Barns tekstproduksjon på Snapchat: Multimodale svar på kommunikative forventninger og fiksjonalisering av det hverdagslige

Engl. transl.: Children's text production on Snapchat: Multimodal answers to communicative expectations and fictionalisation of everyday events

# Keywords

* Snapchat
* children
* literacy
* multimodality
* fictionalization

# Details

## Year

2020

## DOI

10.23865/njlr.v6.2059

## Issued

2020

## Language

Norwegian

## Volume

6

## Issue

3

## Start Page

## End Page

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## Type

Journal article

## Journal

Nordic Journal of Literacy Research

## Publisher

Cappelen Damm AS - Cappelen Damm Akademisk

## Topics

* Learning
* Social mediation
* Internet usage, practices and engagement
* Literacy and skills

## Sample

8 children aged between 9 and 15 years old.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support

## Implications For Educators About

## Implications For Policy Makers About

## Implications For Stakeholders About

Researchers

# Abstract

The article deals with children’s text production on Snapchat. The purpose is to investigate why
children find it meaningful to create texts in this medium. The text material consists of Snapchat
texts produced by children aged 9–15. A key finding is that the children find putting together various semiotic resources a main motivation in itself. However, this is not a motivating factor alone. The motivation factor of the tool must be seen in the context of what the children use the tool for. First, the tool is suitable for creating texts that can realize many different types of communicative purposes, such as documenting everyday events, making appointments, sending greetings, telling stories, playing and self-communicating. Second, the tool allows the children to fictionalize the everyday situations in which they participate.

# Outcome

A key finding is that the children find putting together various semiotic resources a main motivation in itself. However, this is not a motivating factor alone. The motivation factor of the tool must be seen in the context of what the children use the tool for. First, the tool is suitable for creating texts that can realize many different types of communicative purposes, such as documenting everyday events, making appointments, sending greetings, telling stories, playing and self-communicating. Second, the tool allows the children to fictionalize the everyday situations in which they participate.