer eller ser innhald om videospill på engelsk, syns du språket er utfordrande?

S2: Det er veldig...spørs, de fleste videospill har ikkje så veldig komplisert språk, for det er ein ting eg er vane med å lesa frå andre videospill, så eg kan det liksom allerede. På ein måte.

I: Mhm, men er det i spilla i seg sjølv, eller er det på nettsteder og sånt?

S2: Alt, egentlig, det er ikkje... Eg er ikkje vane med å møta ord eg ikkje kan, når eg er liksom på <mark>online</mark> og sånt.

I: Nei... Synes du tekstane er vanskelegare, eller enklare, eller lika vanskelege som tekstane dåkke har i skulefaget engelsk?

S2: No... De fleste tekstane er lika vanskelig, men du har jo noen på skulen som er litt vanskeligare då... Men det er ikkje sånn ille å læra seg.

I: Nei, ehm... Og det er sjeldent du møter ord eller uttrykk du ikkje forstår?

S2: Ja.

I: Skriv eller snakkar du sjølv engelsk når du besøker videospelrelaterte nettsider/innhald?

S2: Ja, det gjør eg.

I: Mhm, kva slags tekstar er det du skriver?

S2: Det er hovedsaklig når eg snakker til andre, som liksom du spiller med. Eller eg hjelper noen med noe de ikkje får til, eller, ja.

I: Når du hjelper noen, kva er det?

S2: Det er jo, hovedsaklig, for de som det er litt komplisert noen ting av og til. Folk som nettopp har begynt med det får ikkje alltid til ting der.

I: Mhm, kva de spør om då?

S2: Det kan vera for eksempel korleis dei bruker noen metodar, korleis dei, for du kan kobla opp Twitchen din, PC-brukarane dine, Xbox-brukarane dine og Playstation til kontoen din, så då kan de liksom bare, <mark>adda</mark> deg då, i der. Så det er liksom, korleis de gjør det av og til og sånt.

I: Ja, så då hjelper du de då?

S2: Ja.

I: Då er det engelsk det går i eller?

S2: Ja, normalt sett.

I: Ja... Og føler du at engelskkunnskapane dine innanfor skriving eller munnleg er gode nok til at du kan kommunisera med andre medlemmer av videospelsamfunnet på ein god måte?

S2: Ja, eg synest nå det, i alle fall.

(Ap.S2, p.3)

I: Mhm, eller har du noen gang fått kommentarar om at du skriver feil eller at du ikkje blir forstått?

S2: Nei, eg trur ikkje eg noensinne har fått det.

I: Og så svarte du på det skjemaet... Der svarte du "heilt enig" med alle påstandane, og den eine som går på det at "Eg er blitt betre i engelsk på grunn av at eg ser videoar, les, skriver eller kommuniserar på engelsk på spillrelaterte nettstader." Ja, du meiner då at det har hatt ein positiv effekt på engelsken din. Kan du gi noen eksempler på korleis dei aktivitetane kan ha betra engelsken din?

S2: Eg lærer liksom mye meir enn å sitta og lesa liksom, sånn som på skulen. Når du hører på noe du er interessert i, så får du med deg meir og du lærer det mye bedre syns eg, egentlig. Eg har lært mye meir ord derifrå...

I: Ja. Ord, er det liksom sånt som er spesifikt mot spill, eller er det sånn...

S2: Både og, normalt sett på Youtube og sånt så er det ikkje bare spill det går i, liksom de snakker ikkje bare om spill heile tida. Så eg lærer liksom litt kompliserte ord av og til og...

I: Mhm. Ja, då... Trur du det kan ha hatt nokon negativ effekt på engelsken din?

S2: Det kan jo ha hatt det, at eg kanskje har små skrivefeill innimellom, men normalt sett så prøver eg å skriva riktig, og det er sjelden eg skriver på sånn tekstespråk som de kaller det då...

I: Ja... For eksempel hvis du snakker eller skriver på sånne nettsider om spill og sånt, tenker du lika mykje over rettskriving, grammatikk, ordval som viss du skriver stil på skulen?

S2: Ikkje lika mykje, men eg tenkjer litt over at eg skriver riktig, sånn at folk kan forstå meg og at eg utaller riktig og...

I: Mhm, så det er liksom meiningen som er det viktigaste eller?

S2: Litt, men også så må du kunna formulera deg skikkelig, syns eg då.

I: Er det ord, uttrykk eller andre ting innanfor engelsk som du har lært fra videospill eller videospillnettsider som du seinare har fått bruk for i andre kontekstar?

S2: Eg har lært mye va...[utydelig], spill og nettsider og sånt då. Så det hjalp meg veldig på ungdomsskulen i alle fall.

I: Ja, ehm, når du ser videoar eller hører lydklipp om videospill og sånn, de som snakker, er det folk med engelsk som morsmål, for eksempel amerikanske eller britiske, eller er det folk med utenlandsk aksent.

S2: Normalt sett så er det folk som har engelsk som morsmål, men eg ser jo av og til på folk som ikkje har det og då.

I: Mhm, har din egen engelskuttale blitt påvirka av å se på sånne videoar?

S2: Ja, det ville eg sagt, så viss eg skal sammenligna meg med bror min som ikkje brukar Youtube lika mye, så snakkar han mye meir, du hører mye bedre på han at han er norsk då, ville eg sagt, enn meg. For eg bruker litt andre ord enn han.

I: Ja, så er det vel, hvis du er på Discord og sånt og, er det flytande samtalar med folk og sånt då?

S2: Ja, innimellom. det spørs kven eg snakkar med.

I: Ja, så der er det liksom, er det spontant alt eller?   **(Ap.S2, p.4)**

S2: Ja...

I: Du møter tilfeldige folk, og så er det noe spill også, eller?

S2: Innimellom, også har eg også dei som eg alltid spelar med då.

I: Ja, og er de norske dei, eller det...

S2: Mesteparten er norske, men noen av dei er og engelske.

I: Mhm, ja, skal vi se. Og litt det med skriving, har du skrive nokon tekstar der du diskuterar med folk på nett?

S2: Eh, ja, det har eg vel. Ja, eg har gjort det.

I: Kva slags sider er det på då?

S2: Discord, Twitch trur eg kanskje eg har gjort det på og litt sånt...

I: Har du nokon gong samarbeida med folk om å laga tekst eller video, eller noe anna innhald?

S2: Ja, det har eg.

I: Mhm, kva du lagde då?

S2: Det var vel, eg har hjelpt folk med tekstar, for eksempel. Og så... var det ein anna ein som eg tenkte, men eg husker ikkje kva det var.

I: Å ja, men når du hjalp noen med tekst, kva sammenheng var det i?

S2: Det kan væra at dei skal seie noko, men de for eksempel ikkje er så gode på engelsk, eller ikkje er så gode på rettskriving og sånt, så eg kan hjelpa til.

I: Mhm, var det på ei nettsida, eller var det nokon du kjente, eller?

S2: Begge delar.

I: Ja, har det skjedd at du har vært uenig med folk på nett, nesten sånn at det har vært krangel?

S2: Eg har aldri krangla med noen på nett, men eg har liksom vært uenig med folk. Men det har bare vært, liksom, diskusjonar då, det har liksom aldri gått så langt at det har blitt krangel av det.

I: Ja, då er vi ferdige om ikkje så altfor lenge. Videospill, det er jo ein blanding av tekst, bilder, musikk, tale, lydar og så vidare. Viss du skal skriva om spill, korleis gjer du når du skal gjera desse tinga om til ord?

S2: Du må jo forklara alt fra bildene og tekstsammenheng og lydane og musikken, korleis det heng saman og alt sånt.

I: Er det forskjell hvis du skal forklara det til noen som ikkje har spilt det før, enn om de har det?

S2: På ein måte, fordi de forstår det kanskje ikkje lika bra som har gjort det.

I: Hvis du er på eit forum for eksempel, og har spilt eit spill mykje, forstår du det då med ein gong?

S2: Det er kanskje enklare å forklara til dei som har spilt det, enn det er for noen som kanskje ikkje har prøvd det då, ville eg trudd.

I: Mhm, ja... Har det skjedd at skrivinga ikkje har vore god nok eller noko lignande?   **(Ap.S2, p.5)**

S2: Nei, ikkje som eg har merka. Eller, eg har aldri høyrt noen sagt det til meg, eller kommentert det i alle fall.

I: Nei, du nevnte noko om at du hadde lært noko engelsk på slike nettsider...

S2: Mhm.

I: Eh, ja, no ser eg at du egentlig har svart på det. Men når du snakkar og sånn, eller skriver på dei nettstedene, tenkjer du at det er noko som har hjelpt deg når du skal bruka engelsk andre plassar og, eller har det ikkje noko betydning syns du?

S2: Eg ville sagt det har hjelpt meg, for eg får liksom øva meir enn dei som ikkje brukar engelsk i fritida si. Syns eg då. Så, uttallen min ville eg nå sagt har blitt bedre enn viss eg ikkje hadde spilt spill, og det har også skrivinga mi har gjort.

I: Og kor viktig syns du sånn aktivitet, både med tanke å spilling og sånne ulike nettsider tilknytta til det, kor viktig syns du det har vært for engelsken din? Hadde du vært lika god hvis du ikkje spilte, eller hadde det ikkje hatt nokon effekt?

S2: Eg trur ikkje eg hadde vært lika god, sånn sett, for då hadde eg hatt mye mindre engelsk enn det eg har hatt på ein måte. Så eg hadde ikkje fått...gjort lika mye, eller fått sett lika mye av språket då, på ein måte.

I: Kva du trur at det kanskje har påverka mest? Er det snakkinga di, eller skrivinga di, eller noko anna? ..

S2: Eg trur det har påverka mest uttalen min, ja, og snakkinga og sånt, men det har også påvirka skrivinga mi littegrann då.

I: Ja, og du nevnte at du hadde lagt ut på Twitch.

S2: Ja.

I: Har du laga noe anna originalt innhold og?

S2: Nei, ikkje noe anna enn Twitch, sånn sett.

I: Kva du streama då [på Twitch]?

S2: Det var... Eg har <mark>streama</mark> Fortnite, Gears of War, Minecraft, Dying Light, Seven Days to Die og Black Ops 4.

I: Ja, snakka du norsk eller engelsk eller?

S2: Begge delar, det var sånn, spørs kven eg spilte med og...sånt.

I: Ja, skal vi se... Føler du deg som ein del av spillmiljøet på de nettsidene?

S2: Det gjør eg.

I:Mhm, føler du at det er ein lav terskel for å dela innhold og meiningar og sånt, eller syns du det er mye uenighet?

S2: Eg syns det er ganske greit, for du kan si meiningane dine og de fleste vil ikkje gi deg noe sånt <mark>hate</mark> for det då, det blir, de fleste er jo, du kan si dine meiningar då. Det er veldig få egentlig som er sånn, <mark>trolls</mark>, som de kaller det. **(Ap.S2, p.6)**

I: Mhm... Tenker du at engelsk er ein nødvendighet for deg for at du skal kunna kommunisera med folk fra andre plassar i verden?

S2: Eg hadde ikkje greidd å kommunisera med folk fra andre steder i verden viss eg ikkje hadde engelsk, nei.

I: Nei, men du nemnde at du snakker spansk og sånt...

S2: Ja, men ikkje så mye no.

I: Men er det på et såpass høgt nivå at du kan snakka greit med folk?

S2: Det er sånn at dei forstår meg. Eg kunne snakka litt med dei, men eg kunne ikkje hatt ein skikkelig lang, god samtale med dei på spansk bare. Så det går engelsk inn i det og.

I: Mhm... Kva slags typar folk kjem du i kontakt med gjennom spilling og spillnettsider, for eksempel alder og..

S2: Det er veldig forskjellig, det kan vera alt fra folk på min alder, eller mindre folk er ofta online.

I: Mhm, kor dei fleste er ifrå då?

S2: De fleste du møter er normalt sett fra England egentlig, det er veldig mange. Så du møtes og snakker engelsk i alle fall, også har eg møtt veldig mange fra Norge og.

I: Bruker du meir engelsk no enn før du begynte å spilla videospill, eller før du begynte å besøka spillnettsider?

S2: Eg bruker meir engelsk no når eg spiller meir og meir på nett og sånt, det gjør eg.

I: Mhm, kva er tankane dine om engelskbruken din i framtida?

S2: Eg trur det er noe eg kommer til å ha bruk for, fordi eg ser ikkje at eg kommer til å slutta å spilla liksom i nærmaste framtid. Og viss eg skal spilla så trenger eg engelsk, både for å forstå spillet og folk.

I: Sånn med andre hensyn då, sånn som jobb, skule, universitet?

S2: Eg kan sikkert få brukt for det i jobb, men eg er ikkje heilt sikker på kva eg skal jobba med.

I: Nei... Veit du noko om kva du vil studera og sånt?

S2: Nei, det veit eg heller ikkje endå.

I: Nei, ehm, då er det egentlig siste spørsmål no då. Før detta intervjuet, har du då tenkt over din engelsklæring og engelskbruk med tanke på videospill og videospillnettsider, eller er det noko du ikkje har tenkt noko på?

S2: Eg har tenkt litt over det, for det var noko som læraren som vi hadde i engelsk, var litt sånn derre, spørte oss om det hadde noe på engelsk på nettsider og sånt. Og de fleste videospill er på engelsk, så...

I: Mhm. Engelsken din, kva føler du har påverka den mest, er det sjølve spillinga, er det at alle de nettsidene, eller er det det at du snakker med folk når du spiller? **(Ap.S2, p.7)**

S2: Det er liksom, alt sammen har påvirka det på sin egen måte, så eg veit ikkje heilt kva som har påverka det mest... Men kanskje det å se på Youtube og Twitch, for der høyrer du folk snakka og leser samtidig, det blir liksom mye meire.

I: Når du snakkar sjølv, er det hovudsaklig når du spiller?

S2: Det er hovedsaklig når eg spiller ja.

I: Ja. Då er vi eigentleg ferdig, så då skal du ha takk for at du vart med. Er det noko du syns er uklart, eller har du nokon spørsmål eller noko du vil tilføya?

S2: Nei, det går fint.

(Ap.S2, p.8)

Appendix S3

I: Korleis likar du engelsk som skulefag?

S3: Nei, det er jo det å læra seg eit anna språk då, liksom lært litt rundt språket då. At du ikkje bare snakkar, men du får liksom lært litt om det.

I: Mhm. Dei andre språkfaga, likar du dei også?

S3: Eh, dei kan vera kjekke i noen situasjonar, men det er nå forsåvidt engelsk som er favoritten då.

I: Mhm, les du, eller skriv du mykje engelsk utanom skulesamanheng?

S3: Ehm, eg har vel lest eit par engelske bøker, men det begynner å bli ei stund sida no då.

I: Ja, skriver du noe engelsk utanfor skulen då?

S3: Eh, på ungdomsskulen pleide eg å skriva rapportar om sånne engelske aviser då, så...

I: Men utenom skulen då?

S3: Ja, det var sånn utenom skulen.

I: Okei... Og så har du jo svart litt her kva typar spill du spiller. Du spelar videospill av og til, skriv du.

S3: Mhm.

I: Så har du markert litt for noen du aldri har spelt, noen du spelar av og til, noen du spelar kvar veke, kva spel er det du spelar mest?

S3: No er det vel skytespill, det her populæra spillet då, som heiter Fortnite.

I: Spelar du online då?

S3: Ja, eg pleiar å spela <mark>online</mark>, men viss eg får sjansen så... spelar eg med vennar.

I: Ja, er det sånn at du snakkar med folk som du spelar mot?

S3: Ja, mot eller med.

I: Ja, er det mest på norsk, eller er det på engelsk og?

S3: Eh, det er mest på norsk, men har jo vennar fra utlandet og, Playstation då, og online.

I: Er det vennar du har møtt i sammenheng med spill?

S3: Noen av dei er det, noen av dei er jo i familie.

I: Er det kun norsk og engelsk som blir brukt, eller er det noen andre språk og?

S3: Eg har jo prøvd meg på tysk, men det gjekk ikkje så fint. Nei, så det blei engelsk då.

I: Er det folk fra overalt i verden du har spilt mot eller med? Eller er det aller mest norske eller vennar herfra?

S3: Nei, i utgangspunktet så er det Tyskland, Norge og USA.   **(Ap.S3, p.1)**

I: Ja, dei fra USA er vel ganske greie å bruke engelsk med, men korleis er det med tyskarane?

S3: Ja, men eg har jo vært heldig då, dessa som eg har møtt kan jo heldigvis engelsk bra, så det blir kommunikasjon.

I: Mhm, er det mest i sammenheng med Fortnite, eller er det andre spill og?

S3: Vi har jo prøvd å spilla bilspill med kvarandre, ehm, og så pleide eg å ha noen andre spill og, men dei har eg solgt eller sletta.

I: Ja, var det Gran Turismo eller Forza eller noe sånt?

S3: Nei, det var vel det som heiter The Crew, det var populært litt tilbake i tid.

I: Er det der du kan kjøra fritt rundt i heile USA?

S3: Ja.

I: Så har du svart at du besøker spillrelaterte nettsteder kvar dag på spørreundersøkelsen, og mye er på engelsk. Kva for noen nettsider er det du besøker mest?

S3: Ehm, det er Youtube då, men eg er innom sånn, IGN og sånt av og til då.

I: Mhm, på Youtube, kva for noen videoar eller kanalar er det du ser eller følger der?

S3: Nei, det er jo alt mulig då, bilkanalar, bloggar, spilling, alt mulig egentlig.

I: Er det gamingkanalar, ser du på at folk spiller et spill, eller er det sånne egne videoar dei har lagd?

S3: Nei, eg ser jo på folk som spiller spill då, helst.

I: Er det på engelsk, eller er det andre språk?

S3: Det er ein kanal eg følger med på som er norsk, men ellers går alt sammen i engelsk

I: Og du brukar det mest til å se på andre folk spilla, eller er det for å finna ut om nye spill og liknande?

S3: Eg prøver å oppdatera meg og se om det er noen nye spill som kommer ut då, via enten Youtube eller IGN eller noe sånt. Men ellers ser eg bare dei spilla spill, eller spilla spill dei finner på Steam.

I: Ja, når du finner nye spill på Steam, kva gjer du då du skal bestemma deg for kva spill du skal kjøpa?

S3: Eg pleier først å lesa tilbakemeldingar. Se på kor bra <mark>scora</mark> dei er, og kva andre sånn derre plattformar eller spillblader seier om det då. Og så går eg og kjøper dei sjølv.

I: Ja, når du er på slike plassar som Youtube, Steam, IGN o.l., les du mest då, eller ser du eller høyrer du på engelsk?

S3: Det er ein ganske god blanding då. Siden er må lesa på dei tilbakemeldingane, og så lager mange sånn derre plattformar videoar om detta spillet, og så er det jo <mark>trailerar</mark> og... ehm... ja, då gjør eg egentlig alle dei tinga då, både leser, høyrer og ser.

I: Det innhaldet, er det produsert av profesjonelle forfattarar, eller er innhaldet laga av vanlege folk i spelmiljøet?

S3: Nei, eg vil nå sei at dei er profesjonelle då.   **(Ap.S3, p.2)**

I: Mhm. Så føler du at informasjon du får på spillnettsider er truverdig, eller er du skeptisk til det du vert presentert?

S3: Eg sjekker jo dei nettsidene som folk snakkar mest om, eller dei som visar seg mest fram då, sånn som IGN og sånne ting då.

I: Når du les, høyrer eller ser innhald om videospill på engelsk, syns du språket er utfordrande?

S3: Eh, nei, ikkje no i dag. Så, syns det er veldig greit å forstå kva dei seier.

I: Ja, er tekstane eller språket vanskelegare, eller enklare, enn tekstane du møter i skulefaget engelsk?

S3: Ehm, kan variera då. Ehm, dei gir jo ganske klare instruksar og sånn, og dei har ikkje sånn veldig komplisert engelsk. Mens på skulen så lærer du jo eindel sånn nye ord og sånt, og då kan det fort bli litt komplisert då.

I: Mhm, i tekstar eller Youtubevideoar, er det ord eller uttrykk du ikkje forstår i tekstane?

S3: Det er det av og til, ja. Men, då klarer eg då å gjette meg fram til kva det betyr då.

I: Så du søker ikkje opp ordet? Du les og ser det utifra resten av teksten, eller?

S3: Altså, er det sånn heilt ukjent og eg ikkje har peiling på kva.... og kan ikkje setja det opp sammen med resten av setningen, så søkjer eg selvfølgelig opp då.

I: Skriv eller snakkar du sjølv engelsk når du besøker videospelrelaterte nettsider/innhald?

S3: Ehm, nei. Det er veldig, eller, eg skriver ikkje då, på sånne kommentarar eller tilbakemeldingar på eit innlegg eller noe sånt då. Det er vel egentlig litt på grunn av at eg ikkje ser grunn til å oppretta noen konto, så eg går jo ikkje og kommentarar og sånne ting då.

I: Nei, ingen plass?

S3: Ingen plass, eg bare ser.

I: Ja, men viss du skulle ha skrive, føler du då at du kan kommunisera godt med folk på engelsk med dei engelskkunnskapane du har?

S3: Ja, når eg først så bruker det, så føler eg at eg klarar meg ganske bra då.

I: Når du snakker då, for eksempel når du spiller, er det null problem å snakka engelsk med andre spillarar, eller er det syns du det er litt vanskleg av og til?

S3: Eh, det går greit å snakka engelsk då, men det kan bli litt sånn hakkete på grunn av... Det, det er ikkje vanlig å snakka engelsk her i Norge då. Så det blir liksom litt uvanlig å bruka då, så det er kanskje derfor det blir litt hakkete.

I: Er det vansklig å komma på i farten kva ord du skal bruka og sånt?

S3: Ja, det kan det vera, og det kan henda det er setningar du er usikker på eller ett eller anna då.

I: Ja, men du føler liksom at du klarar å kommunisera godt nok med folk på engelsk?

S3: Ja, det gikk jo fint no på fredag då så. Så eg regner med at, og eg føler og at det går ganske bra.

I: Mhm. På det spørreskjemaet så svarte du at du var enig eller uenig med påstandar, og påstanden "Eg har blitt bedre i engelsk fordi eg ser videoar, leser, skriver eller kommuniserer med **(Ap.S3, p.3)**

andre på engelsk på spillrelaterte nettsteder." Der svarte du "Heilt enig". Kan du gi noen eksempler på korleis du meiner at dei aktivitetane kan ha betra engelsken din?

S3: Ehm, einaste eksempelet eg kommer på er vel at eg har sett så mye på det at eg har liksom først begynt å gjetta meg litt framover då, og så har eg liksom skjønt meir. Og så når eg leser og, på for eksempel spill då, sånne replikkar, så klarte eg liksom å se sammenhengen mellom replikken og bildet då. Så eg skjønte liksom litt, kanskje eg skjønte litt i starten og så siden har det bare bygd seg på då.

I: Syns du det er lettare å skjønna sammenheng og sånt når du spiller enn når du leser bok eller kun tekst?

S3: Ja, eg syns det er mye lettare då, for då har du kanskje eit bilde som kan forklara situasjonen viss det ikkje er noe du skjønar.

I: Ser du noen måte at spilling eller spillnettsider kan ha hatt negativ effekt på engelsken din?

S3: Ehm, ja, kanskje litt, men sånn før i tida då så var det veldig populært med banneord på engelsk og sånt. Bare liksom, si på Youtube då, for å få litt visningar og sånt. Og i begynnelsen så skjønte eg ikkje heilt at det var så påvirkande på andre, så det blei litt negativt då.

I: Ja. Skal vi se... Er det ord, uttrykk eller andre ting innanfor engelsk som du har lært av videospill eller videospillnettsider som du seinare har fått bruk i andre kontekstar, for eksempel skulen?

S3: Ehm, ja, det er det. Eg såg på ein sånn gloseprøve vi hadde i forrige veke, så slapp eg å skrive ned ganske mange av glosene fordi eg kunne det fra før av. Så det hjelper med ganske mye skulearbeid.

I: Var det gloser du kjente igjen fra spilling og Youtubevideoar?

S3: Ja, det var det. Eg har høyrt dei såpass mange gongar at eg har lært meg dei, og seinare har eg visst korleis dei verte skrivne då.

I: Er det noen andre eksempler du kommer på?

S3: Når eg er på ferie så er det mye lettare når du snakker med andre, for du føler deg mye tryggare på engelsken din... Men ellers så kommer eg ikkje på noe.

I: Føler deg tryggare med engelsken... Føler du at du har blitt det på grunn av spill og sånt?

S3: Ja, det er vel det at eg har høyrt på det så lenge at det, ehm, det sitter då. Og eg har klart å læra det mye bedre enn eg kunne i starten.

I: Så det er ikkje noe problem for deg å høra og forstå alt når folk snakker?

S3: Nei, det syns eg ikkje er noe problem.

I: Ja, når du ser videoar eller høyrer lydklipp, sånn som når du er på Youtube for eksempel, dei som snakkar, er det sånne med engelsk som morsmål, eksempelvis amerikanarar eller britar, eller er det folk med utanlandsk aksent?

S3: Det er... Eg høyrer på litt forskjellig, det er sånn irsk engelsk og amerikansk engelsk og sånn ting då. Men i utgangspunktet har alle sammen engelsk morsmål.

I: Har din egen engelskuttale blitt påvirka av å se på sånne videoar?   **(Ap.S3, p.4)**

S3: Eh, ja. På grunn av at eg høyrer lika mykje på amerikanske Youtubarar som på engelske, eller britiske. Så eg kan liksom bytta mellom dei to uttalane då.

I: Ja. Skal vi se... Du sa jo at du ikkje skreiv noe særlig på de plattformane, men har du nokon gong samarbeidd med noen og lagt det ut på nett? Enten video eller tekst eller?

S3: Ehm, nei.

I: Eller noe du har lagd sjølv?

S3: Nei, eg har ihvertfall l ikkje lagd noe sjøl då, men eg har blitt spurt om tillatelse om å vera med på video før som noen har lagt ut på nett. Så har noen spurt om min tillatelse då. Når vi spilte sammen, og så har de lagd video til kanalen sin.

I: Aha. Kva spill var det?

S3: Eh, det var vel The Crew.

I: Ja... Men hvis du skal skriva, eller forklara noe om spill til andre folk, så er jo spill ein blanding av bilder, tekst, snakking, musikk, lydeffektar og sånt, hvis du for eksempel skriver til noen. Enten på chat, eller viss du skal forklara til noen muntlig, korleis får du gjort om dei tinga til ord, hvis du nokon gong har tenkt over det?

S3: Eg har vel egentlig tenkt det at eg har beskrevet det sånn som det var. Det er mye lyd, bilde, og sånne ting då, og så... Men eg trur ikkje eg hadde forklart så mye meir enn at det er mye lyd og bilde og sannsynligvis fremmedspråk då, og sånne ting då. Men eg har egentlig ikkje tenkt så mye over det.

I: Nei... Når du er på spillnettsider, du sa jo at du ikkje skreiv så mye, men og med tanke på andre nettsider, tar du lika mykje hensyn til ordval og grammatikk og sånt hvis du skal skriva eller snakka om spill og spillnettsider som om når du er på skulen?

S3: Eh, ja. Eg hadde jo ihvertfall gått over det og sjekka om det var rett då, på grunn av, ein prøver jo å... få så flytande engelsk som mulig både muntlig og skriftlig.

I: Mhm, sjølv om det bare er snakk om spilling og videospillsider?

S3: Ja, egentlig sånn generelt.

I: Har det skjedd nokon gong at du ikkje har blitt forstått fordi skrivinga eller snakkinga ikkje er god nok?

S3: Det har skjedd. Både gjennom snakking og skriving.

I: Når skjedde det då? Kan du gje eit eksempel?

S3: Det, snakkinga så var det vel egentlig, ehm, når eg snakte med noen ==online==, fordi eg aldri, liksom, hadde prøvd å snakka så mye engelsk før, så, spytta eg ut egentlig veldig mye rart. Og på skriftlig så er det egentlig litt grammatikk som eg sliter med då.

I: Er du ein sterk elev i engelsk på skulen?

S3: Ehm, i klassen så vil eg sei at eg er ganske sterk i engelsk i forhold til andre.

I: Kva gjer du i slike situasjonar der du ikkje har blitt forstått, for eksempel fordi dei ikkje forstod kva du sa eller kva du skreiv? **(Ap.S3, p.5)**

S3: Nei, då pleier eg eigentlig å gje eit signal tilbake om at det er noe som ikkje stemmer, eller at dei forstår ikkje, eller noe sånt då. Så, då prøver eg eigentleg bare på nytt.

I: Har det skjedd at du har lært noe om skriving på spillnettsider? For eksempel engelske ord, eller rekkefølgen på engelske ord, eller uttrykk du har lært, eller at noen ord kan brukast til noe, eller korleis ein skal skriva for å forklara den og den tingen. Er det noe sånt du har lært når du har vært enten på Youtube eller på andre spillnettsider?

S3: Ja, absolutt då. Eg lærer jo å skriva då, eller høra. Eg har lært mye gjennom videoar, men på grunn av dei innlegga eg har lest og så har eg lært for eksempel oppbyggingen av setningar og sånt då. Korleis dei skal vera, korleis orda skal vera då, og sånne ting, stavelsar og alt mulig.

I: Ja... Kva slags videoar er det du ser mest? Er det skrift der, eller er det kun snakking?

S3: Då er det kun snakking.

I: Er det sånn Let's Play opplegg, eller er det...

S3: Ja, Let's Play er det og så har du blogg og sånne ting.

I: Kva kanalar du ser mest på då?

S3: Det er helst gameplay då eg ser på.

I: Ja, er det noe sånn spesifikke kanalar?

S3: Tenker du på kanalnamn då?

I: Ja.

S3: Det er jo sånn som han derre irske JackSepticEye, Mini Ladd og, ja, det er vel, mange sånne då. Store kanalar helst.

I: Ja. Men når du har snakka muntlig og sånt viss du har spilt, det gikk jo ikkje så bra til å begynna med, som du sa, men føler du at det er noe som har hjelpt den muntlige engelsken din andre plassar og, eller har det ikkje hatt noen særlig effekt syns du?

S3: Ehm, nei, eh. Det er selvfølgelig gjennom skulen då, men ellers ingen andre plassar.

I: Kor viktig tenker du at aktiviteten på spillnettsider, sånn som Youtube og sånt, men og spilling i seg sjøl, har vært for engelsken din og korleis den har utvikla seg?

S3: Nei, eh, kva skal eg si, eg begynte egentlig, eller det var jo lite aktivitet då, på grunn av lite forståelse. Men, så begynte eg å spilla meir, og meir fritid, så då begynte eg å se meir på Youtube, eg spilte meir, og så møtte eg jo utenlandske online, og så fant eg ut at det var kjekt å se på engelske kanalar. Og siden så har det utvikla seg og eg har begynt å se meir og meir på engelske kanalar då.

I: Mhm. Trur du at du hadde vært lika god i engelsk uten spillinteressa og Youtube og sånt, eller har det ikkje hatt noen særlig effekt trur du?

S3: Nei, eg trur jo at eg hadde ikkje vært så god som eg er no då, men eg føler at eg fortsatt hadde vært ganske god i engelsk på grunn av at eg har stor interesse for det på skulen.

I: Ja, skal vi se, då er vi snart ferdig. Føler du deg som ein del av spillmiljøet på sånne nettsider?

S3: Ehm, det vil eg si. Men, for eksempel, spillmiljøet på Playstation då, så føler eg mye meir inkludert i det miljøet då, når eg spiller med vennar.   **(Ap.S3, p.6)**

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I: Sånn som på nett og sånt, føler du at spillmiljøet har ein lav terskel for kva ein kan dela og kva ein kan meina, eller er det slik at det er mye uenighet?

S3: Nei, eg tenker jo det at siden vi spiller så har vi mye samme interesse, så då går det egentlig bra. Eller, det... det er ikkje mye krangling då, for vi har alltid mye å snakka om, viss du skjønner.

I: Ja... Når du spiller, korleis tenker du om engelsk, tenker du på det som ein nødvendighet for at du skal kunna kommunisera med andre folk, eller tenker du at det hadde gått greit uten, og at du kan bruka andre språk?

S3: Nei, det er jo mange her i området som driver og spiller då, så eg kan møta dei online. Men skulle eg komma over noen så hender det at det er nødvendig, for å legga for eksempel lagstrategiar eller noe sånt då.

I:Mhm.

S3: Finne ut kva du skal gjere, legge det neste steget i spillet, skal vera samme lag og sånne ting då.

I: Lagstrategiar, kva spill er det snakk om då.

S3:Nei, det er jo då skytespill, helst. På grunn av det er dei spilla det er lettast å komme inn på et lag, føler eg.

I: Mhm. Laget, er det då mest med kompisar frå herifrå og sånt, og snakkar dåkke norsk, eller er det sånn at du er på lag med folk frå utlandet?

S3: Nei, då er det jo fullt mulig å laga ditt eget lag med dei vennane du har i området, eller så kan du hoppa inn i eit tilfeldig lag då. Og då kan du fort komma over nokon engelsktalande folk.

I: Ja... Bruker du meir engelsk no enn før du begynte å spilla videospill eller besøka spillrelaterte nettsider?

S3: Ehm, eg vil ikkje si at eg bruker engelsk sånn direkte, men eg er meir innpå engelsk då, eg bruker det ikkje så mye. Eh, men, som eg sa tidligare, har meir forståelse på engelsk, men, nei, bruker det ikkje mye egentlig.

I: Kva tenker du om engelskbruken din i framtida, for eksempel med tanke på jobb, skule, universitet, sosialt, reising...

S3: Eg tenker jo at eg kjem til å få meir bruk for det, i jobben. På grunn av at det er så mye folk der at engelsk er eit absolutt behov.

I: Kva du tenker å jobba som?

S3: Nei, det er jo vektar då.

I: Ja, då er det eigentlig siste spørsmål. Før detta intervjuet, har du noen gang tenkt over din egen engelskbruk og engelsklæring med tanke på spilling og det med Youtube-videoane og andre spillnettsider? Eller er det noe du aldri har tenkt på?

S3: Eh, det er jo sånn at av og til så tenker eg på korleis engelsken min har utvikla seg då på grunn av det. Men, nei, sånn ellers tenker eg ikkje så mye over det. Det er liksom bare sånn der naturlig utvikling. I: Ja, det går av seg sjølv liksom?

S3: Ja. I: Då vil eg eigentlig bare si takk for intervjuet... Spør om det er noe uklart, eller noe som vil leggast til.   **(Ap.S3, p.7)**

Appendix S4

I: Hvordan liker du engelsk som skolefag?

S4: Det går litt utenfor hva jeg forventer å jobbe med, men ellers så er jo språket viktig å kunne. Men det vi jobber med er vel litt utenfor kanskje.

I: Ja, hva er det du forventer å jobbe med?

S4: Jeg forventer å jobbe mer med, jeg går jo elektrolinje, så da forventer jeg jo å kunne jobbe mer med elektriske komponenter og kunne lære faguttrykk på engelsk, enn bare om geografi og New Zealand.

I: Ja, leser du mye engelsk utenom skolesammenheng?

S4: Ja, det gjør jeg veldig mye.

I: Ja, hva er det da, for eksempel?

S4: Det går jo på gaming, og så leser jeg litt bøker og på engelsk. Spesielt, jeg liker egentlig engelsk bedre. Føler jeg forstår det bedre.

I: Mhm, hvordan er det i forhold til norsk da? Er du bedre i engelsk, eller er du like god?

S4: Karaktermessig, så står det bedre i engelsk. Hos meg hvertfall.

I: Ja, skriver du mye engelsk utenom skolen?

S4: Ja, det gjør jeg og. Jeg skriver veldig mye engelsk.

I: Ja, i hvilken sammenheng da, er det mest med gaming, eller er det andre ting og?

S4: Ja, det er mest med <mark>gaming.</mark>

I: Mhm. Hvilke spill er det du pleier å spille?

S4: Det er vel MOBA og MMO-spill, så det går i League of Legends og... noe mobilspill og faktisk.

I: Mhm, så det er mest sånn real time strategy og...

S4: Ja.

I: Og da er det online for det meste?

S4: Ja, det er alltid <mark>online</mark> egentlig.

I: Ja, er det sånn at du snakker mye med folk imens du spiller eller?

S4: Ja, pleier bare med venner egentlig. Ellers er det tekst med de jeg ikke kjenner fra før, så derfor må jeg kommunisere mye med tekst i så fall.

I: Mhm, men sånne du kjenner, er det kompiser fra klassen og sånne i Norge og sånt, eller er det også utenlandske?

S4: Det er og utenlandske som jeg har truffet og blitt venner med da etterhvert.   **(Ap.S4, p.1)**

I: Snakker dere engelsk da, når dere spiller?

S4: Ja, det gjør vi.

I: Og chatten, er det sånn real-time chat imens dere spiller?

S4: Ja.

I: Er det på engelsk eller norsk den går i?

S4: Det er og på engelsk.

I: Mhm, er det veldig mange fra forskjellige nasjonaliteter og sånt?

S4: Jeg kjenner ikke så veldig mange utenfor Norge da, men vi pleier å snakke engelsk hvis det bare er èn utenfor.

I: Mhm, så liksom selv om de fleste er norske så legger dere over språket?

S4: Ja, vi pleier det.

I: Mhm, du sier jo i spørreundersøkelsen at du kommuniserer omtrent hver dag på engelsk med andre når du spiller videospill, og at du besøker spillrelaterte nettsteder hver dag. Hvilke nettsider er det du besøker?

S4: Det er for det meste Youtube, Twitch og Reddit.

I: Er det noen spesielle kanaler du ser mye på?

S4: Ja, det er noen få kanaler jeg ser på veldig ofte, men det går på mobilspill faktisk.

I: Ja, er det det som har med Summoner's War å gjøre?

S4: Ja, hvis det står der, ja det er det.

I: Hva slags spill er det da?

S4: Det går jo ut på å ==grinde==, egentlig. Du får tak i noen monstre som du bruker, så ==levler== du de opp og gjør de sterkere. Til du kommer til et punkt det ikke går lenger.

I: Samme prinsippet som Pokemon på Gameboy omtrent?

S4: Ja, bare at du kan ==customize==, eh, vet ikke engang hva det heter på norsk, men ==customize== mye mere.

I: Mhm, men sånn derre spillnettsteder, du sa Youtube, Twitch, Reddit, hva er det du bruker de til mest, er det for å finne ut ting om spill eller?

S4: Twitch er bare for underholdning egentlig, jeg lærer noen få ting derfra, men hvis jeg vil finne ut av noe informasjon så går jeg alltid på Youtube, det er det første stedet jeg går.

I: Og Reddit, der er det jo litt mer tekstbasert, men det er og veldig...

S4: Ja, det er bare ==chatte==...

I: Mhm, er det diskusjon om...

S4: Ja, det er veldig mye diskusjoner og, innpå der, men det pleier ikke jeg å se på. Jeg pleier å se på ==memes== som ligger på Reddit.   **(Ap.S4, p.2)**

I: Ja.

S4: Hehe.

I: Ja, og så har jeg noen spørsmål om hvordan du bruker engelsk når du bruker disse plattformene. Leser du engelske tekster om spill?

S4: Ja, det gjør jeg veldig mye, og, føler, engelsk, hvis du søker på engelsk og finner engelsk informasjon vil du finne mye større pool å kunne lete utifra.

I: Mhm, sånne tekstar, er det hovedsaklig produsert av profesjonelle forfattarar eller er det lagd av vanlige folk i spillmiljøet?

S4: Ja, det, jeg pleier ikke lese så mye fra de profesjonelle forfatterne, så det går i spillmiljøene. Men det er jo profesjonelle gamers da.

I: Ja, det er det jo. Så du er ikke så mye innpå nyhetssider for spill og denslags?

S4: Nei, det pleier jeg ikke se på.

I: Mhm, og du hører og ser vel ganske mye på Youtube og Twitch og denslags...

S4: Mhm.

I: Men når du ser, er det kun for underholdningens del og sånt når det er Twitch, også...

S4: Ja, egentlig for det meste. Med mindre jeg har lyst til å overskue over lengre tid hva som jeg kan ta opp ifra de, som eventuelt kan gjøre meg flinkere i noe.

I: Og Youtube da, hva slags videoer du ser mest på der?

S4: Nei, det er mye underholdning der og, men det er, der pleier jeg å se highlights fra andre ting jeg har gått glipp av på Twitch, ellers er det bare tutorials og hvis det er ting jeg vil finne ut.

I: Men når du leser, ser eller hører på innhold om videospill på engelsk, synes du språket er utfordrende?

S4: Nei, det synes jeg ikke. Overhodet ikke egentlig.

I: Tekstene, eller språket, synes du det er vanskelige eller enklere enn tekstene du møter i skolefaget engelsk?

S4: Jeg føler det er mye lettere enn det det er i skolefaget engelsk, og de prøver vel å simplisere det så mye som mulig på engelsk og, så de fleste forstår. På engelsk må vi lære tunge uttrykk og begreper som, skjønner ikke selv engang.

I: Nei, men når du leser om videospill og sånt er det aldri slik at det er ord eller uttrykk du ikke forstår?

S4: Det pleier det ikke være, nei.

I: Nei. Men hvis det er noe du ikke forstår, er det sånn at du søker det opp?

S4: Ja, da pleier jeg alltid å søke opp. Prøver å forstå det meste jeg leser hvis jeg først skal lese noe.

I: Eller er det sånn at du forsetter å lese for å prøve å forstå det etterhvert?

S4: Ja, mest sannsynlig er det jo det som skjer. **(Ap.S4, p.3)**

I: Mhm... Skriver eller snakker du selv når du besøker videospillrelaterte nettsider eller innhold?

S4: Ja, det gjør jeg jo. Pleier å skrive ganske mye selv, sånn som hvis jeg skal kommentere på noe. For eksempel, så er det jo, chatte eller et eller annet, så går det jo i engelsk.

I: Mhm, er det mest i kommentarfelter du pleier å skrive?

S4: Nei, der pleier jeg ikke skrive så mye, jeg pleier heller å skrive i live-chat, eller, kommentarfelt og, noen ganger.

I: Mhm, live-chat, er det på Twitch?

S4: Ja, der bruker de live-chat. Så da pleier jeg jo å skrive ting, og så er det jo artig å få respons fra folk som du ser opp til.

I: Men annet enn live-chat, på Reddit for eksempel, skriver du noe der?

S4: Ja, der pleier jeg å kommentere av og til, hvis det er noe artig.

I: Lager du noengang en tekst selv og publiserer det?

S4: Nei, det pleier jeg ikke gjøre.

I: Nei... Hva du skriver mest om, i live-chat for eksempel, er det om spillet det er diskusjon om, eller er det andre ting også?

S4: Eh, nei, det pleier bare være om det de holder på med der og da. Om de spiller, eller ikke spiller, så spør jeg jo om det de holder på med for det meste.

I: Mest korte kommentarer da eller?

S4: Ja, jeg skriver ikke sitater akkurat, det blir en setning eller to.

I: Føler du at engelskkunnskapene dine innenfor skriving eller muntlig er såpass gode at du suksessfullt kan kommunisere med andre?

S4: Ja, det føler jeg veldig.

I: Så det ikke sånn at du får kommentarer om at du skriver feil, eller at de ikke forstår?

S4: Nei, det pleier jeg ikke få.

I: Ja, så svarte du på spørreskjemaet at du er helt enig med utsagnet "Jeg er blitt bedre i engelsk på grunn av at jeg ser videoer, leser, skriver eller kommuniserer på engelsk på spillrelaterte nettsteder."

S4: Mhm.

I: Kan du gi noen eksempler på hvordan du mener at de aktivitetene kan ha bedret engelskkunnskapene dine?

S4: Jeg begynte jo når jeg var veldig liten med, eller jeg synes jeg var veldig liten, så begynte når jeg var ti år med dataspill, eller, jeg var vel kanskje litt yngre enn det og. Så da måtte jeg jo lese engelsk for å kunne forstå alle spillene og sånt som jeg spilte. Så ble det bare automatisert egentlig at jeg lærte meg. Ellers så var det, ja, egentlig utifra spill først, hvor jeg lærte meg uttryk og... Så gikk det videre derfra med skole, ellers så er det for det meste videoer og sånt som har lært meg ting.

I: Mhm, ser du den engelsken du lærer i tilknytning med spill og spillnettsider, ser du noe negativt også med det? **(Ap.S4, p.4)**

S4: Ja, det er jo tidskrevende, du bruker jo mye av tiden din på det. Så du får jo mindre tid til andre ting, som å være med venner i den ekte verden, kan du jo si. Men, eh, utenom det så ser jeg ikke noen negative ting med det.

I: Nei, men ser du på dataspill som asosialt, eller?

S4: Det er jo litt både òg egentlig, det vil jo alltid være litt usosialt, men det er jo og sosialt å spille med noen andre, uansett om du kjenner de eller ikke.

I: Mhm, tilbake til språket, fra dataspill eller spillnettsteder, har du plukket opp noen ord eller uttrykk eller andre ting du har lært som du har fått bruk for i andre kontekstar? For eksempel på skolen.

S4: Nei, det har det ikke vært så mye av, eh, nei, ikke egentlig.

I: Nei. Når du snakker med folk på engelsk når du spiller, føler du at det har påvirket den muntlige engelsken din?

S4: Ja, det muntlige språket har jo blitt veldig mye bedre fordi jeg har snakket med andre over sånn ==team-speak== og hva det er. Så det har jo gjort meg mye flinkere i engelsk muntlig.

I: På videoklipp, sånn som Youtube og Twitch og denslags, er folkene som snakker hovedsaklig med britisk eller amerikansk aksent, eller er det folk med utenlandsk aksent?

S4: Den personen jeg ser på mest er fra Kina da, så han snakker jo ganske dårlig engelsk egentlig.

I: Mhm.

S4: Men jeg ser jo på han likevel, jeg synes han er artig.

I: Ja, hva heter den kanalen?

S4: Oi, nei, det husker jeg faktisk ikke, beklager.

I: Det går fint. Men tenker du at, kanskje ikke akkurat den kinesiske kanalen, men også andre videoer, føler du at det kan ha påvirket engelskuttalen din? Av å se på andre som snakker engelsk.

S4: Jo, det kan vel det. Flertallet er vel britiske og amerikanske, så jeg har jo tatt engelske ord utifra det. Så det er jo en blanding av amerikansk og britisk kanskje.

I: Ja, også svarte du jo tidligere at du skriver en del på videospillrelaterte plattformer, men diskusjoner med andre folk, er det mye av det?

S4: Nei, jeg liker ikke å gå inn i diskusjoner.

I: Nei, hvorfor det?

S4: Eh, nei, jeg mener at meningene mine kan jeg egentlig hold for meg selv. Trenger ikke fortelle de til andre, sånn sett.

I: Har det noengang hendt at du har samarbeidet med noen andre om å lage enten, skrive noe, lage video eller noe annet originalt produkt?

S4: Eh, nei, ikke på engelsk tror jeg, utenom skolen så har det ikke vært det.

I: Mhm, men har du gjort noe på norsk?

S4: Ja, på norsk så har jeg laget med venner, norske videoer og sånt, det var litt artig.   **(Ap.S4, p.5)**

I: Mhm, er det om spill og sånt, eller om noe annet?

S4: Nei, det er helt urelatert til det.

I: Ja. Skal vi se... Videospill er jo ein blanding av tekst, bilde, lyd, dialog, musikk og så videre, men hvis du diskuterer spill eller snakker om spill, eller om du skal skrive noe om spill, synes du det er vanskelig å få gjort disse tingene om til ord?

S4: Hvis jeg skal skrive om spillet til noen andre utenfor det?

I: Ja, for eksempel, eller på Reddit eller noe lignende.

S4: Å ja, sånn ja. Igjen, så har ikke jeg gjort så mye av det. Jeg pleier ikke snakke så mye om spill utenom når jeg egentlig spiller, prøver å unngå samtalen om det.

I: Ja. Men når du for eksempel chatter eller skriver på spillsider, tar du like mye hensyn til ordvalg, grammatikk eller andre former for korrekt skriving som du ville gjort på skolen?

S4: Nei, det hadde jeg ikke gjort. Da pleier jeg å skrive så kort, med forkortelser og, eh, nei, ikke noe komma eller noe sånt heller. Ingen tegnsetting i det hele tatt.

I: Ja. Men du får frem meningen i det du skriver?

S4: Ja, jeg får frem meningen, eller budskapet mitt.

I: Ja. Du svarte egentlig på det neste, om du ikke blir forstått fordi skrivingen din ikke er god nok.

S4: Nei, det er sjelden.

I: Ja, og egentlig neste spørsmål også, om du har lært noe om skriving på disse nettsidene.

S4: Eh, nei, tror ikke jeg har lært så mye om skriving, har ikke tatt noe ifra det, egentlig, har ikke brydd meg om å ta noe ifra det. Utenom budskapet.

I: Mhm, men når du snakker muntlig eller skriver på disse nettstedene, ser du på det som noe som har hjulpet deg til å kunne kommunisere på engelsk også andre steder?

S4: Ja, det vil eg nå si. Det vil kanskje ikke hjelpe meg så mye i hverdagen, på grunn av forkortelser og sånt som vi bruker, men å kommunisere på engelsk ==online== vil det ha hjulpet meg veldig mye.

I: Mhm. Og hvor viktig synes du aktiviteten tilknyttet spillnettsider, men også spillingen i seg selv, har vært for hvordan engelsken din har utviklet seg?

S4: Nei, for meg så har jo det utviklet seg nesten bare på grunn av gaming, sånn generelt. Ellers tror jeg ikke jeg hadde jobbet særlig med engelsk i det hele tatt.

I: Nei, er det noe du føler har gitt deg mer motivasjon til å lære engelsk?

S4: Ja, det har jo det. Som jeg sa tidligere, så gav det meg motivasjon i starten for jeg måtte jo kunne engelsk for å kunne skjønne hva det innebærte, spillet jeg spilte liksom. Så da er det viktig å kunne engelsk.

I: Men hvis du ikke hadde spilt, tror du at du hadde vært like god i engelsk, eller mindre god eller hadde det vært det samme?

S4: Nei, det hadde ikke vært det samme. Det vil jeg nå si, men jeg vet ikke hvor.... stor forskjell det hadde vært, men jeg hadde ikke vært like flink som jeg er nå.   **(Ap.S4, p.6)**

I: Men sånn utenom spill, nettsider og nyheter og sånne ting, leser du mye av det på engelsk?

S4: Nei, det gjør jeg ikke.

I: Nei... Og føler du deg som en del av spillmiljøet?

S4: Ja, jeg mener nå egentlig at alle er inkludert i spillmiljøet, de som har et spill på telefonen sin bare. Jeg mener jeg er medlem av spillmiljøet.

I: Mhm, føler du at der er det en lav terskel for å dele ting og meninger, eller syns du det er litt begrenset hva man kan si eller mene?

S4: Nei, der er det helt åpent for å komme med sine egne meninger.

I: Du sa jo til å begynne med at du tenkte på engelsk som noe du måtte kunne for å forstå spillet, men hvordan tenker du om engelsk i forhold til det å kunne kommunisere med andre spillere?

S4: Ja, det er viktig å kunne kommunisere, men det har egentlig bare komt av seg selv ettersom jeg lærte meg de engelsk, eh, skriftlig, i begynnelsen. Så det har bare utviklet seg av seg selv etterhvert.

I: Mhm... De folkene du kommuniserer med, hvilket aldersspenn og nasjonaliteter har de?

S4: De fleste jeg har spilt med er fra Norge, eh, fordi hvis du treffer noen andre fra Norge inne i et spill så er det jo mye artigere å kunne, på en måte, snakke med de, hvor er du fra, og sånne ting. Så det er jo mye lettere å ta kontakt med norske folk, men aldersgrupper er hva som helst, jeg har spilt med de som er ti år yngre enn meg og folk som er tyve år eldre. Det har ikke så mye å si.

I: Bruker du mer engelsk nå enn før du begynte å spille videospill eller besøke videospillrelaterte plattformer på nett?

S4: Ja, det gjør jeg. Nå bruker jeg jo engelsk hver dag. Før hadde det jo bare vært når jeg hadde hatt engelsk på skolen i så fall.

I: Ja, og hva er dine tanker om engelskbruken din i fremtiden?

S4: Det er jeg litt usikker på, det, eller, det kommer vel litt an på jobben jeg vil få, men mest sannsynlig vil jeg måtte kunne engelsk der. Der er det veldig viktig, men jeg tror ikke jeg vil ha noe annet utbytte av det enn der.

I: Tenker du å jobbe internasjonalt?

[Noen kommer inn i rommet, mye støy]

I: Vi er straks ferdig, så det går vel greit. Så det er jobb hovedsaklig?

S4: Ja.

I: Og før dette intervjuet, har du tenkt over din egen engelsklæring eller engelskbruk i sammenheng med videospill?

S4: Nei, det har jeg ikke tenkt på egentlig. Har ikke tenkt på det.

I: Nei, så er det mer sånn at det bare har vært av seg selv?

S4: Ja, det har bare blitt naturlig.

I: Takker for intervju og spør om det er noe uklart eller om det ønskes å legges til noe. **(Ap.S4, p.7)**

Appendix S5

Appendix S5: Norwegian transcription of interview 5, school 2. Female, 17. Time: 37:34 <mark>Code-switching</mark>

I: Vil du gjøre intervjuet på norsk eller engelsk?

S5: Norsk.

I: Hvordan liker du engelsk som skolefag?

S5: Ehm, egentlig ikke så veldig godt. Jeg synes det går mye i sånn, oppgaver i boken, og det er lite varierte oppgaver syns jeg. Det blir litt mye det samme.

I: Mhm, lesing av engelsk, synes du det er greit?

S5: Jeg foretrekker å skrive engelsk, eh, synes det er mye vanskeligere når jeg skal uttale engelske ord.

I: Mhm, leser du mye engelsk utenom skolesammenheng?

S5: Jeg leser endel på sånne sider relatert til spill jeg spiller, også leser jeg endel tegneserier på engelsk.

I: Hva slags tegneserier er det da?

S5: Ehm, det er vel litt sånn DC-tegneserier også leser jeg noen mangaer.

I: Mhm, det er sånne japanske?

S5: Ja, det er sånne japanske tegneserier.

I: Skriver du mye engelsk utenom skolen?

S5: ikke så mye, eh, når jeg skriver så er det mest når jeg skal søke opp ett eller annet relatert til et spill.

I: Mhm

S5: Det er ikke så mye utenom det.

I: Men å skrive på skolen, det synes du er greit i engelsk?

S5: Ja.

I: Hva tekster er det du skriver da?

S5: Ehm, for eksempel faktatekster synes jeg er det letteste å skrive.

I: Mhm, sånn i forhold til norsk, og engelsk, hvilket av de fagene er du flinkest i?

S5: Jeg ville sagt norsk, for der er jeg god skriftlig og muntlig. Mens i engelsk så sliter jeg litt med uttalelsen enkelt ganger.

I: Mhm. Ja, så har du jo svart litt forskjellig på hva type spill du spiller. Da har du svart på litt spilltyper, hva for noen spill er det du spiller mest? **(Ap.S5, p.1)**

S5: Eh, det jeg spiller mest er vel Dead by Daylight, og Heartstone, og Counter Strike.

I: Ja... Dead by Daylight, hva er det for et slags spill?

S5: Det er et spill hvor du har en som skal være "killeren", også skal fire andre, de skal prøve å overleve. 'da skal de fikse generatorer, men de må fortsatt passe opp så de ikke blir drept under forsøket. Så det er litt sånn taktikk i det. Og kanskje en blir tatt, men du kan fortsatt redde, redde fra "killeren". Så det er om å gjøre å overleve.

I: Ja, spiller du det, du sa det var fire andre, er det online dette med andre spillere?

S5: Ja, også kan du være i lobby med andre også.

I: Mhm, men når en spiller sånn som det, eller Counter Strike, er det chat imens dere spiller da?

S5: Eh, ja. Hvertfall, spesielt i Counter Strike så er det viktig med posisjoner på banen. Og vite hvor de andre er, det kan være nyttig, da å vite hvor motstanderen er.

I: Mhm, er det en chat der dere skriver eller er det en stemme-chat, sånn voice chat?

S5: Det er voice chat.

I: Mhm.

S5: Og da er det bare med de på laget ditt. Men det er også sånn vanlig chat, og da kan begge lagene kommunisere.

I: Ja. Hvilket språk er det som blir brukt der da?

S5: Det blir brukt engelsk for det meste.

I: Mhm... Du sa at du synes uttale på engelsk er litt vanskelig, hvordan føler du det fungerer når du spiller og snakker i voice chat?

S5: Eh, jeg synes det er vanskelig, men i Counter Strike så pleier man å holde det sånn ganske simpelt. Det er mest sånne stedsnavn du må si. For eksempel, eh, så har du de to bombeplantingstedene som er A og B. Så da kan du for eksempel si, eh, "Two av A." Og det er jo ganske enkelt.

I: Mhm, men det er ikke sånn at dere snakker så mye meir utover det?

S5: Nei, det er mest sånn enkle. Også har de ofte navn på forskjellige steder fienden kan gjemme seg også.

I: Ja, så er det liksom slik at dere sier at der er fienden også går noen for å ta de?

S5: Ja.

I: Spiller du med andre, slike i klassen eller venner herfra også?

S5: Ja, jeg har spilt av og til.

I: Eller er det mest med internasjonale folk du spiller?

S5: Jeg ville sagt mest internasjonalt.

I: I den skrive-chatten, for eksempel i Counter Strike, skriver du der?

S5: Neh, det er veldig sjeldent. **(Ap.S5, p.2)**

I: Hva er det som blir diskutert i de chattene?

S5: Det er for eksempel hvis det ene laget får en skikkelig god "kill", eller lignende, så kan du skrive om det, "Det var skikkelig bra gjort.". Eller hvis de tror at du er hacker så kan de skrive til deg.

I: Ja, så har du svart at du besøker spillrelaterte nettsteder hver uke.

S5: Ja.

I: For eksempel gamingkanaler på Youtube, spillnettsider som Gamespot, nettforum, som på Reddit for eksempel, Twitch, strømmetjenester, eller spillrelaterte sider på Facebook, Instagram og så videre, spillpodcaster eller noen andre spillrelaterte nettsteder da.

S5: Ja

I: Hva for noen nettsider er det du pleier å besøke?

S5: Jeg pleier å besøke Heartstone sin nettside. Eh, ofte for å holde meg oppdatert på når de nye kortene kommer, som er i, som skal komme. Og hvis jeg skal lage et bra deck, i spillet, som, ja... så besøker jeg nettsiden for å få tips til hvordan å bygge opp.

I: Ja, Heartstone, det er sånn kortspill?

S5: Ja, et slags.

I: Ja, det er vel sånn ganske avansert?

S5: Ja, det er mye sånn taktikk i det.

I: Det nettstedet, er det Ubisoft, eller, jeg husker ikke helt hva utvikler det er.

S5: Det er Blizzard.

I: Ja, er det deres nettside?

S5: Eh, nei, de har sin egen nettside.

I: Så det er noe som vanlige folk har laget?

S5: Jeg, tror de, jeg tror Blizzard har laget en egen nettside til...

I: På den nettsiden, er det kun ting Blizzard legger ut, eller er det sånn at andre folk kan legge ut ting også?

S5: Andre folk kan ikke legge ut ting der.

I: Mhm. Er det kommentarfelt og sånt, eller forum?

S5: Altså, man kan kommentere på den nettsiden.

I: Ja. Er det noen andre nettsteder du er på? Eller på andre steder for andre spill?

S5: Det var flere som spilte, eg en del, Black Desert Online. Og da var jeg innpå flere sider for å finne sånn, anbefalt gear og sånt. Og våpen.

I: Mhm, og videoer og Youtube og den slags, ser du på det eller?

S5: Ja, jeg har brukt det også. Til for eksempel hvordan jeg skal komme meg videre når jeg har spilt Skyrim.   **(Ap.S5, p.3)**

I: Mhm.

S5: Hvis jeg sitter fast, eller hvordan jeg skal få tak i en gjenstand som jeg har lyst til å bruke.

I: Ja. Bruker du de nettstedene hovedsaklig for å hjelpe deg når du spiller et spill, eller bruker du dem for en annen grunn?

S5: Nei, det er hovedsaklig for å hjelpe meg når jeg spiller.

I: Mhm. Ser du på videoer og den slags kun for underholdningen i seg selv også?

S5: Både for underholdning eller det kan være for smarte taktikker som man kan bruke i spillet. Eller noe jeg strever med i spillet.

I: Ja, hvilket språk er det som blir brukt på de nettstedene?

S5: Det er som oftest engelsk.

I: Leser du mest tekst om spill, eller hører du mest på folk som snakker, eller ser?

S5: Hvis jeg klarer å finne en video om det så vil jeg heller se den videoen om det enn å lese.

I: Synes du det er enklere med video?

S5: Jeg synes det er enklere å ta informasjon fra videoen enn ved å lese da.

I: Er det fordi det er litt vanskelig å lese om spill, eller er det fordi du synest det er litt vanskelig med lesing på engelsk?

S5: Eh, det er vel fordi, jeg blir ofte ukonsentrert når jeg leser veldig lange tekster, så derfor.

[Elever fra en annen klasse kommer inn i intervjurommet, avbryter intervjuet til de har gått ut]

I: Ja, du nevnte at du blir ukonsentrert når du leser. Kan du gi et eksempel på det?

S5: For eksempel hvis det er en lang tekst som bruker mange kompliserte ord, da blir jeg ofte nødt til å søke de opp, og så ender det opp med at jeg kanskje har glemt hva jeg har lest, og da må jeg begynne på nytt igjen. Og som oftest når noen snakker så føler jeg at jeg kan, hvis det er et ord jeg ikke forstår, så kan jeg se etter sammenheng i resten av setningen, mye enklere.

I: Ja, så er det litt mer flytende sånn at det er letter for deg å skjønne det, eller?

S5: Ja.

I: Mhm, så språket er litt utfordrende på spillnettsider?

S5: Ja.

I: Synes du språket er vanskeligere, enklere eller omtrent like vanskelig som tekster du har i skolefaget engelsk?

S5: Jeg ville sagt, eh, at det er vanskeligere i skolefaget engelsk. Der er det mange flere ord som jeg ikke kjenner til, som oftest.

I: Mhm.

[En lærer ved skolen kommer inn og informerer om at rommet skal benyttes av elever etter pausen, men at vi kan gå inn i rommet ved siden av. Flytter intervjuet til nytt rom.]   **(Ap.S5, p.4)**

I: Ja, du nevnte at du ofte søker opp ord og sånt dersom du ikke forstår. Er det i nettleseren eller i ordbok, eller?

S5: Jeg pleier å søke på ordet, og så "definition".

I: Mhm, gjør du det ganske ofte når du leser en tekst?

S5: Ja.

I: Mhm, når du er på spillrelaterte nettsteder, skriver eller snakker du engelsk selv da?

S5: Eh...

I: For eksempel når du er på nettsiden til Heartstone og denslags.

S5: Ja, da ville jeg skrevet på engelsk.

I: Mhm, har du skrevet ting der?

S5: Ja, har skrevet litt.

I: Hva slags ting er det du skriver da?

S5: For eksempel, hvis jeg lurer på et spesifikt "deck" jeg har lyst til å lage så kan de komme med forslag til meg.

I: Ja, så da skriver du for eksempel hvilke kort du har fra før da eller?

S5: Ehm, nei, for du kan egentlig bare kjøpe... med noe som er, ser ut som eliksir. Jeg vet ikke hva de egentlig kaller det.

I: Nei... Ehm, er det av og til sånn at det blir diskusjoner med andre folk på de nettstedene?

S5: Eh, ja, det kan det bli hvis folk er uenig om valgene. For eksempel noen som har lagt ut et "deck".

I: Har du og vært med i sånne diskusjoner?

S5: Eh, nei, jeg har for det meste bare spurt om type "deck".

I: Ja, er det kun når du lurer på noe at du skriver, eller er det sånn at du av og til kommenterer og svarer på andre sine spørsmål og?

S5: Jeg pleier mest å bare skrive hvis jeg lurer på noe.

I: Mhm. Er det noen andre plasser enn akkurat med Heartstone du skriver... eller, om sånne spillnettsider?

S5: Nei, det er for det meste det.

I: Mhm. Snakking da, er det noe du har vært med på? Chat eller noe sånt på spillnettsider?

S5: Ehm, nei.

I: Føler du at engelskkunnskapene dine innenfor skriving er gode nok til at du suksessfullt kan kommunisere med andre medlemmer av videospillmiljøet?

S5: Ja.

I: Har du fått kommentarer fra folk at du skriver feil eller at de ikke forstår hva du skriver?

(Ap.S5, p.5)

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S5: Nei, de pleier å forstå hva jeg mener. Selv om jeg skriver feil.

I: Mhm, og på spørreskjemaet du har svart på så fikk dere noen utsagn dere skulle svare på om dere var uenige eller enige med. Et av de utsagnene, der du svarte helt enig, det var "Jeg er blitt bedre i engelsk på grunn av at jeg ser videoer, leser, skriver eller kommuniserer på engelsk på spillrelaterte nettsteder."

S5: Ja.

I: Kan du gi noen eksempler på hvordan du føler at de aktivitetene har bedret engelskkunnskapene dine?

S5: For eksempel, når jeg har vært innpå en nettside og lest noe om et spill jeg har spilt, så har jeg jo søkt opp de ordene jeg ikke forstår. Og det gjorde jeg jo fordi jeg var interessert i å vite hva de mente. Så uten det så ville jeg aldri lært de ordene. Og samme på videoer, men på videoer så har jeg ofte klart å finne definisjonen på ordet ved å høre på hele setningen. Så ved å vite sammenhengene, sammenhengen i setningen, så har jeg da lært et nytt ord.

I: Mhm, og sånne ord, sånn som hvis du har lært de i sammenheng med videospill og sånt, er det noe du har fått bruk for i andre kontekster? For eksempel på skolen eller...?

S5: Ja, litt usikker på om jeg har fått bruk for det på skolen da.

I: Eller noen andre plasser?

S5: Sånn, i muntlig engelsk så har jeg bruk for det, men vi har ikke hatt noen lignende oppgave, som jeg kan huske, som vi har hatt bruk for det. Men jeg tror at jeg hadde hatt bruk for det hvis jeg hadde vært i England eller noe lignende.

I: Mhm. Så det er hovedsaklig med tanke på ord at du tenker at det har hjulpet deg med sånne aktiviteter tilknyttet spill og spillsider? Eller er det muntlig eller skriftlig, eller?

S5: Det har forbedret egenskapene mine skriftlig også, og nå har jeg fått flere ord jeg kan bruke for evig tid. Så jeg har litt mer å velge mellom når jeg skal skrive en tekst, også i tillegg så har jeg lært nye ord. Så... det er der det har hjulpet meg.

I: Ja... Er det noen negative effekter føler du med bruk av spillnettsider og spilling og denslags?

S5: Nei, ikke som jeg har lagt merke til.

I: Når du ser video, eller hører lydklipp om videospill, de som snakker, er det folk med engelsk som morsmål? For eksempel britisk eller amerikansk, eller er det mest folk med utenlandsk aksent?

S5: For det meste så er det engelsk, eller noen som kan veldig bra engelsk.

I: Din egen engelskuttale, har den blitt påvirket av å se sånne videoer?

S5: Eh, ja, det vil jeg si. Fordi når de sa et ord som jeg er usikker på hvordan man uttalte, så fant jo jeg ut det, etter å ha sett den videoen.

I: Ja, er det ord tilknyttet spilling hovedsakelig eller?

S5: Jeg ville sagt det heller er sånn generelle ord. Men også spillord da, så begge deler.

I: Ser du mye videoer på engelsk som ikke handler om spill og sånt også?

S5: Ja, det gjør jeg jo også.   **(Ap.S5, p.6)**

I: Og filmer og serier og sånt eller?

S5: Ja.

I: Har det hendt at du har samarbeidet med andre folk om å lage en tekst eller video eller noe annet som har blitt lagt ut på nett?

S5: Nei.

I: Nei, har du gjort det på norsk?

S5: Nei, ikke som jeg kan huske.

I: Men når du skriver på Heartstone siden og denslags, tenker du like mye på ordvalg, grammatikk eller rettskriving og denslags som når du skriver på skolen for eksempel?

S5: Ja, tenker på det. Og jeg vil jo at de skal forstå hva jeg mener mest mulig. Så de ikke misforstår spørsmålet mitt.

I: Mhm. Tenker du da mye på hvordan du skal få fram meningen i det du skriver? Hvordan du skal formulere deg?

S5: Ja.

I: Eller kommer det av seg selv lett?

S5: Det kommer litt av seg selv, men enkelte ganger må jeg tenke meg litt om hvilke ord jeg bør bruke.

I: Har det skjedd at du ikke har blitt forstått på grunn av at skrivingen din ikke er god nok?

S5: Det har skjedd, men det er veldig lenge siden. Det var vel før.

I: Så du føler ikke det er noe problem å bli forstått nå?

S5: Nei.

I: Gjelder det både skriftlig og muntlig eller?

S5: Ja.

I: Er det tilfeller der du har lært noe om skriving på de nettsidene? For eksempel at engelske ord har en annen rekkefølge enn på norsk, at man må bruke komma og punktum på en viss måte, eller denslags ting.

S5: Ja, har lært litt setningsoppbygning der ved å se på andre.

I: Når du snakker muntlig eller skriver på de nettstedene, ser du på det som noe som kan ha hjelpt deg til å kommunisere på engelsk også andre steder?

S5: Eh, ja.

I: Kan du gi et eksempel?

S5: Det var vel det siste, setningsoppbygning, det har jeg jo blitt bedre på etter å ha lest hvordan andre formulerer seg.

I: Men hvor viktig synes du at aktiviteten på spillnettsider, men også spillingen i seg selv, har vært for hvordan engelsken din har utviklet seg? **(Ap.S5, p.7)**

S5: Jeg tror det har vært ganske viktig, siden jeg ikke er særlig glad i faget. Så er det jo mer jeg klarer å lære der siden jeg er mer interessert i det enn det vi lærer i engelsktimen. Det er mye enklere å lære.

I: Mhm. så, er det noe som gir deg motivasjon eller?

S5: Ja.

I: Men engelskfaget, det er du ikke så glad i?

S5: Nei.

I: Norskfaget da, liker du det?

S5: Norskfaget er greit. Det er bedre enn engelskfaget i alle fall.

I: Ja. I spillmiljøet, føler du deg som en del av det på de sidene?

S5: Ehm, jeg vet ikke, jo. Jeg vet ikke helt egentlig.

I: Føler du at det er lav terskel for å dele innhold og meninger, eller er det begrenset hva du kan mene eller dele?

S5: Nei, man kan mene og dele det man vil. Det bør jo være relatert til spillet da.

I: Ja, tenker du over, sånn som med spilling og spillnettsteder, tenker du på engelsk som en nødvendighet for å for eksempel kommunisere med folk fra andre steder i verden?

S5: Ja.

I: Og kommuniserer du mye med folk fra andre steder i verden?

S5: Eh, ikke så veldig mye egentlig, men, det er mest når jeg besøker nettsider og spør om spillrelaterte ting.

I: Mhm, bruker du mer engelsk nå enn før du begynte å spille videospill, eller før du begynte å besøke spillrelaterte plattformer på nett?

S5: Ja.

I: Hva er tankene dine om engelskbruken din i fremtiden?

S5: Jeg tror egentlig ikke jeg kommer til å få bruk for... så altfor mye ute i arbeidslivet. Jeg tror jeg kommer til å bruke det mest til spill.

I: Ja, og arbeidslivet, da er det elektriker og sånt da?

S5: Ja.

I: I anleggsbransjen jobber man kanskje ofte med folk av ulik nasjonalitet?

S5: Ja, eller jeg tenkte å jobbe i en litt mindre bedrift. Der er det ofte norsk tale.

I: Ja. Hvis du hadde fått en jobb der du hadde måtte snakke mye engelsk, hadde det vært på en måte en "dealbreaker"?

S5: Hvis jeg tenker at jeg har samme engelskegenskaper som jeg har nå, så tror jeg det hadde vært litt det. **(Ap.S5, p.8)**

I: Mhm, ehm, så da er det egentlig bare siste spørsmål igjen nå. Har du tenkt over din egen engelskbruk og engelsklæring i sammenheng med videospill før du deltok i dette intervjuet?

S5: Eh, hva mener du med det?

I: Har du liksom tenkt over, tidligere, om når du er på sånne spillnettsider eller når du spiller spill, har du tenkt over din egen engelsklæring eller engelskbruk før du har deltatt nå i dette intervjuet.

S5: Eh, nei, ville ikke sagt at jeg har tenkt så mye over det.

I: Nei.

S5: Det kom liksom litt automatisk, sånn på de nettsidene og videoene.

I: Ja, då... Takker for intervju og spør om det er noen spørsmål eller noe uklart.

Appendix S6

I: Ja, hvordan liker du engelsk som skolefag?

S6: Veldig fint egentlig, det er et greit fag synes jeg. Og syns det er egentlig helt fint å kunne det, to språkfag, både norsk og engelsk. Siden da har man muligheten å snakke med forskjellige folk fra forskjellige steder i verden, for eksempel.

I: Mhm, leser du mye engelsk utenom skolen?

S6: Jeg leser ikke særlig mye engelsk, akkurat, men jeg leser generelt sett en del. Jeg leser for det meste blader hvis jeg skal lese noe, men jeg kan også lese på nettet, artikler, for eksempel hvis det er noe spill eller noe sånt, innen teknologi, så kan det hende at jeg må på engelsk, og da er det av og til at jeg leser.

I: Blader, hva slags blader er det da?

S6: Det er for det meste Donald og Billy-blader, som jeg har samlet opp.

I: Skriver du mye engelsk utenom skolen?

S6: Jeg skriver litt, hvis det er noen som prøver å kontakte meg på nettet og vil snakke med meg, så, prøver jo jeg å, hvis de ikke snakker norsk da, skriver jeg ofte tilbake til de på engelsk.

I: Ja. Hvordan liker du norsk da?

S6: Norsk er, veldig fint egentlig. Det går fint skolemessig og det går fint til vanlig bruk.

I: Mhm, ja, hva er du flinkest i på skolen, er det norsk eller engelsk?

S6: Forsåvidt, dette halvåret så har jeg fått samme karakteren i både norsk og engelsk. Mhm, det er jo forsåvidt norsk som er morsmålet, men engelsk og går det fint med. Så det er best norsk.

I: Vil du si at du er en sterk elev i de fagene?

S6: Ja, jeg har jo 5 i begge, så jeg vil anta det.

I: Mhm. Du har jo svart på et spørreskjema tidligere, og der står det at du spiller omtrent hver dag, også er det litt forskjellige sjangrer du har krysset av for at du spiller. Hvilke spill er det du spiller mest?

S6: Nå for tiden spiller jeg mest, eh, GTA 5. Også spiller jeg Overwatch, heter det. Og Fortnite. Jeg har også spilt endel Rocket League i det siste, som er også et annet spill da. Det er hvertfall de spillene jeg har spilt mest, nå i det siste, hvertfall.

I: Ja, og er det online du spiller?

S6: Ja, de, alle sammen er <mark>online</mark>.

I: Mhm

S6: Så alle sammen trenger nettilgang og alt mulig.

I: Har du mikrofon når du spiller?   **(Ap.S6, p.1)**

S6: Ja, jeg har sånn headset med mikrofon som jeg snakker med kompisene mine, som oftest, når jeg spiller.

I: Så det er mest på norsk dere snakker da eller?

S6: Ja, det, noen engelske begreper av og til, men, det går litt sånn, hvis vi skal snakke, en annen venn av meg da, hun har jo en nederlandsk en som snakker engelsk, så hvis jeg spiller med han så blir det engelsk tale, til han da.

I: Ja, så det er mest norsk da det går i.

S6: Ja, og noen engelske begreper av og til.

I: Mhm, er det noe skriftchat også?

S6: Ja, det kan være skriftchat på de fleste spillene. Det er både på GTA, så kan du jo sende meldinger til folk som er på samme lobby eller server som deg. Da kan du sende meldinger også, skrive melding til de. På Rocket League kan du også, der kan du skrive til både teammates og motstander. På engelsk eller norsk eller hva du nå vil.

I: Så har du også svart at du besøker spillrelaterte nettsteder.

S6: Ja.

I: Det er"hver dag" har du svart der.

S6: Ja.

I: Så da var det jo eksempelvis gamingkanaler på Youtube, IGN, Gamespot, nettforum som Reddit, Twitch, Facebook, Instagram og hva som helst annet som ikke er nevnt der. Hva for noen sider er det du pleier å besøke?

S6: Jeg pleier for det meste å besøke, en stor del Youtube da, og se på gaming der. Så da ser jeg på forskjellige kanaler, skal jevne noen kanskje?

I: Ja ja, du kan nevne noen.

S6: Jeg ser på en fyr som egentlig er, jeg pleier å se på han også på Twitch da, han pleier å livestreame, også pleier jeg å se videoene av livestreamen. Han heter TimTheTatman. Så han er jo en stor streamer på nettet som jeg ser på. Han er en av de store. Også ser jeg også på litt, eh, hvem jeg ser på, jeg ser på en som heter Syndicate. Han driver og spiller han også, forsåvidt. Han driver og spiller endel Call of Duty, også har han drevet og spilt endel Fortnite i det siste. Så, ja.

I: Mhm. De streamerene, er det på engelsk?

S6: Ja, de begge to er, han ene er amerikansk og han andre er engelsk, så det, veldig mye engelsk tale. Ingen norsk.

I: Nei... Men er du på andre sider enn Youtube og eller?

S6: Jeg er litt sånn på den derre gamer.no. Der leser jeg litt om, men det er jo for det meste på norsk da, siden det er norsk. Også har jeg vært innom på Reddit noen ganger, men jeg pleier ikke være så mye der, men jeg har vært innom der og sett på en del forskjellig.

I: Når du er på Youtube eller Twitch, på Twitch er det live chat.

S6: Ja.   **(Ap.S6, p.2)**

I: Er det sånn at du deltar i den da?

S6: Ja. Det er både mulighet til å spille og livestreame live, på både Twitch og på Youtube. Og der kan du også, på begge to kan du, kan den personen som streamer velge å ha på chat. Bare sånn at folk kan komme og kommentere på livestreamen. Så det er jo, også blitt ganske populært å livestreame på Youtube, selv om det er det mest populære å se videoer på.

I: Ja, og kommentarfeltene på Youtube, det blir vel kommentarfelt når livestreamen er ferdig?

S6: Nei, de pleier som oftest å forsvinne. Det kan hende hvis du ser en reprise på Twitch utav livestreamen så tror jeg de kommer opp igjen. Du ser liksom det som stod i chatten akkurat da. Når han la ut, for eksempel.

I: Ja... Men sånn som når du ser videoer av ferdige...

S6: Ferdige streams...

I: Ja, så er det kommentarfelt, leser du mye på det?

S6: Egentlig ikke så mye, pleier av og til å, hvis jeg bare hører på videoen på en måte, så pleier jeg å se ned i kommentarfeltene og se hva folk har å si, eller hvis det er noe jeg tenker, eller om noe var merkelig, for eksempel. Sånn hvis det skjer noe uvanlig i videoen, så pleier jeg å se om det var noen som reagerte på det.

I: Ja. Så, det er mest at du ser eller hører på da? Ikke så mye lesing?

S6: Det, er jo forsåvidt, selvfølgelig, hvis de, det er selvfølgelig mest lese, eh, høre, det blir jo veldig mye engelsk. Så blir jo veldig vant med å høre engelsk, for jeg lærte det på den måten, også har det gått...

I: Mhm, det er mest det at du hører eller ser da?

S6: Mhm. Jeg leser også, hvis det er et spill, GTA har jo engelsk som språk, standard. Så der er det jo da mye lesing, for eksempel hvis du skal, ehm, ha en dialog, eller hvis du skal et sted så må du jo lese på kartet og alt mulig sånt, men det er jo veldig lite tekst, men det, det er ikke så voldsomt mye tekst i den type spill. Ihvertfall ikke sånn type spill jeg spiller. Det kan være mer tekst på for eksempel et puzzle-spill der du skal finne frem til ting.

I: Mhm, det er vel ikke så mye at en leser, men GTA så er det jo veldig bra manus og...

S6: Ja ja, dialog, i hvert fall på story mode.

I: Men når du ser videoer og sånt, eller hvis du leser noe om spill, er det mest vanlige folk som har skrevet det eller er det profesjonelle forfattere?

S6: Det er vel, jo, det er vel fra ordentlige, eller pålitelige kilder, eller de som jeg stoler på. Hvis det er en kanal, og de snakker på nettet, og jeg stoler på de, så stoler jo jeg for så vidt på deres oppfatning av spillet. Jeg stoler også på de profesjonelle som jobber på selve nettsider, som, eh, reviewer spill.

I: Ja, når du leser, ser eller hører innhold om videospill på engelsk, synes du språket er utfordrende?

S6: Nei, egentlig ikke. Jeg har ikke, det er noen som sliter med det, men jeg er ikke, jeg sliter ikke noe særlig med engelsk. Jeg synes det er et lett språk å lære siden jeg har lært, jobbet, på en måte hatt veldig mye, det har vært veldig mye i løpet av livet mitt, engelsk.

I: Mhm. (Ap.S6, p.3)

S6: Så det... Jeg er ganske vant til å lese engelsk og høre engelsk.

I: Ja. Hva er det som har gjort at du har brukt engelsk så mye?

S6: Nei, det er jo egentlig spill, meste faktisk. Det er jo litt sånn, at hvis en ser på en video, og man ikke kan, og den videoen er på engelsk og man ikke skjønner det, så er det liksom poengløst, men hvis man lærer seg engelsk, så kan man faktisk skjønne hva som skjer i videoen, og da kan det gjerne være veldig gøy. Og da får man lyst å se enda flere videoer, da lærer du enda mer engelsk på en måte.

I: Mhm, ja, men tekstene eller språket, synes du det er vanskeligere, eller enklere, eller er det omtrent like vanskelig som språket i skolefaget engelsk?

S6: Nei, det er jo forsåvidt, bare videospill, sånne videospill er det ikke særlig avansert språk, men på skolen kan det være, sånn, eh, skrive litt mer tydlig og sånn formulere deg litt mer formelt på en måte, hvis jeg skulle skrevet en oppgave, men på nett så er det jo ikke det, så mye. Folk og sånt som snakker, det er ikke så voldsomt nøyaktig, snakke helt sånn riktig engelsk. Så det er jo forsåvidt lettere. Det er jo forsåvidt mer vanskelig på skolen, engelsken, enn jeg ser på video eller streamer.

I: Ja, så du tar liksom ikke like mye hensyn til rettskriving og denslags?

S6: Nei, ikke altfor mye. Men man tar jo liksom ikke og skriver helt feil med vilje, på en måte.

I: Nei...

S6: Man sitter ikke der og skriver veldig, eh, avanserte ord, når man vet at det ikke er alle som skjønner de ordene. Man vil på en måte bli lett forstått.

I: Mhm. Så det er ikke så mye avanserte ord, men er det tilfeller der det er sånne ord eller uttrykk du ikke forstår?

S6: Ja, det kan være, for eksempel... "impounded", det var noe som jeg ikke skjønte helt hva betydde på GTA. Når jeg skulle finn en bil så stod det at den var "impounded", men jeg skjønte ikke hva det betydde. Så det er liksom noen ting som er litt, noe som ikke alle nødvendigvis lærer seg, men som er veldig vanlig i for eksempel USA.

I: Så hva gjorde du da, når du skulle finne ut hva det betydde?

S6: Nei, da spurte jeg vennen min, også sa han at da var den tatt inn hos politiet.

I: Å ja, ja.

S6: At den var, den var låst inne hos politiet. Også er det jo GTA, så hvis man gjør noe dumt så kommer politiet og stopper deg, på en måte. Og hvis bilen din er i nærheten så blir den tatt inn også, så må du betale den ut igjen.

I: Så det er ikke sånn at du sitter med ordboken?

S6: Nei, det har jeg ikke gjort på flere år.

I: Nei, det er vel lettere å bare google?

S6: Ja, det er bare å ta opp telefonen og finne ut det.

I: Gjør du det ofte, hvis du er usikker på et ord?   **(Ap.S6, p.4)**

S6: Av og til, hvis jeg er usikker på ordet, så pleier jeg bare å finne telefonen min og oversette fra norsk til engelsk og finne ut nøyaktig hva det ordet betyr. På Translate.

I: Ja, ehm, skriver du eller snakker du engelsk selv? Du sa jo at du skrev litt i chat og sånt.

S6: Ja, hvis det er nødvendig. Jeg pleier egentlig ikke snakke med så mye sånne, jeg spiller jo for det meste med vennene mine, så jeg pleier jo. Det er jo på Playstation, så hvis man skal spille med, snakke med andre folk, og man er i en gruppe med vennene sine, så må man bytte mellom det. Så hvis man vil si noe til lagkameratene sine så er det på en måte lettere å bare skrive til de, istedenfor, på en måte, bytte mellom. Så der skriver jeg noen ting av og til.

I: Ja, men på sånne spillsider da, sånn derre...

S6: Reddit?

I: Ja, Reddit eller Youtube eller noe sånt, skriver du noe særlig der?

S6: Hvis jeg ser noen skriver litt feil da, så pleier jeg jo av og til å rette litt på de. For jeg synes det er litt irriterende hvis folk skriver helt feil, et ord, da pleier jeg av og til å lage en kommentar med sånn her, dette er faktisk hvordan du skriver det.

I: Mhm...

S6: Istedenfor at de skal skrive feil da, så fortsette å skrive feil.

I: Er det av og til at du skriver poster der du for eksempel mener et eller annet, eller har spørsmål om ting eller...?

S6: Nei, egentlig ikke. Det er ikke så mye sånn. Jeg tror egentlig på en måte at jeg, med sånn der at, hvis man har spørsmål så er det sånn, kanskje jeg kan svare på det. Jeg er ikke så ofte sånn, som spør spørsmålene.

I: Mhm, så det er ikke noe sånn at du skriver anmeldelser eller diskuterer med folk?

S6: Nei, anmeldelsene er, hvis jeg spiller et spill, så vet jo, så har jeg jo også spilt veldig store spill. For eksempel Fortnite eller GTA og Overwatch, begge to, alle tre er veldig store spill, så det er veldig lett å finne ut nøyaktig hva det handler om av andre folk enn en tilfeldig person på nettet, som, ikke er kjent eller noe sånt.

I: Føler du at engelskkunnskapene dine er så gode at du suksessfullt kan kommuniserer med andre medlemmer av videospillsamfunnet?

S6: Ja, jeg kan fint snakke med folk på engelsk, det er ikke noe problem. Det er ikke så avansert, det, jeg snakker liksom engelsk til folk hvis jeg må det, men det er ingen problem å snakke med de.

I: Mhm, så du får ikke så mye kommentarer om at du skriver feil eller ikke blir forstått?

S6: Nei, det, det er sjelden. Jeg pleier ofte skrive riktig.

I: Mhm, så du gjør liksom en liten innsats når du skriver på nett også?

S6: Ja ja, jeg, kan hende at jeg skriver liksom at jeg kom borti W istedenfor E, men da pleier jeg alltid å rette på meg selv. Sånn at jeg skrev liksom en feil. Men hvis jeg staver et ord feil, så skriver jeg, for eksempel, eh, nå kommer jeg ikke på et ord da, men hvertfall hvis jeg skriver et ord feil... så pleier jeg ofte å fikse på det hvis det er feil. **(Ap.S6, p.5)**

I: Ja. Også svarte du på den spørreundersøkelsen, da svarte du på noen påstander. Den ene av de var "Jeg er blitt bedre i engelsk på grunn av at jeg ser videoer, leser, skriver eller kommuniserer på engelsk på spillrelaterte nettsider." Og det var lignende sånn, de andre og. Og der svarte du "nokså enig". Så du er litt enig med den påstanden, kan du forklare hvordan du mener at du er litt enig med den påstanden?

S6: Ja, det er jo jeg enig med, til en grad da. For det er jo mye man lærer, man lærer jo mye av å være på nettet. For eksempel, jeg har jo lært mye engelsk fra skolen, men jeg har også lært en god del fra spill. Det er liksom det jeg tenker, det er mye skole også som hjalp til. Det er jo ikke hundre prosent spill som kan ta all æren for det. Det er skolen som liksom starter grunnmuren.

I: Ja, det er jo klart. Men selve de spillsidene og spilling og denslags, kan du gi noen eksempler på hvordan du føler at de har hjelpt deg til en viss grad?

S6: Hvis det er... Hvordan det har hjulpet meg på en måte?

I: Ja, du sier jo at du er nokså enig med den påstanden.

S6: Ja, hvordan det har hjulpet meg?

I: Mhm.

S6: Eh, det har hjulpet meg med å forstå bedre engelsk, sånn hvis jeg ser en video, så er jo det, det er det med å bare lære seg teorien, det er liksom det å se engelsk i praksis. Det er liksom det som er hjelp i, å se faktisk hvordan ting fungerer, og hva folk sier og hvordan de uttaler det. Det er liksom det som er hjelp i, men skolen lærer du også hvordan du, på en måte, hvordan uttale ting. Men føler bare at de ikke knytter det, ihvertfall på vår skole da, knytter det ikke så godt sammen, hvis det gir mening.

I: Ser du noen negative effekter ved spill og denslags?

S6: Det kan være negative effekter selvfølgelig, det kan være negative ting med alt. Så det er jo ikke sånn at man putter i et spill og så sier at alt er flott og ingenting kan... Spilling kan jo gjøre at folk blir avhengig av spilling, og det kan være gambling i spillene og det kan få folk til å tape masse penger. Det kan også få folk til å bli veldig sinna, og det er jo heller ikke bra for folk sin mentale helse. Så man må liksom tenke, det er fint å spille, men man kan liksom ikke sitte og spille i åtte-sju timer uten at man bør tenke at jeg burde gå ut en liten tur og slappe litt av.

I: Men sånn med tanke på engelsken din, ser du noen potensielle negative effekter av spill og spillnettsider og Youtube og denslags?

S6: Det kan hende at jeg snakker litt kjapt kanskje, av og til. Liksom hvis jeg snakker for kjapt på engelsk så skjønner ikke alltid folk hva jeg sier. Så det kan jo være at man må ta det litt med ro når man snakker. At man kanskje har lært at man snakker veldig kjapt i engelsk, men egentlig gjør man ikke det.

I: Mhm, snakker de veldig kjapt på streamer eller Youtubevideoer og sånt?

S6: Ja, av og til hvis de er veldig gira så snakker de veldig kjapt, og da er det veldig vanskelig å høre hva de sier. Det kan hende at man tar den kunn..., den evnen til seg selv.

I: Mhm, ja, er det ord eller uttrykk eller andre ting innenfor engelsk som du har lært fra videospill eller videospillnettsteder som du senere har fått bruk for i andre kontekster? Som for eksempel på skolen.

<div align="right">(Ap.S6, p.6)</div>

S6: Ehm, ikke som jeg kan komme på akkurat nå da, men jeg vet at det.... både hører og snakker engelsk i spill har hjulpet meg ja, med begreper.

I: Mhm.

S6: Så det har jo hjulpet, men jeg kan ikke komme på noen konkrete eksempler akkurat nå.

I: Nei. Ja, de Youtube, eller streamerene du snakker om, de snakker, britisk han ene og amerikansk han andre?

S6: Ja, han ene er britisk, men det er faktisk en annen en også som jeg glemte å nevne i sted da, det er han der største, Pewdiepie.

I: Ja.

S6: Han er jo, han er jo et sånt spesielt tilfelle, han snakker jo engelsk, men han er jo svensk.

I: Mhm.

S6: Så det er jo alle sammen forskjellige engelsker. Han snakker engelsk sånn han har lært det, svenske systemet og spilling, mens de to andre de har jo lært det før da fra barndommen sin siden de begge to er engelske.

I: Mhm, men når du har sett på endel sånne, du nevnte jo at du kanskje snakker litt fort, men føler du at din egen engelskuttale har blitt påvirket av å se på streamere for eksempel?

S6: Nei, de er vel ikke særlig påvirkende føler jeg. Siden de er jo allerede engelsk, snakke allerede engelsk uansett så. Så føler at det er litt sånn som når du ser på en annen person, en person som snakker et annet språk enn deg. Føler at vi blir mer påvirket enn de som snakker samme språket.

I: Mhm, så du har ikke blitt så påvirket av å se på sånne videoer med tanke på din egen engelskuttale?

S6: Nei, liksom at jeg, tenker at, engelsk, hvis jeg ser på en, hvis det er en nordmann som ser på en norsk kanal, på norsk, som streamer på norsk også lager video på norsk, så påvirker ikke det deg altfor mye fordi du kan allerede språket. Så det er ikke så mye du tar opp. Men hvis det er engelsk, du er norsk og ser på en engelsk kanal, så kan det hende at du liksom får mer innflytelse, fordi at de snakker et annet språk.

I: Men siden du er norsk, har det hatt innflytelse på deg?

S6: Hva at det, jeg ser på engelske folk?

I: Ja.

S6: Ja, det har jo selvfølgelig det. Det har jo fått meg til å lære bedre engelsk. Det får meg til å skjønne mer engelsk og kunne snakke engelsk hvis jeg møter de for eksempel.

I: Ja... Så var det... Det har du egentlig svart på.... Ja, har det hendt at du har samarbeidet med andre folk om å lage en tekst eller video eller noe annet originalt innhold?

S6: Ja, på Youtube?

I: For eksempel Youtube, eller skrevet noe, eller? **(Ap.S6, p.7)**

S6: Har laget Youtube-videoer selv. Det har jeg, også har laget littegranne med ene kompisen min, men det kan ingen finne heldigvis. Så det, har selvfølgelig vært med på det, men har ikke laget så mye på engelsk da. Det var for det meste spillvideoer med ingen kommentar, sånn, ingen snakker.

I: Ja. Skjer det at du havner i diskusjoner med folk på nett?

S6: Ja, det har av og til skjedd. Det var, jeg spilte med en nabo da, også spilte han også med noen venner, også for en eller annen grunn kom, en venn av vennen til naboen min, kom med, begynte plutselig å sende melding til meg. Så driver han og sender meldinger til meg, og han har noenlunde samme brukernavn som meg, så sitter jeg der og diskuterer og spør hvorfor driver han og sender meldinger til meg. Så jeg blir jo helt forvirret, skjønner ikke hvorfor folk skal drive å sende meldinger til tilfeldige folk.

I: Nei.

S6: Det var jo bare en liten -09 eller noe sånt, så det, han var jo helt på bærtur.

I: Ja, men på nett og sånt, for eksempel på Twitch-chat eller på livestream, eller Youtube eller noen andre nettsider. Hender det at du diskuterer med folk der?

S6: Nei, ikke så mye egentlig. Jeg bare sitter og ser på. Hvis jeg skal se på en kanal, så pleier jeg bare å se på videoen, pleier ikke lese altfor mye på kommentarfeltene, siden jeg liksom ikke, føler, det er liksom ikke, akkurat hundre prosent rettet mot meg, det er jo kommentarene til en annen til han som har laget videoen. Det er liksom ikke, kommentarer til meg som jeg trenger å lese på. Jeg føler liksom ikke at jeg har et behov for å se så mye på de.

I: Mhm. Ja, du nevnte vel at du tok en del hensyn til rettskriving og denslags.

S6: Mhm,

I: Men hvis du skal skrive noe på nettet, tenker du mye på hvordan skal jeg formidle meg nå for å få frem meningen min?

S6: Ja, jeg tenker jo, eller, det går for det meste sånn automatisk. Sånn, jeg vet hva jeg skal si og jeg vet hvordan jeg skal fortelle det. Så det er sånn at jeg har fokus på å skrive det jeg har tenkt ut og passe på at jeg, at det ser ut som jeg har tenkt ut, at det ikke blir helt feil, og kan bli mistolket.

I: Mhm, men har det hendt at du ikke har blitt forstått fordi skrivingen din ikke er god nok? '

S6: Nei, ikke så mye. Det kan hende at noen har misforstått hva jeg vil frem til, men jeg har ikke hatt noe sånn problem med grammatikken eller noe sånt, som jeg kan huske.

I: Er det tilfeller der du har lært noe om skriving på sånne nettsider?

S6: Egentlig ikke så mye.

I: Nei.

S6: Det er egentlig ikke så mye jeg har lært om det, jeg har for det meste lært meg rettskriving og sånt på skolen.

I: Ja. Men når du har snakket muntlig, eller hvis du skriver på de nettstedene, ser du på det som noe som har hjelpt deg til å kommunisere på engelsk også andre steder?

S6: Hva mener du da?   **(Ap.S6, p.8)**

I: Altså, hvis du enten snakker muntlig på sånne spillnettsider, eller skriver, føler du at det er noe som har hjulpet deg og andre plasser, eller er det sånn at de ikke har noen betydning?

S6: Jeg skjønte ikke helt, altså du lurer på om noen har hjulpet meg på forum som Reddit og sånt hvis jeg har noen spørsmål eller sånt?

I: Eh, nei. Det var om du snakker muntlig eller skriver på disse nettsidene. Ser du på dette som noe som har hjulpet deg...

S6: Å ja, sånn ja.

I: ... å kommunisere på engelsk og andre steder?

S6: Ja, det synes jeg. All øving er jo god øving. Så hvis du øver deg å snakke engelsk så hjelper jo det deg selvfølgelig. For eksempel på skolen, hvis du lærer deg å snakke god, eh, snakke engelsk når du spiller, så kan jo det hjelpe på karakterene. For eksempel hvis du, ja, skal ha en prøve.

I: Men hvor viktig tenker du at aktiviteten tilknyttet både spillnettsider, men også spillingen i seg selv, har vært for hvordan engelsken din utviklet seg?

S6: Det har vært ganske viktig. Ikke sånn, hadde greid fint å snakke engelsk uten spill. Det er jo ikke nødvendig å spille for å kunne lære seg engelsk, det er liksom ikke det, men det har jo selvfølgelig hjulpet til en grad. Men liksom, skolen er jo, en stor del av det som man lærer, men det er jo også greit å kunne lære noen ting fra spillene og sånt også.

I: Ja, hadde du vært like god uten...

S6: Nei.

I:....eller hadde det ikke vært noen forskjell?

S6: Det hadde jo selvfølgelig vært en forskjell, det er jo uten tvil. Men jeg hadde jo sikkert vært noenlunde god.

I: Mhm, ja, det virker jo som at du er en sterk elev og at du ikke har noen problemer med engelsken egentlig.

S6: Mhm.

I: Ehm, ja, føler du deg som en del av spillmiljøet når du er på sånne sider?

S6: Ja, det... jeg føler liksom at det ikke er nødvendig å være med i et miljø bare fordi man spiller på en måte. Det er ikke nødvendig, men det er jo alltid hyggelig å være inkludert... Men det er jo så stort at nesten alle er inkludert, bare så lenge de er på den nettsiden og skriver noe, så er du med.

I: Føler du at det er en lav terskel for hva en kan dele eller hvilke meninger en kan ha, eller er det sånn at det ofte blir uenigheter?

S6: Man kan fint komme med dumme meninger og sånt, men man må fint vente at man blir straffet for det. Hvis folk kommer der og ser, også skriver de masse, retter på deg og alt mulig dritt. Så... kan du forvente at folk blir sure.

I: Mhm, da er vi snart ferdige. Men når du spiller eller besøker videospillrelaterte nettsider, tenker du da at engelsk er en nødvendighet for at du skal kommunisere med folk fra andre **(Ap.S6, p.9)**

steder i verden?

S6: Det er vel, det er jo et av de største språkene, så det er jo veldig få som snakker nordmenn, det er jo nesten ingen i forhold til hvor mange som snakker engelsk. Tenker at det er veldig viktig å kunne engelsk. Tenker liksom at engelsk er viktig da.

I: Mhm...

S6: Siden det er jo det største, bortsett fra kinesisk. ¨

I: Mhm, men sånne folk som du har snakket med, hva slags alder og kjønn, og nasjonalitet og denslags er det?

S6: Nei, det er jo litt vanskelig å vite, men sånn sett så er det jo flest menn, på nettet, som spiller. Så jeg antar det er gutter for det meste, alt fra 8 til 40, så det er snakk om en stor gruppe, men det er også endel jenter som spiller.

I: Mhm.

S6: Det blir bare flere og flere.

I: Sånn som når du spiller, er det mest kompiser herfra, eller er det sånn at du har blitt kjent med noen fra utlandet også som du spiller med?

S6: Jeg spiller for det meste med, folk fra barneskolen og ungdomsskolen. Så det er ikke så mye jeg sitter og spiller med folk fra utlandet.

I: Nei. Bruker du mer engelsk nå enn før du begynte å spille videospill?

S6: Ja, definitivt, siden... på grunn av i spill, hvis jeg ikke hadde spilt spill så hadde jeg egentlig bare hatt kontakt med folk som snakker norsk, og det hadde ikke vært så nødvendig å snakke så mye engelsk.

I: Ja, da har vi vel to spørsmål igjen... Hva er tankene dine om engelskbruken din i fremtiden? For eksempel med tanke på jobb, skole, reising, sosialt og så videre.

S6: Nei, altså sånn som nå som jeg skal bli elektriker da, så er det kanskje nødvendig å snakke engelsk hvis du skal for eksempel snakke med en kunde som ikke kan helt norsk, for eksempel, så kan du fint ta det på engelsk, snakke med de om det, jobben. Men det kan også være nødvendig hvis du skal for eksempel snakke med en tømrer, som for eksempel er fra Polen, eller fra Russland eller noe sånt, som ikke kan norsk. Det kan også være greit hvis du for eksempel skal til utlandet til USA, så er det veldig kjekt å kunne snakke engelsk for det at du ikke kommer særlig langt på norsk. Det bidrar stort.

I: Og så, siste spørsmålet... Har du tenkt over din egen engelsklæring og engelskbruk i sammenheng med videospill før du deltok i dette intervjuet?

S6: Egentlig ikke, nei. Jeg har egentlig bare tenkt at jeg snakker engelsk når jeg må snakke engelsk. Er ikke så mye, det går ikke så mye, jeg tenker ikke så voldsomt mye på at jeg snakker engelsk når jeg må snakke engelsk. Med mindre det er noe jeg må tenke over "hvordan var det man sa det igjen?", for eksempel.

I: Mhm, ja, er det noe du lurer på eller om det er noe som er uklart eller om du har noen spørsmål?

S6: Nei, egentlig ikke.

I: Takker for intervju.   **(Ap.S6, p.10)**